



**DAKABIN**  
STATE HIGH SCHOOL

*The future lies within*

# Year 9 Curriculum Handbook

*Commencing 2025*



**LEARNING | DISCIPLINE | COMMUNITY**

Information within this handbook is subject to change





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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 21<sup>st</sup> 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 21<sup>st</sup> 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
<b>Core Subjects</b>	English	English
	Science	Science
	Mathematics	Mathematics
	Pathways	Pathways
<b>Alternate Semesters</b>	History or Health and Physical Education	History or Health and Physical Education

<b>Electives</b>	<b>Technology</b>	Agricultural Science	Small Animal Studies	Food Science	
		Industrial Technology and Design – ITD	Industrial Technology and Design – Design	Digital Technologies - Fashion	
	<b>The Arts</b>	Dance		Media Arts	
		Music		Visual Arts	
		Drama			
	<b>Humanities</b>	Japanese		Geography	
		Business and Economics			
	<b>Programs</b>	Basketball Academy			



## YEAR 9 STATIONERY REQUIREMENTS

The following general items are required to be brought to school each day. The stationery items may need to be replenished throughout the year by the parent.

<b>GENERAL ITEMS (Available to purchase as a pack from the Uniform Shop for \$25)</b>	<b>QTY</b>
Blue ballpoint pens	4
Black ballpoint pens	4
Red ballpoint pens	2
HB lead pencils	2
Coloured pencils (12pk)	1
Highlighters	2
Plastic ruler	1
Eraser	1
Sharpener	1
Glue stick	1
Correction tape	1
16GB USB flash drive	1
Pencil case (large)	1
Document wallet	2
A4 Display books	2
Exercise book 96 page A4 8mm lined	8

The following items are required for core subjects. Students are required to bring to class the following listed items according to their timetable.

<b>ENGLISH</b>	<b>QTY</b>
Document wallet	1
12pk Coloured markers	1
Blunt tip scissors	1

<b>MATHEMATICS</b>	<b>QTY</b>
Exercise book 96 page A4 8mm lined	1
Scientific calculator	1
360 degree protractor	1
A4 Graph pad (2mm) 25 sheets	1
2B pencils (for exams)	2

<b>SCIENCE</b>	<b>QTY</b>
Exercise book 96 page A4 8mm lined	1
Scientific calculator	1
A4 Graph pad (2mm) 25 sheets	1



HUMANITIES	QTY
Exercise book 96 page A4 8mm lined	1
Document wallet	1
Glue stick	1
Sheet protectors	10
Grid paper sheets	5
2B Pencils (for exams)	2
12pk Coloured markers	1
Blunt tip scissors	1

HEALTH & PHYSICAL EDUCATION	QTY
Exercise book 96 page A4 8mm lined	1
Document wallet	1

PATHWAYS	QTY
A4 Display book 20 page	1

**The following stationery items are for elective subjects. Students are required to bring the items relevant to their chosen electives and timetable.**

DIGITAL INNOVATIONS	QTY
USB flash drive	1

JAPANESE	QTY
Exercise book 96 page A4 8mm lined	1
Glue stick	1
Coloured pencils	1
A4 Display book	1
12pk coloured markers	1
Blunt tip scissors	1

INDUSTRIAL TECHNOLOGIES & DESIGN	QTY
Exercise book 96 page A4 8mm lined	1

FOOD STUDIES	QTY
Exercise book 96 page A4 8mm lined	1
A4 Display book (20 page)	1

ENGINEERING	QTY
Exercise book 96 page A4 8mm lined	1
PC Headset with microphone	1
16GB USB flash drive	1

SMALL ANIMAL STUDIES	QTY
Exercise book 96 page A4 8mm lined	1
A4 Document wallet	1

AGRICULTURAL SCIENCE	QTY
Exercise book 96 page A4 8mm lined	1
A4 Document wallet	1



<b>DANCE</b>	<b>QTY</b>
Exercise book 96 page A4 8mm lined	1
Document wallet	1

<b>DRAMA</b>	<b>QTY</b>
Exercise book 96 page A4 8mm lined	1

<b>MUSIC</b>	<b>QTY</b>
Music exercise book 96 page (staved and feint lined)	1

<b>VISUAL ARTS</b>	<b>QTY</b>
A4 Visual Arts Diary 120 page	1
2B Lead pencils	2
4B Lead pencils	2
12pk Coloured markers	1
Canvas (size to be advised by Teacher)	1
Blunt tip scissors	1
Glue stick	1
Newspaper and craft materials (as advised by Teacher)	TBA

<b>MEDIA ARTS</b>	<b>QTY</b>
Exercise book 96 page A4 8mm lined	1
A4 Display book (20 page)	1
Audio headphones	1
USB flash drive	1

<b>BUSINESS AND ECONOMICS</b>	<b>QTY</b>
Exercise book 96 page A4 8mm lined	5
Audio headphones	1

<b>STEM</b>	<b>QTY</b>
Exercise book 96 page A4 8mm lined	1

<b>GEOGRAPHY</b>	<b>QTY</b>
Exercise book 96 page A4 8mm lined	1
Document wallet	1
Glue stick	1
Sheet protectors	10
Grid paper sheets	5
2B Pencils (for exams)	2
12pk Coloured markers	1
Blunt tip scissors	1

<b>BASKETBALL</b>	<b>QTY</b>
Exercise book 96 page A4 8mm lined	1
Glue Stick	1



# Year 9 Curriculum Overview

## English

### Subject Information

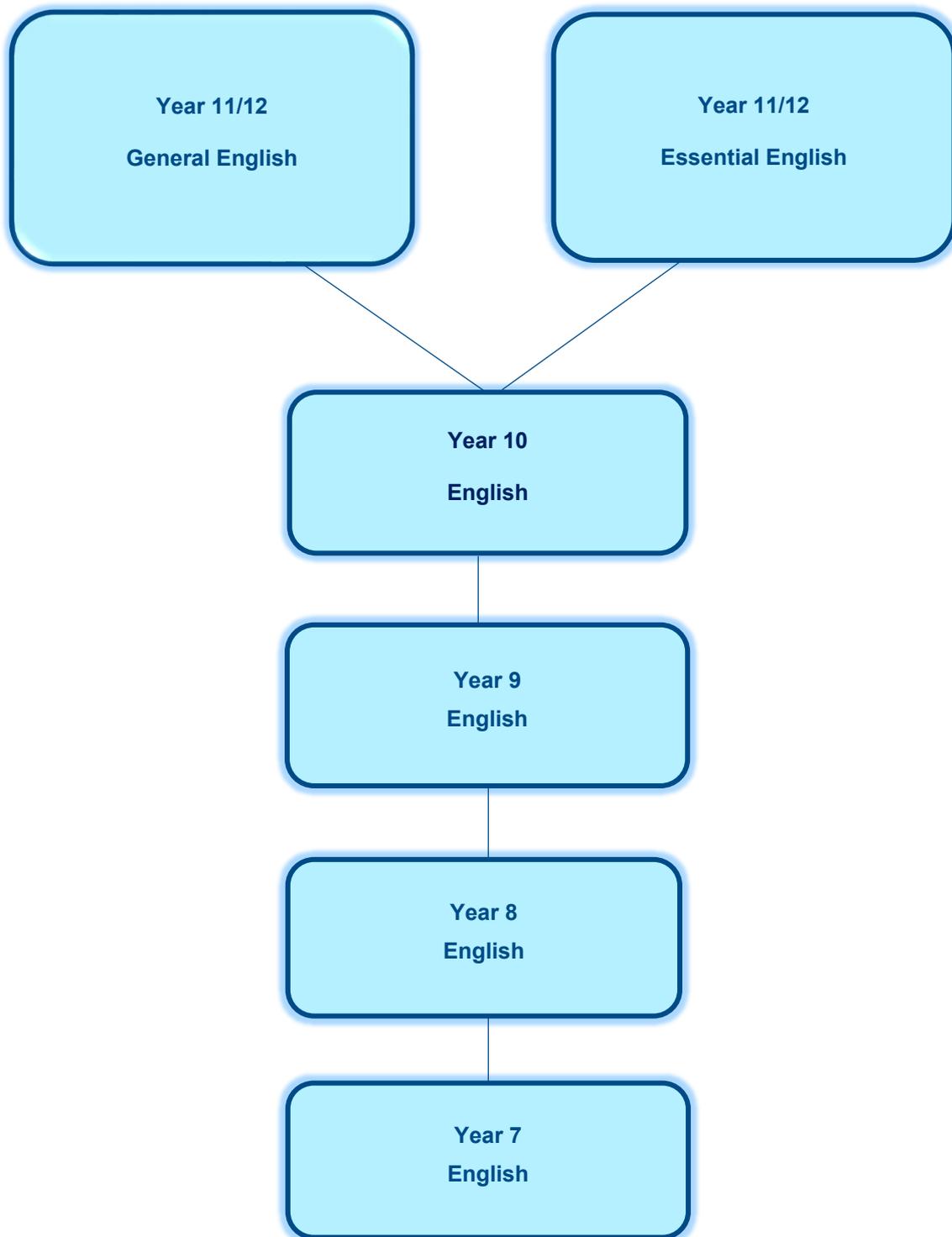
Participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The study of English also helps students to engage imaginatively and critically with literature from a range of cultures. In 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
<b>Unit 1</b>	The Power of Persuasion	Persuasive written 600-800 words under exam conditions
<b>Unit 2</b>	What If? Technology Meets Psychology	Analytical written 600 – 800 words based on collection of Short Stories 'The Illustrated Man'
<b>Unit 3</b>	What If? Tattoos Come Alive	Imaginative written 600 – 800 words based on collection of Short Stories 'The Illustrated Man'
<b>Unit 4</b>	The Revolution – slam poetry	Analytical multi-modal; individual 4-6min

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, USB, Notebook for English use only, black and blue pens, 2B pencils, eraser, highlighter, glue stick, ruler, scissors, coloured felt pens (pack 12), document wallet.



