Moranbah State High School

2025
Year 8 into Year 9 Subject Selection Handbook

Tomorrow's Future Today

A Message from the Principal – Ms Michelle Pole

Junior Secondary at our school supports the distinct nature of young adolescence, and offers a connected, engaging curriculum to guide young people in a safe and secure environment. The Moranbah Community is very proud of its local secondary school, and I know that we are preparing children to be citizens for tomorrow's world. We are committed to ensuring that "***every day, in every classroom, every student is learning, achieving and valued***".

As Principal of the school, I am committed to developing a first-class education system that meets the unique needs of your child. I am committed to our vision that will ensure *Pathways for Diverse Futures* and value the work undertaken in our Junior School to ensure *No Student is Invisible* (one of our central priorities).

This booklet has been compiled in an attempt to answer the many questions you may have about the philosophy of Junior Secondary and curriculum available at Moranbah State High School. For Year 9 Students, the choice of subjects for entry into Year 10 must be made only after careful consideration of your ability, past achievement and future vocational and educational goals. You will find included in the booklet:

- Information about our Junior Secondary Programs, including Transition Programs, and the Australian and Queensland Curriculum offerings for Years 7, 8 and 9.
- A statement on all subjects by the Heads of Department/Subject Area Coordinators
- A guide on how to pick Junior Secondary Electives for Year 9 and 10

I hope that you find this booklet useful in answering your questions about the programs on offer in Junior Secondary, and the subject selection process for Year 9 and 10 electives. I encourage you to take the time to read the information contained in this handbook and contact me if you have any questions about our school.

We have a great school and fantastic students and I am proud to be leading such an amazing organisation.

MPole

Michelle Pole

Principal

Moranbah State High School

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Student Services

The Student Services Department and the support staff within the school work collaboratively to meet the academic, wellbeing and inclusion needs of students at school. The student support consists of:

- Deputy Principal
- Head of Department (HOD) Student Services
- Student Support Staff, including
  - Head of Year (HOY)
  - Guidance Officer
  - School based Health Nurse
  - School Chaplain
  - Youth Support Co-ordinator

Wellbeing Program

Moranbah State High School delivers a Wellbeing Program to our students in Junior Secondary that takes a detailed look at the issues that face our adolescents of today. Students examine a range of issues during targeted programs delivered throughout the term through Student Support Lessons and targeted individual or small group programs, giving them strategies to help them in any situation. Topics of investigation include:

The wellbeing program consists of:

- Respectful relationships
- Alcohol and other drugs
- Career Education

Learning Support and Special Needs

The Diverse Learning Centre within our school aims to develop the literacy and numeracy skills of students with disabilities (SWD) and learning difficulties (LD), whilst providing programs that assist students in gaining life skills and protective behaviours that are valuable both now and in life post-school. Special Needs and Learning Support teachers work together in conjunction with teacher aids and classroom teachers to support students through targeted classroom programs. We ensure that the curriculum is differentiated to support all students, and implement individual education and curriculum plans for students with disabilities and learning difficulties so that success is achieved for every student, in every classroom, every day.

Core & Elective Subjects in Years 7-10

Year 7	Year 8	Year 9	Year 10
CORE SUBJECTS			

- English
- Mathematics
- Science
- Humanities (1 per term):
  o History
  o Geography
  o Economics and Business
  o Civics and Citizenship
1 semester of the following:
- Health & Physical Education
- Languages (chosen on enrolment):
  o Japanese
  o Digital Literacy
  o English Literacy Skills
  o Auslan
	- English
	- Mathematics
	- Science
	- Humanities (1 per term):
	  o History
	  o Geography
	  o Economics and Business
	  o Civics and Citizenship
	1 semester of the following:
	- Health & Physical Education
	- Languages (chosen on enrolment):
	  o Japanese
	  o Digital Literacy
	  o English Literacy Skills
	  o Auslan
		- English
		- Mathematics
		- Science
		
		1 semester of the following:
		
		- History
		- Health & Physical Education
			- <u>English</u>
			Semester 1:
			  o Core
			Semester 2:
			  o Core
			  o Literacy Short Course
			
			- <u>Mathematics</u>
			Semester 1:
			  o Core
			Semester 2:
			  o Core
			  o Numeracy Short Course
			
			- <u>Science</u> (Core)