## 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, Geometry
- Statistics and Probability

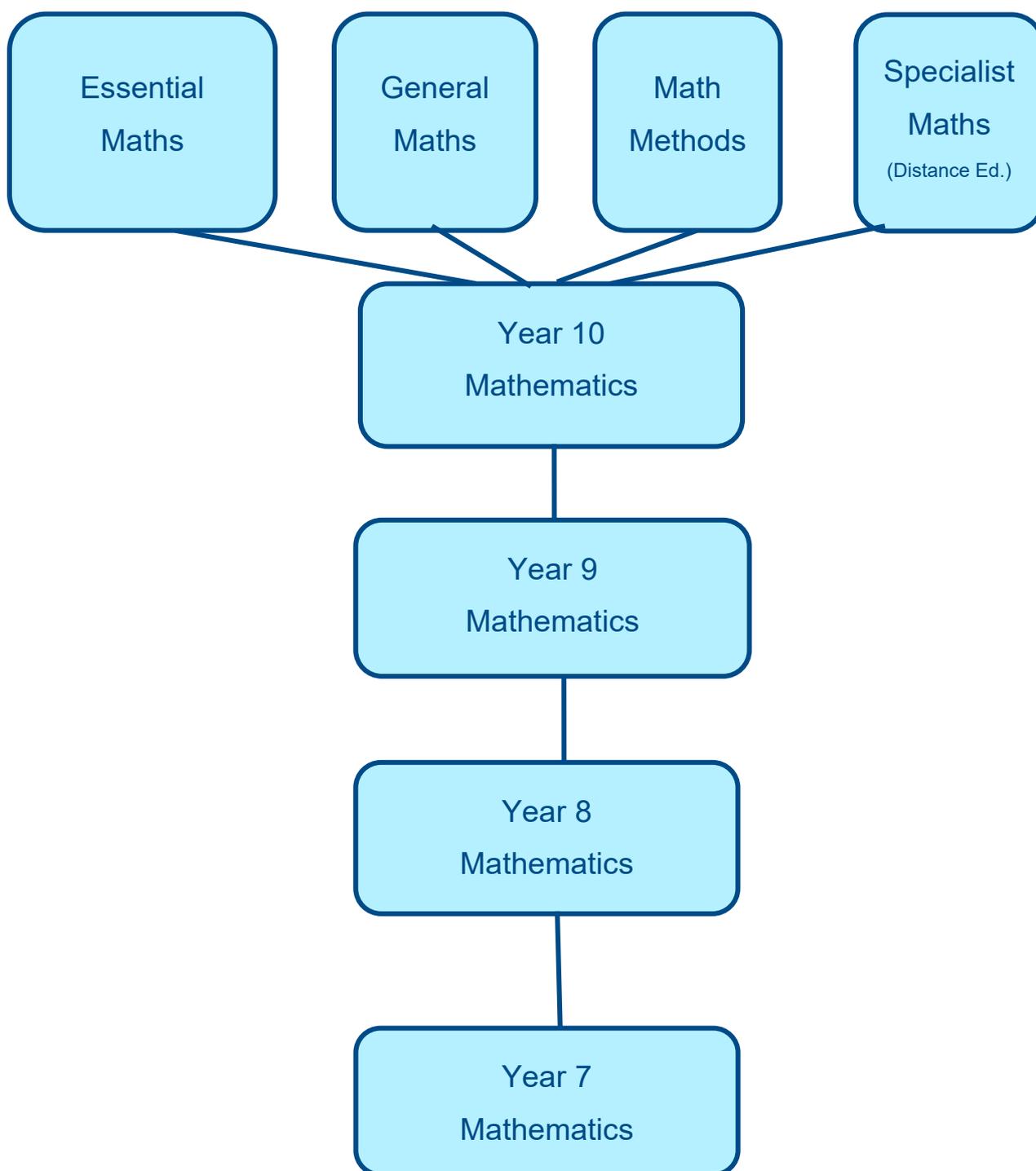
The Australian Mathematics curriculum has four proficiency strands. These are understanding, fluency, problem solving and reasoning. These strands enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

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

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, USB, Pencil Case (including: scissor, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items, Scientific Calculator.



## 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.

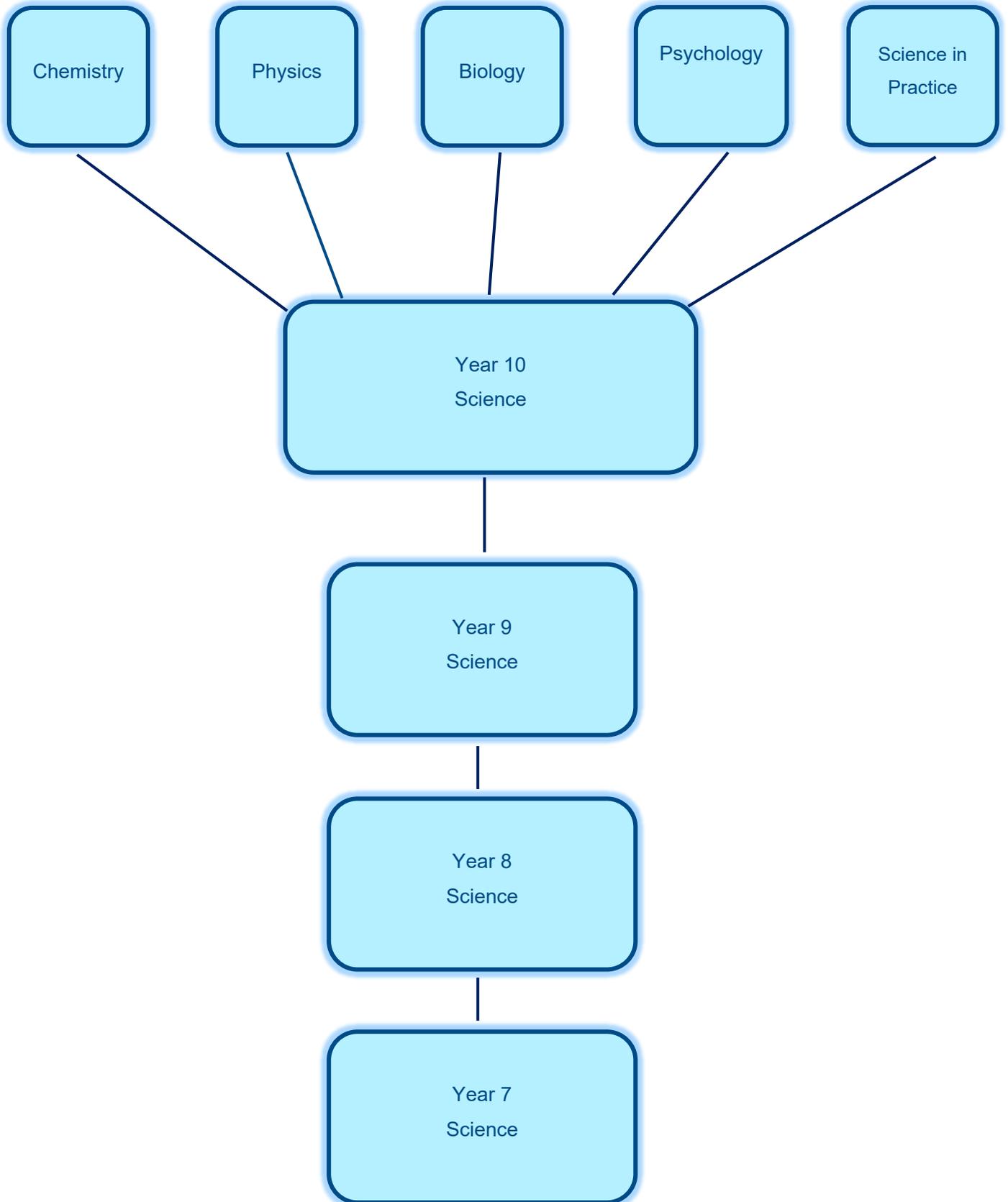
They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

	Brief Description	Assessment Requirements
<b>Unit 1</b>	Chemical Sciences: Atomic Model and Chemical Reactions	Student Experimental Report
<b>Unit 2</b>	Earth and Spaces Sciences: The Carbon Cycle	Data Test
<b>Unit 3</b>	Biological Sciences: Coordination and Reproduction	Exam
<b>Unit 4</b>	Physical Sciences: Energy Transfers and Transformations	Research Investigation

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick



## 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.

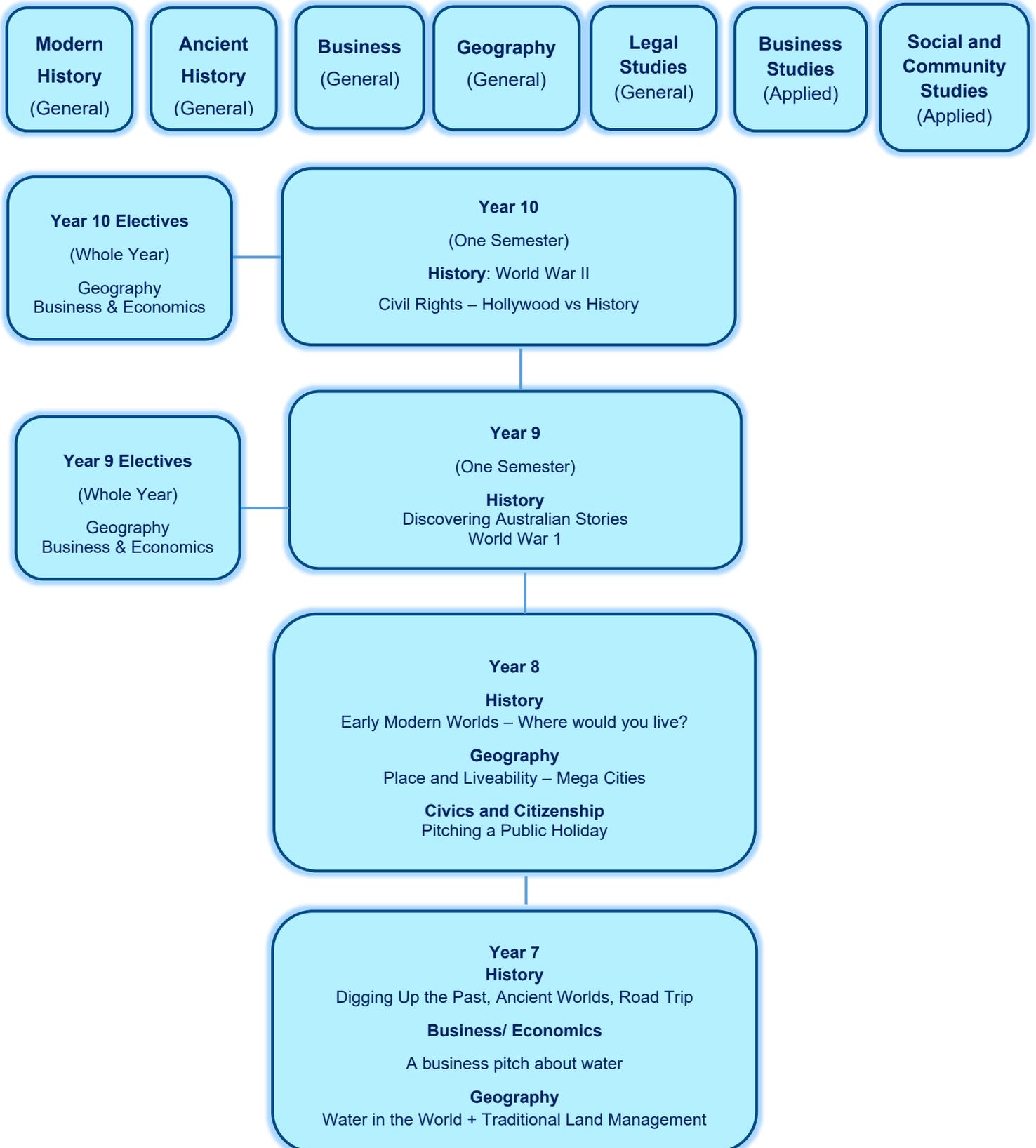
Historical knowledge is fundamental to understanding ourselves and others. In year 9 History, students examine, from a personal perspective of a service personnel, the causes, battles and changes that occurred as a result of World War One. Additionally, students embark on a project that allows them to 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
<b>Unit 1</b>	Discovering Australian Stories	<b>1:</b> Source Investigation <b>2:</b> Short film to enter the National History Makers of Australia Competition
<b>Unit 2</b>	World War ONE – Letters home	Essay Exam in response to Sources

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, pens (blue or black), pencils, ruler, coloured pencils/ pens, folder or plastic sleeve for extra handouts, glue.



## Humanities Pathways





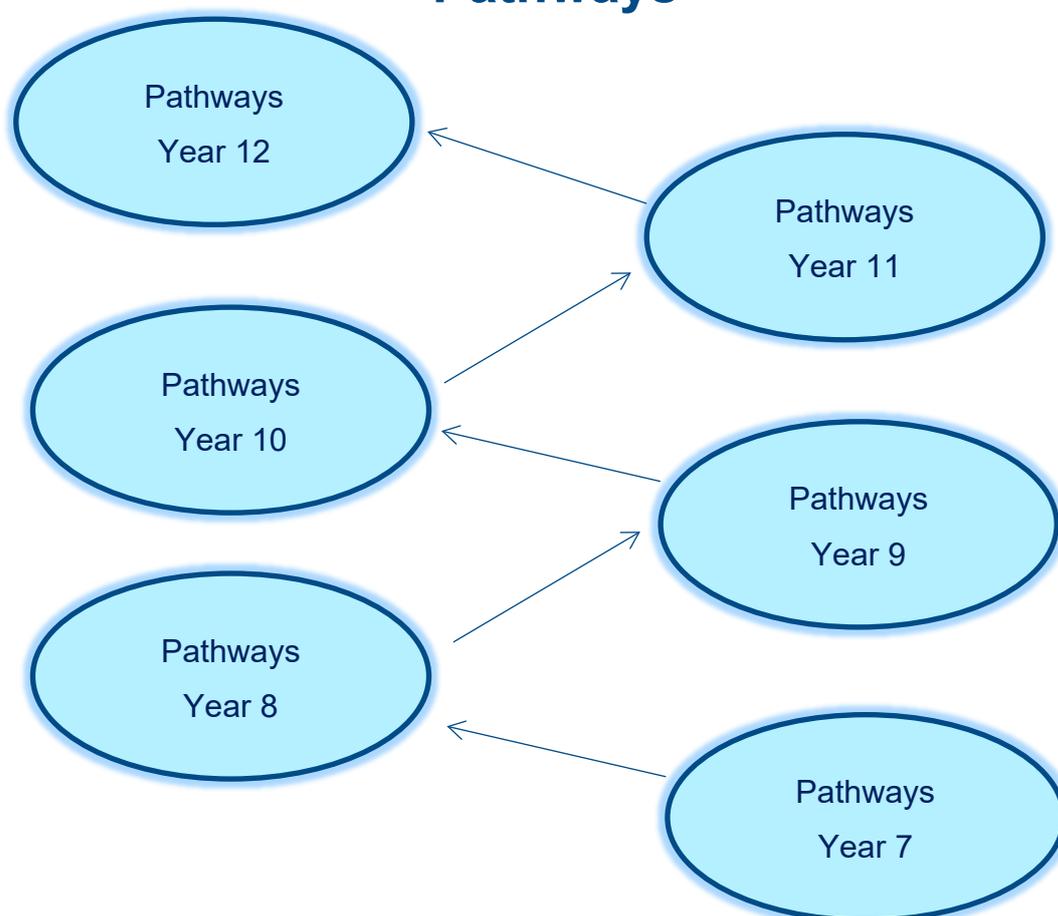
## Pathways

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
<b>Unit 1</b>	Varies – Dependant on cohort needs	No Assessment Requirements
<b>Unit 2</b>	Varies – Dependant on cohort needs	No Assessment Requirements
<b>Unit 3</b>	Varies – Dependant on cohort needs	No Assessment Requirements
<b>Unit 4</b>	Varies – Dependant on cohort needs	No Assessment Requirements

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick

## 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	Health in Australia	Research Report
Unit 2	Tactical Awareness	Performance
Unit 3	Moving More Matters	Investigation & Performance