ELECTIVE SUBJECTS			
Students participate in a variety of subjects across The Technologies and Arts Curriculum over Year 7 and 8. Each Term subjects will rotate through: 1. Music 2. Food Specialisations 3. Design and Technologies 4. Visual Art	*Students participate in a variety of subjects across The Technologies and Arts Curriculum over Year 7 and 8. Each Term subjects will rotate through:* 1. Drama 2. Media Studies 3. Digital technologies 4. Technology Engineering Systems	Students select four subjects that are studied for a Semester each (2 x electives in Semester 1, and 2 x electives Semester 2). A variety of courses are offered to students, but only those with enough student interest will run each year.	Students select 3 elective to study for the whole year from these curriculums: - Humanities - Technologies - Health & Physical Education - Arts - Languages

Year 9 and 10 Elective Subject Selection:

Students in Years 9 and 10 are able to choose two electives to complement their core subjects, which they complete in Year 9. Students will then reselect for Year 10. These electives aim to provide students with the foundation knowledge needed to support them in their senior subjects chosen in Years 11 and 12. These subjects include:

- Certificate III in Aviation (Year 10 only)
- Civics and Citizenship
- Digital Technologies
- Drama
- Economics and Business
- Engineering Principles and Systems
- Food Specialisations
- Geography
- Japanese
- Materials and Technologies Specialisations
- Media Studies
- Music
- Visual Art

Elective selection for Years 9 and 10 occurs at the end of Years 8 and 9 respectively.

Choosing a Course of Study

Choosing the subjects that you will study at school is a very difficult but important decision. Your choice may affect the type of job or career that you can follow when you leave school, and can also directly affect your success at school as well as how you feel about school.

At this stage in your schooling, it is suggested that you choose subjects:

- **You enjoy** - your feelings about a subject have a great influence on your level of success.
- **In which you have already had some success** - past results in a subject are usually good indicators of future achievement.
- **Which will help you achieve your chosen career or at least keep your career options open** – you need to start thinking about careers. You should consider a few careers, not just one, and investigate the methods of entry into these careers. Whilst your choice of subject for Year 9 and 10 may not have a huge impact on your career opportunities, the results that you obtain can affect your eligibility for senior subjects. This in turn can have an impact on the courses and careers open to you in the future.
- **Which will develop skills, knowledge and attitudes useful throughout your life** –You can learn skills and knowledge in all subjects. Good performance in any subject will improve your overall appeal to employers and training organisations.

Make a decision about a combination of subjects that suits YOU

You are an individual and your particular needs and requirements in subject selection may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are or are not taking it
- You like or dislike the teacher
- 'all the boys or girls take that subject" – all subjects have equal value for males and females.

Keep Your Options Open

It is a good idea to choose subjects that will keep your career options open. Your best chance of doing this is to focus on the following points:

- In Year 9, concentrate on obtaining the highest possible achievement levels in English, Mathematics and Science.
- Choose subjects in which you have a particular interest and which you may wish to continue studying in future years.

Investigate Subjects

It is important that students fully understand their subject choice. Never assume that you know all about a subject at a higher level because you have done that subject before. To investigate any subject:

- Ask the teachers of that subject.
- Look at the books and materials in that subject.
- Read about the subject in this booklet.
- Talk to other students who are doing or have done the subject, however, do not assume that because one student does or does not like a subject you will feel the same.

Moranbah State High School

Year 9 Core Subjects

Tomorrow's Future Today

ENGLISH
Department: English
Head of Department: Sharon Mills

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The teaching and learning program at MSHS balance's and integrates all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**My Hero**	**Future Worlds**	**Fiction Fanatic**	**Digging Deep into Disney**
Unit description	Students select one First Nations celebrity who they think deserves to be recognised as a hero. Through interviews, autobiographies and research, they identify the individual's outstanding achievements and noble qualities. They research, plan and deliver a persuasive speech, convincing audiences that their individual is deserving of a hero status.	Students engage with a variety of speculative fiction stimuli, including 'Hunger-Games,' 'Guardians of the Galaxy' and a collection of speculative fiction short stories. They use one stimulus covered in class to create their own imaginative narrative. Students will consider characterisation, plot development and setting.	Students conduct a novel study and research gothic literature. They will analyse themes and characterisation. Under exam conditions, they apply their knowledge and understanding by answering short response questions concerning the novel and other gothic literature texts.	Students watch and deconstruct Disney films Mulan and Aladdin. Students will develop their knowledge and understanding of the representations and stereotypes that are constructed through the use of characterisation, plot development and cinematic techniques. They communicate their understanding through a multi-modal genre.
ASSESSMENT				
	Summative assessment Task 1	**Summative assessment Task 2**	**Summative assessment Task 3**	**Summative assessment Task 4**
Technique	Extended response	Extended response	Short Response	Extended response
Type of text	Persuasive Speech	Imaginative Narrative	Examination	Written Script
Mode	Spoken/Multimodal	Written	Written	Written/Multimodal
Conditions	3-5 minutes 4 weeks' notice of task. Recorded speech and written script due at drafting and final. Formal written feedback on one draft script. To be presented in class or pre-recorded.	600-800 words 4 weeks' notice of task. Students are to choose one stimulus studied in class as inspiration for a narrative. Formal written feedback on one draft. Individual task, in class time and home time.	100–200 words per question. Up to 600-800 words in total for the task. Formal written feedback on practice exam. 1 x 60 minutes of working time with 10 minutes perusal time provided. A copy of the novel permitted in the exam.	3-5 minutes 4 weeks' notice of task. Recorded vlog or multimodal and written script due at drafting and final. Formal written feedback on one draft. Rehearsal and recording lessons provided. Individual task, in class time and home time.