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick, scissors, hat



## 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.

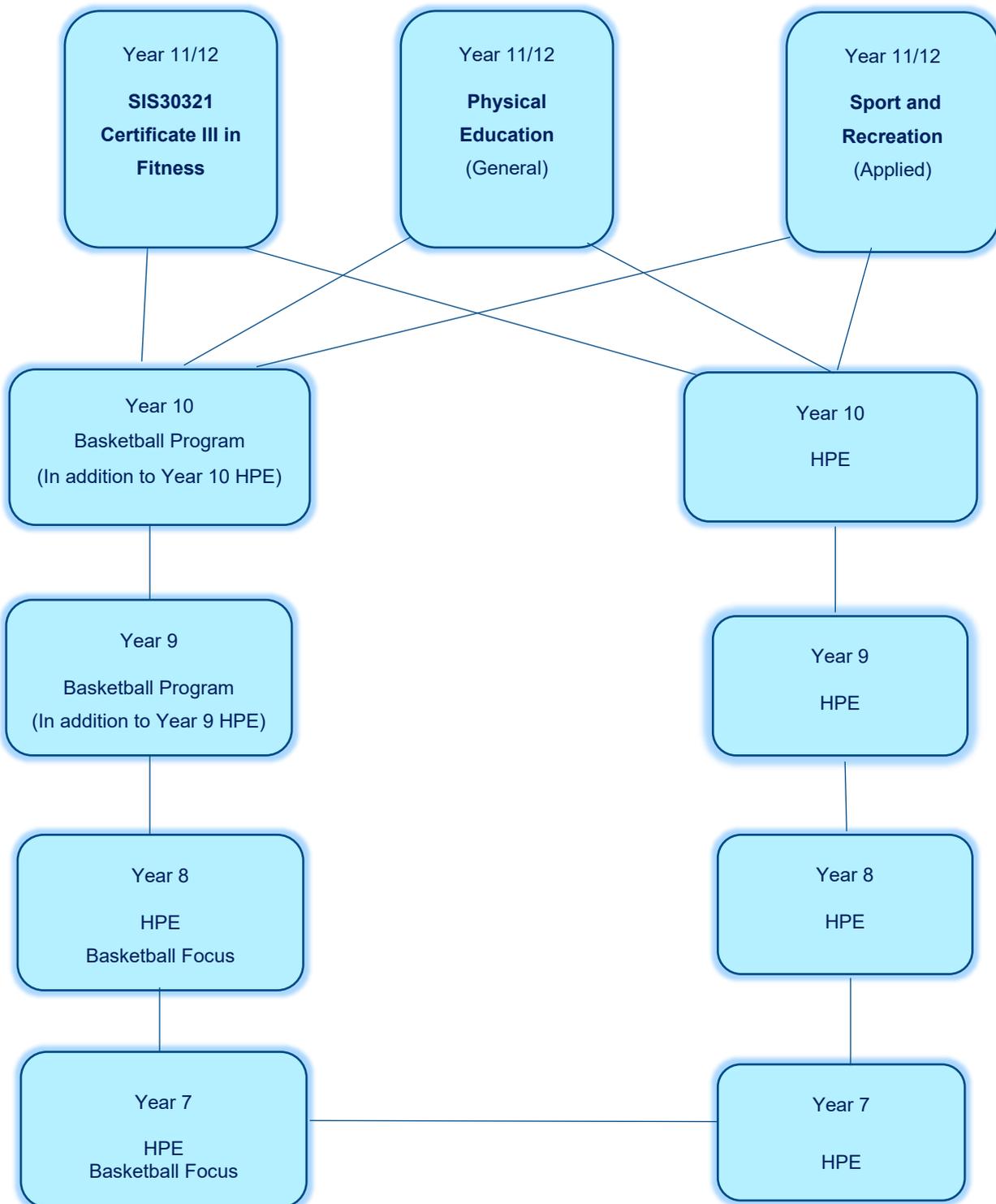
Students have access to external competitions and tournaments. These will incur extra cost. Individual training sessions are also available before and after school for Academy students at no extra charge.

	Brief Description	Assessment Requirements
Unit 1	Basketball Fundamentals	Performance
Unit 2	Basketball Nutrition	Multi-modal Folio
Unit 3	Style of Play	Performance
Unit 4	Injury Prevention	Exam

<b>Associated Costs</b>	\$50 subject fee - reversible training singlet and water bottle provided
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick, hat
<b>Prerequisites</b>	Satisfactory for effort and behaviour in all subjects and nothing lower than a C academically



## Health and Physical Education Pathways



# Electives



## Languages Other than English (LOTE)

Languages Other Than English (LOTE) is one of the prescribed learning areas that are studied in Years 7 and 8. **Japanese** is the LOTE offered at Dakabin State High School.

### Japanese Subject Information

Students will build further on the knowledge and understanding of Japanese language systems established in Year 7 and 8. They cover a range of topics with the goal of communicative language development through communicating and comprehending a range of Japanese texts. They have the opportunity to represent the school by volunteering as an 'International Study Buddy' when our visiting groups from Japan to put their studies into practice.

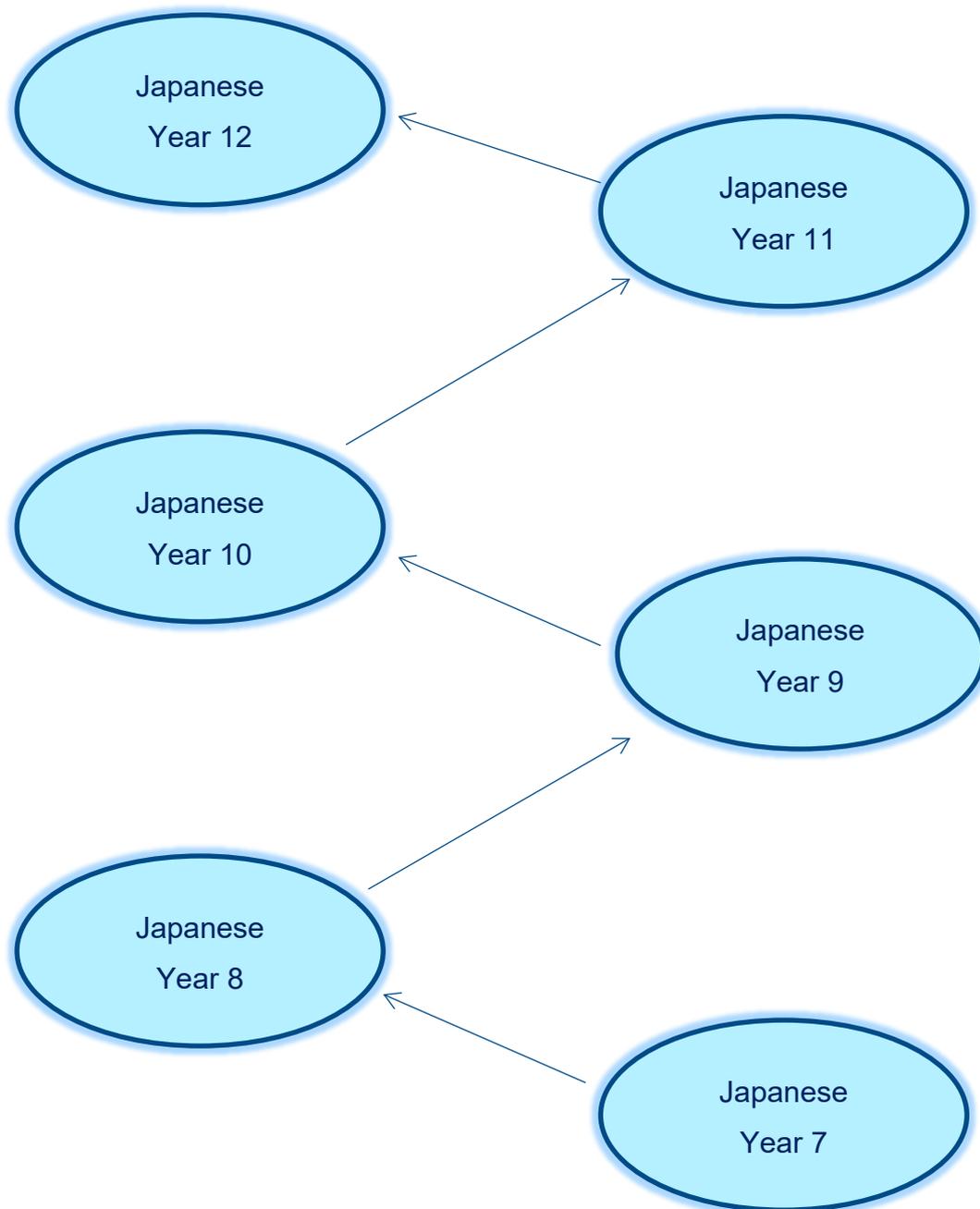
	Brief Description	Assessment Requirements
Unit 1	'Celebrations and Festivals'	Children's Picture Book
Unit 2	'Milestones and Memories'	Photo Album with captions
Unit 3	'Is Fast Food healthy?'	Reading Exam
Unit 4	'World of Shopping'	Listening Exam

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, pens, pencils and colouring in pencils.



## LOTE Pathways

Knowledge of a second language is becoming more and more important in our world today. Many businesses look for this skill in their employees, and the ever-expanding tourism and hospitality industries are constantly looking for staff with the knowledge of another language.





## 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
<b>Unit 1</b>	Plant Production	Project: design and market a plant product
<b>Unit 2</b>	Poultry Production	Project: design a chicken growth trial and analyse the effects on production
<b>Unit 3</b>	Paddock to Plate	Investigation
<b>Unit 4</b>	Animal Welfare	Investigation

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, USB, Pencil Case (including: coloured pencils, scissor, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items.
<b>Other Information:</b>	Students must be willing to: <ul style="list-style-type: none"><li>• wear their Dakabin hat when working on the school farm.</li><li>• follow instructions and work safely as directed.</li><li>• get their hands dirty and work with animals, plants, soil and small machinery.</li></ul>



# Design and Technologies: Small Animal Studies

## Subject Information

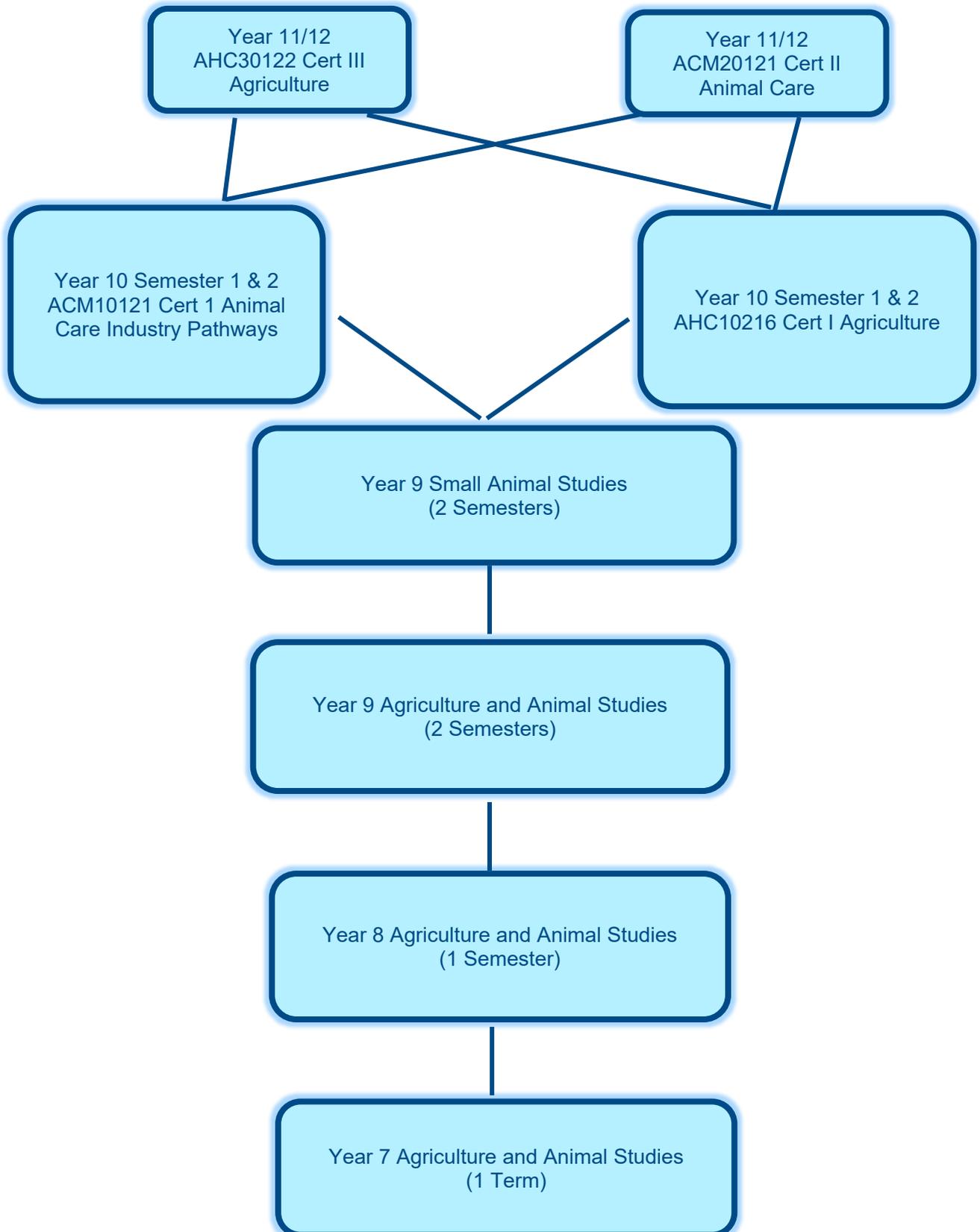
Students can elect to study Small Animal Studies for twelve months. Students will be studying companion and farm animals and related topics and take part in practical activities on our working farm. This course contains both theory and practical components.

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

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, USB, Pencil Case (including: coloured pencils, scissor, ruler, glue, correction tape, highlighter, pens and pencils, sharpener and eraser) A4 Exercise book (minimum 160 page), Display folders for assessment items.
<b>Other Information:</b>	Students must be willing to: <ul style="list-style-type: none"><li>• wear their Dakabin hat when working on the school farm.</li><li>• follow instructions and work safely as directed.</li><li>• get their hands dirty and work with animals, plants, soil and small machinery.</li></ul>



## 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

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme, however students may be required to provide extra ingredients.
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick



## 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.

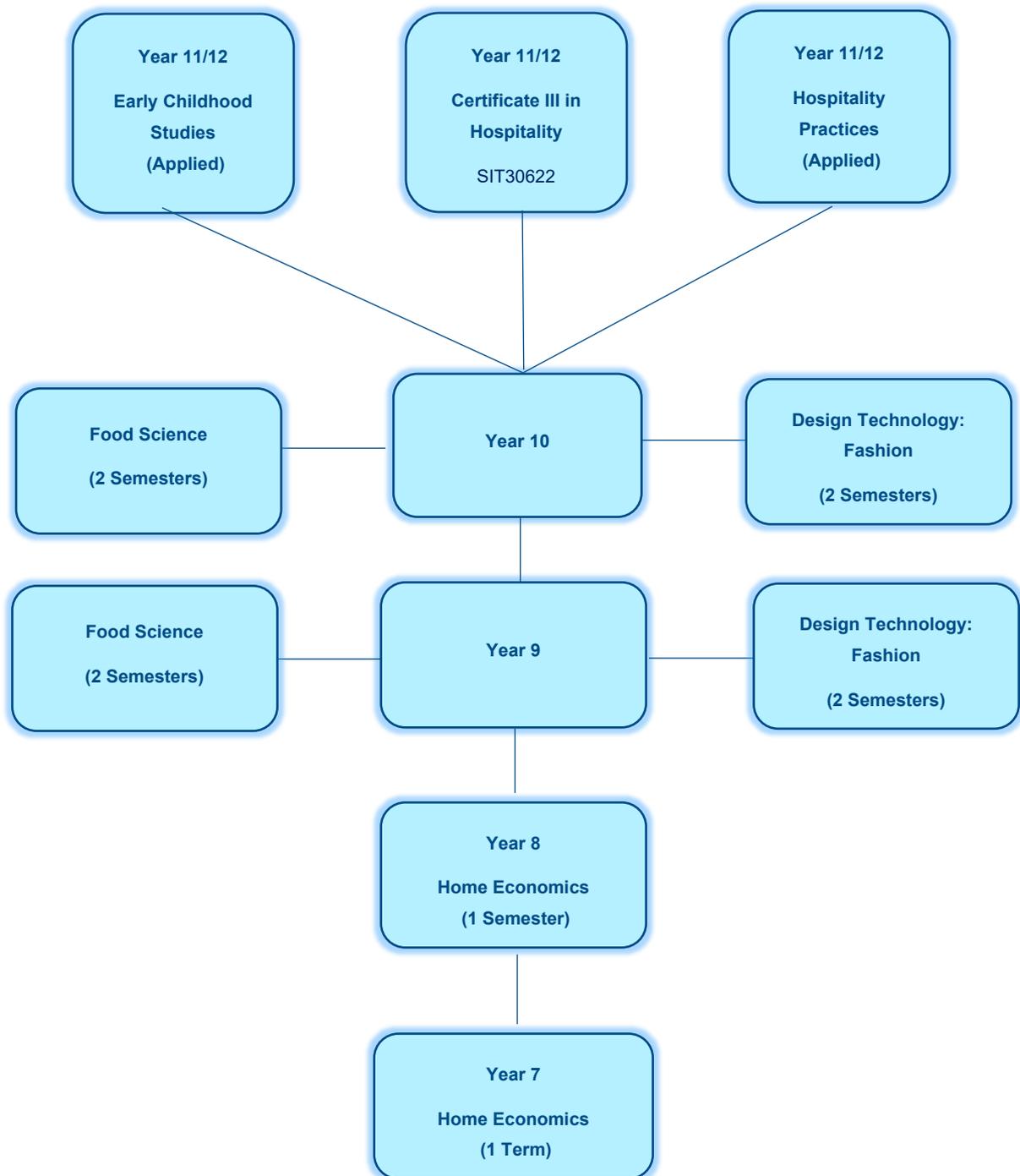
The research task aligns specifically with The Australian Curriculum in Design and Technologies Knowledge and Understanding (Technologies and society) and to the processes and production skills of investigating and defining (needs or opportunities for designing) and related aspects of the achievement 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
<b>Unit 1</b>	Fashion for the Sun	Holiday for the Sun
<b>Unit 2</b>	Fashion for the Sun	<b>1:</b> Dazzling Dyes <b>2:</b> Denim – Do over
<b>Unit 3</b>	Indigenous Fashion	Powerful Prints Project

<b>Associated Costs</b>	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)
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick



## 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

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick



# Design and Technologies: Industrial Technology and Design – Design Focus

## Subject Information

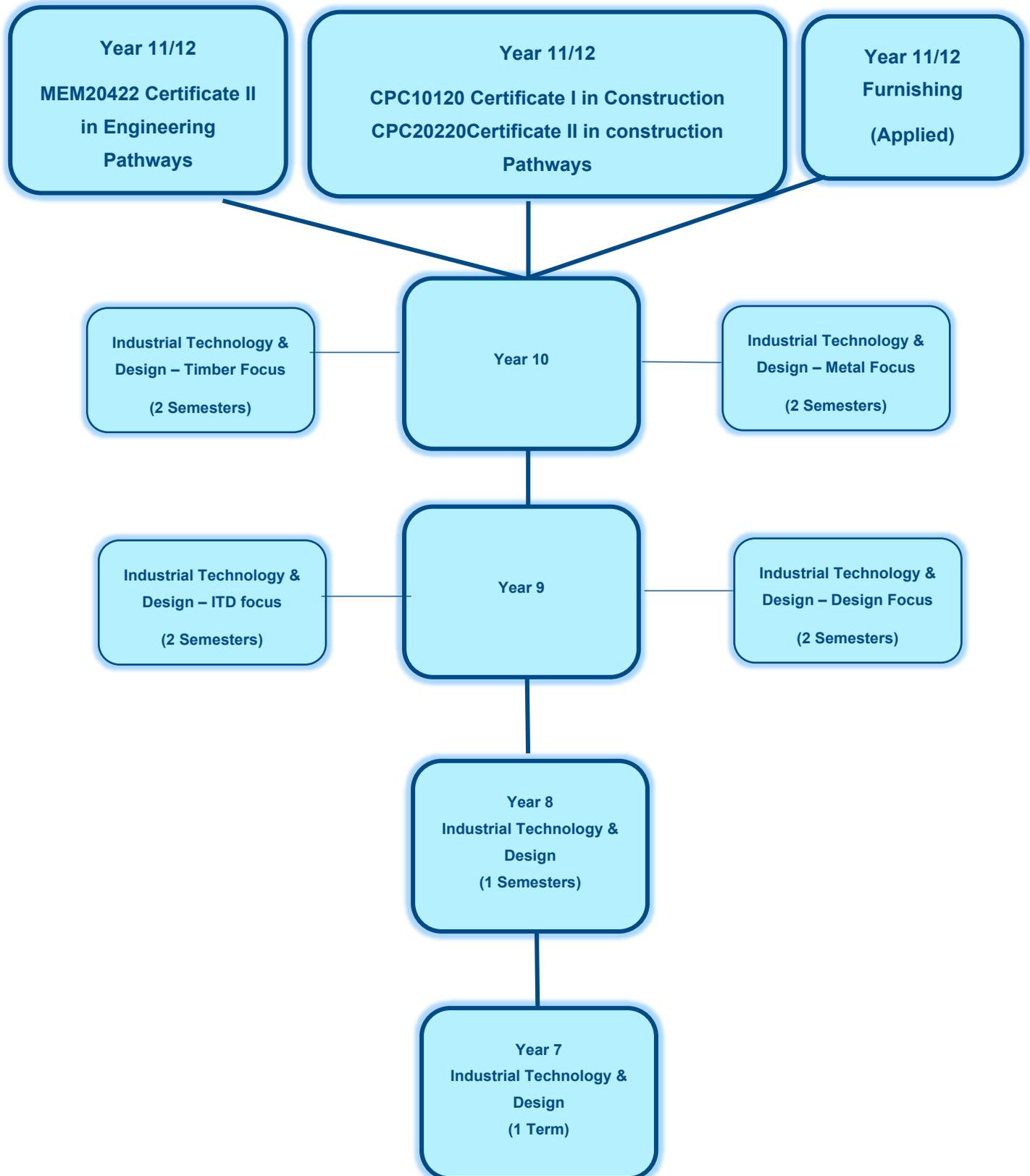
This course of study builds on elementary skills and learning from earlier years in industrial technology and design principles. Studies commence with workshop health and safety units and utilise skills in design to produce products from many different materials including timber, metals, plastic and 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.

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

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick



## 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.

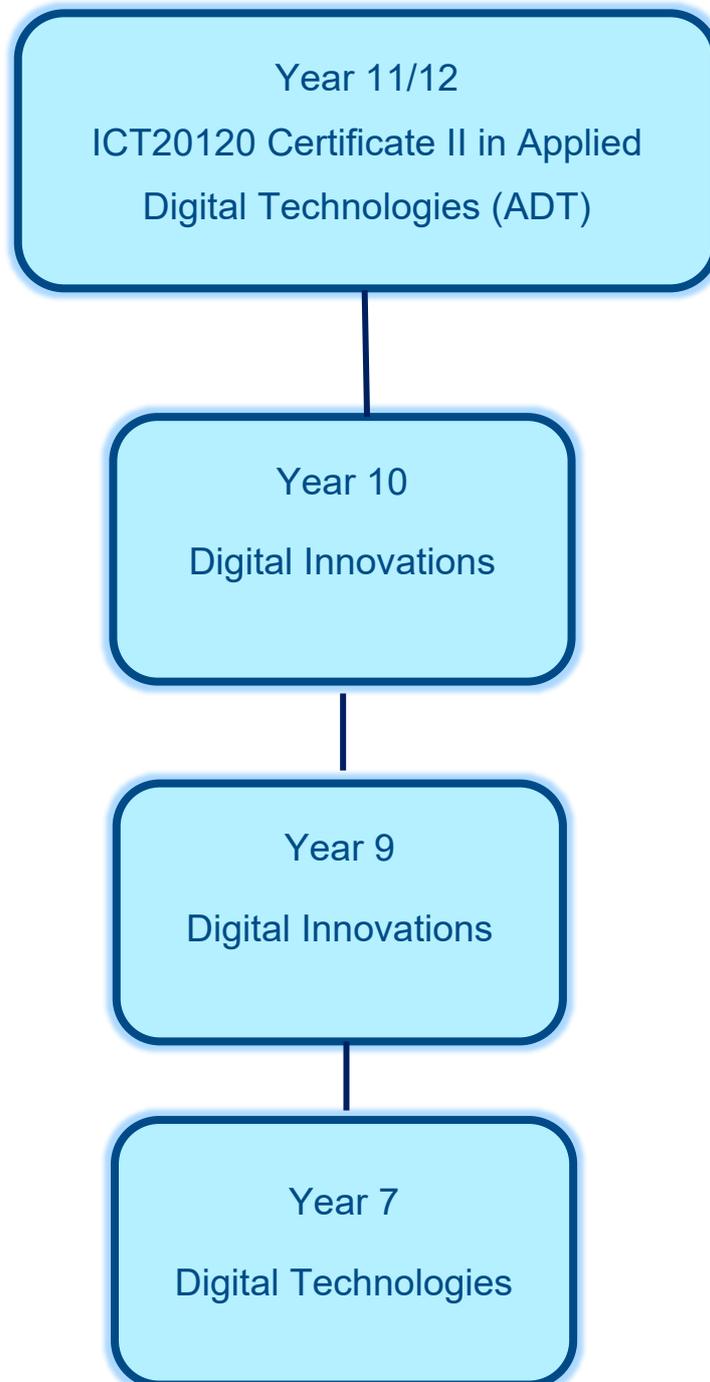
Digital Innovation provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas 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"><li>Supervised Exam</li><li>Assignments and presentations</li><li>Projects and product development</li></ul>
Unit 2	Modelling and Simulation	
Unit 3	Digital Design	
Unit 4	Data Analysis and Visualisation	

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick



## 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.

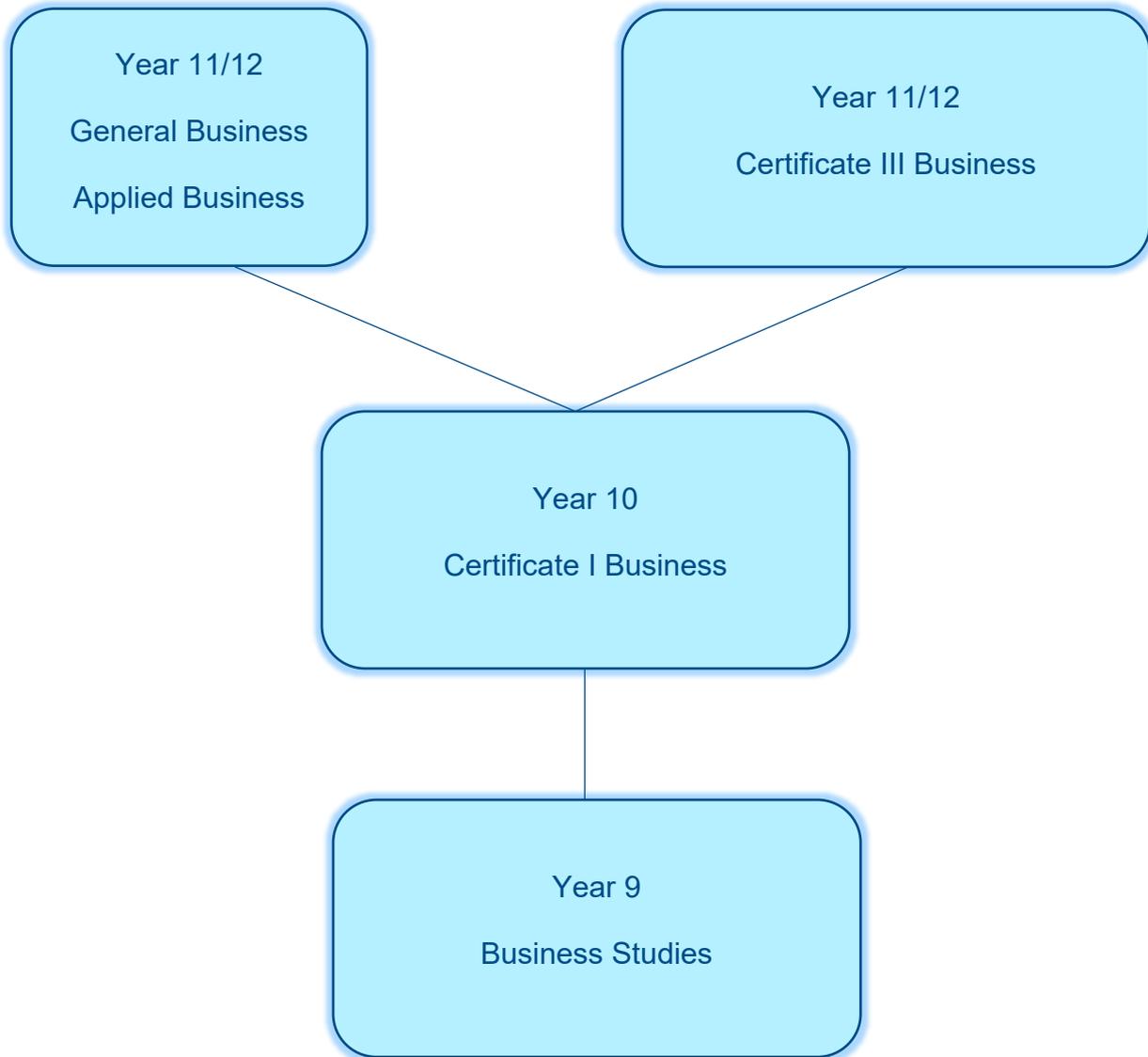
The skills and knowledge gained from studying business will give you an excellent foundation for everyday living, as well a generic skill set for senior courses and ultimately, a broad range of careers.

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

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, A4 display folder, pens, pencils, glue, coloured pencils/pens



## 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.

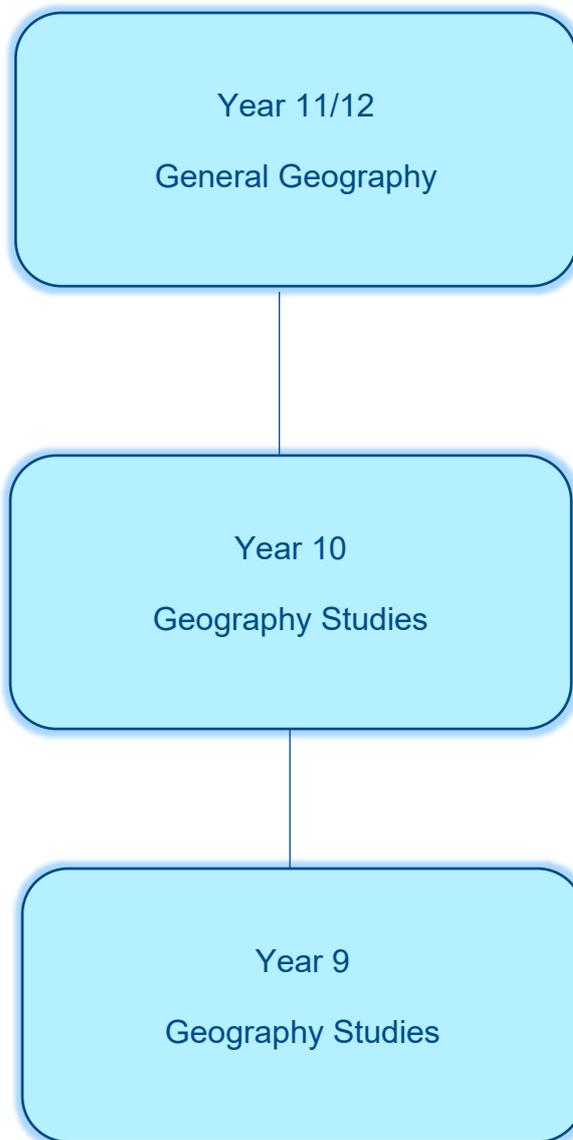
In year 9, students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria. Year 9 Geography explores sustainable biomes exploring 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
<b>Unit 1</b>	<b>Food Security-</b> What if we run out of food?	Investigation: 600 words or 3-4 minutes
<b>Unit 2</b>	<b>Challenges to Food Production –</b> Food chains & Food foot prints. Drought, Fire, Trade	Project: 600 words or 3 -4 minutes
<b>Unit 3</b>	<b>Changing Places -</b> Migration	Examination: Short Response (50 – 100 words per response)
<b>Unit 4</b>	<b>Urban Futures –</b> What will urban Australia be like?	Project/Investigation:

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick



## 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	Assessment Requirements
<b>Unit 1: Musical Theatre</b>	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"> <li>1. Performance – Teacher Devised Choreography</li> <li>2. Choreography – Student Devised Choreography</li> <li>3. Responding – Choreographic Reflection</li> </ol>
<b>Unit 2: Inspirational Choreographer</b>	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"> <li>1. Performance – Teacher Devised Choreography</li> <li>2. Choreography – Student Devised Choreography</li> <li>3. Responding – Analysis Essay</li> </ol>
<b>Unit 3: Dance Through the Ages</b>	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"> <li>1. Performance – Teacher Devised Choreography</li> <li>2. Choreography – Student Devised Choreography</li> <li>3. Responding – Choreographic Reflection</li> </ol>
<b>Unit 4: Theme Based Dance</b>	This unit is focussed 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"> <li>1. Performance – Teacher Devised Choreography</li> <li>2. Choreography – Student Devised Choreography</li> <li>3. Responding – Analysis Essay</li> </ol>
<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.	
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick	



## The Arts: Drama

### Subject Information

This year's Drama program is designed as a lead in to Senior General and Applied Drama. We will undertake greater focus on cognitive skills and complex projects in order 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
<b>Unit 1</b>	<b>Children's Theatre</b> Focusing on directing and creating plays for young audiences, teaching them about a moral message.	Take on role of director to create a script that is targeted towards a young audience. Performance piece to a young audience.
<b>Unit 2</b>	<b>Acting Out</b> Class study of Children of the Black Skirt play and the experience of orphaned and neglected Children in Australia's History including indigenous perspectives.	Analysis of a Live production and folio of work outlining understanding of text Performance of a section of Scripted Drama

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick



## 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
<b>Unit 1</b>	<b>From Disney to Death Note</b> 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"><li>1. Analytical essay (300-400 words)</li><li>2. Animation design (Treatment, character profiles and 30sec-1min animation)</li></ol>
<b>Unit 2</b>	<b>The One Where...</b> 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"><li>1. Short response exam (200-300 words)</li><li>2. Short film (storyboard and 1 minute situation television scene)</li></ol>

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, notebook, black and red pens, pencils, eraser, highlighter, glue stick



## 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
<b>Unit 1</b>	Music in Advertising	Composition
<b>Unit 2</b>	Blues	Analysis Performance
<b>Unit 3</b>	The Romantic Period	Analysis
<b>Unit 4</b>	Rock	Composition Performance

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, Music Exercise Book; Display Folder; 2x 2B pencil; 1x Eraser; 1x sharpener; 1x glue stick; 1x 30cm ruler; 2x black pen; 1x fine tip marker; USB



## The Arts: Visual Arts

### Subject Information

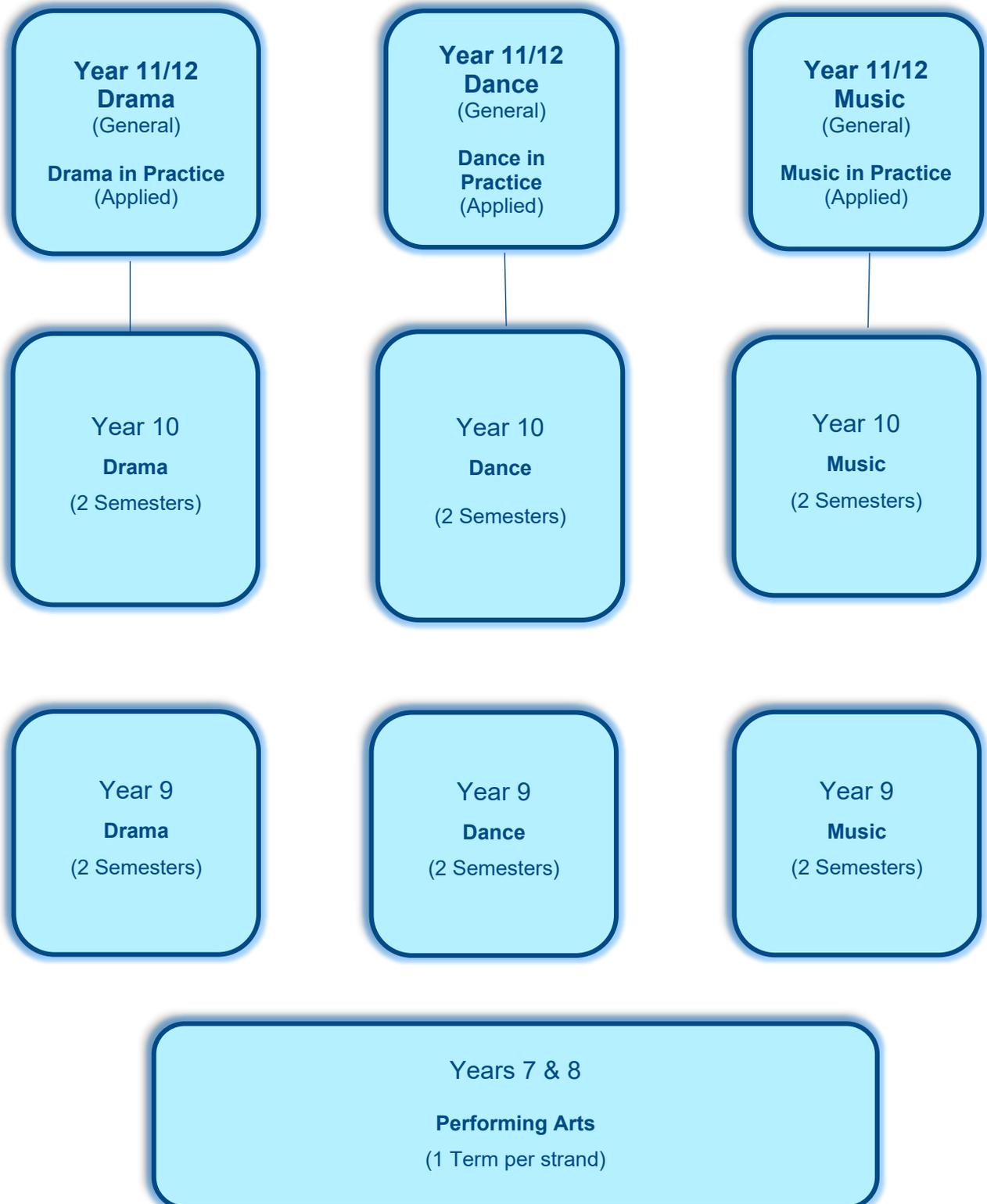
In visual arts students learn through direct engagement with two-dimensional, three-dimensional and four-dimensional art and design practices and concepts, theories, histories and critiques. They develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. Students 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
<b>Unit 1</b>	Impressionism, Fauvism & Expressionism	Painting/drawing folio Booklet
<b>Unit 2</b>	Skate n' Surf Figures	Sculptural pieces-figures Booklet
<b>Unit 3</b>	It's All in the Face	Clay Sculpture Mask/drawing Booklet/ Written Test
<b>Unit 4</b>	Surrealism	Drawing/painting Booklet / Research task

<b>Associated Costs</b>	There are no additional consumable fees for financial members of the Student Resource Scheme.
<b>Required Materials</b>	Laptop, 1 x pencil case, 2 x HB pencils, 1 x eraser, 1 x sharpener, 1 x glue stick, 1 x 30cm ruler, 1 x set of 4-5 paint brushes (including flat and round), 1 x set of oil pastels (min 12 set), 1 x coloured pencils, 1 roll plaster bandage, 1m soft wire, 2kg buff raku clay (or similar), 1 x fine tip marker, 1 x student set of acrylic paints.

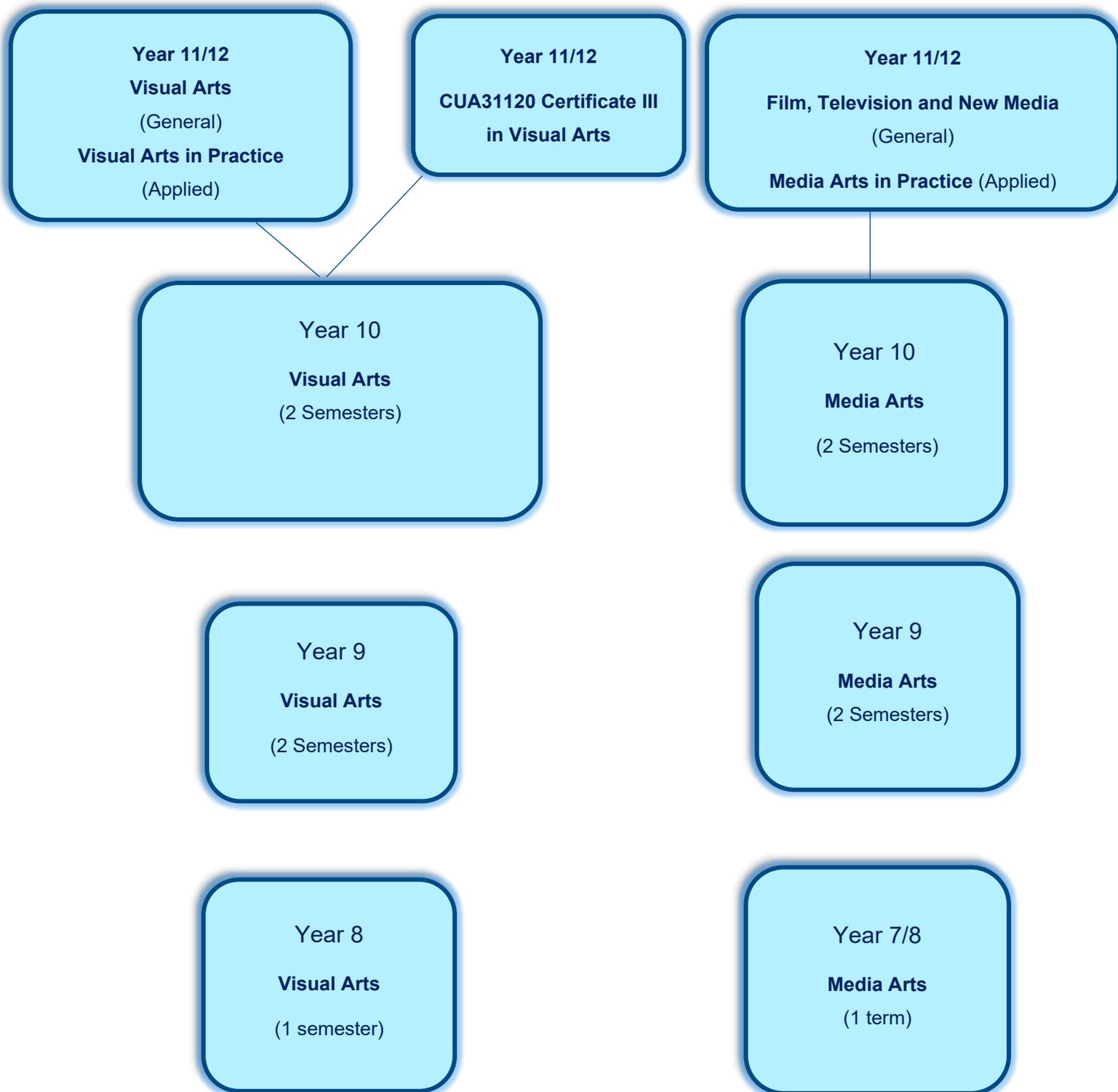


## Performing Arts Pathways





## Performing Arts Pathways



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