HISTORY

Department: Humanities

Head of Department: Ash Partridge

Students study a semester of History in Year 9. During that time they learn about global conflicts such as World War I and World War II, with a focus on Gallipoli and the ANZAC legacy, as well as the Holocaust and youth resistance in Nazi Germany.

	One semester only	
	Unit 1	**Unit 2**
Unit name	Gallipoli, Australia's changing identity, and the ANZAC Legend	Living Dangerously: Youth Rebels in Nazi Germany
Unit description	Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.	Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.
ASSESSMENT		
	Summative Assessment Task 1	**Summative Assessment Task 2**
Technique	Exam	Source Analysis
Type of text	Short Response	Independent Source Analysis
Mode	Written	Written
Conditions	10 minutes perusal 70 minute exam Source booklet provided to students one week before the test. Source booklet analysed and discussed in class during prior lessons allowed. Notes can be written in the source booklet.	Teacher conference and draft allowed Research and drafting in class & home 500-800 words Source Investigation Booklet

HEALTH AND PHYSICAL EDUCATION

Department: Health and Physical Education

Head of Department: Emmalee Gouldsbrough

In Year 9, students develop a more refined understanding of how they can contribute to individual and community health and wellbeing. Students investigate techniques to assess the quality of movement performances and learn to be creative in the ways that they adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students explore how societal attitudes and values can reinforce stereotypes and role expectations, and investigate how these can impact young people's sense of self and shape the choices they make in relation to health behaviours, healthcare options and help-seeking strategies. Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal safety, body image and behaviours associated with substance use.

	One semester only		
	Unit 1	**Unit 2**	**Unit 3**
Unit name	**My Social Responsibility**	**How Well Can You Volleyball?**	**Respectful Relationships**
Unit description	In this unit, students will synthesise health information, propose an intervention and justify why this intervention would minimise illegal drug use for adolescents.	In this integrated unit, students will adapt and transfer movement strategies in volleyball. They will analyse their performance to propose, justify and evaluate refinements to improve their performance in volleyball. They will apply and evaluate leadership approaches, collaboration strategies they have used.	In this unit, students will be asked to propose and evaluate their personal strategies to manage their identities, emotions and responses to the changes they will experience. Students will evaluate the importance of equality, respect, diversity and inclusion and how these factors influence the quality of a relationship. Students will propose and justify strategies to manage situations involving sexual health, consent and contraception.
ASSESSMENT			
	Summative Assessment Task 1	**Summative Assessment Task 2**	**Summative Assessment Task 3**
Technique	Investigation	Project – folio Practical performance	Exam
Type of text	Written	Visual and written/Performance	Written
Mode	Report	Multimodal	Short response
Conditions	600-800 words	600-800 words with visual Continuous throughout the term	70 min

MATHEMATICS

Department: Mathematics

Head of Department: Rebecca Huggett

In Year 9, learning in Mathematics builds on student's prior learning and experiences. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Students will develop an understanding of rational and irrational numbers, exponent laws, binomial products and quadratic equations, Cartesian planes and graphing techniques, surface area and volume, ration and rates, trigonometry, probability and sampling techniques. Students develop their modelling and problem-solving skills to use their mathematical knowledge to solve problems and real-world scenarios. Additionally, students learn to use mathematical language and symbols to interpret, solve and communicate results in varying situations, and how to use digital tools to aid in solving and communicating results.

	Semester 1		**Semester 2**	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	Measurement and probability	Space	Number and statistics	Algebra and linear/non-linear relationships
Unit description	By the end of this unit students will investigate probabilities and simulations of combined events and analyse distributions and statistical measures of numerical data sets. Students will also solve problems involving surface area, volume of right prisms and cylinders and determine percentage errors in measurement. They will demonstrate their learning by applying these mathematical concepts in real-life, lifelike and purely mathematical situations.	By the end of this unit students will solve problems involving ratio, similarity, scale and direct proportion. They will apply enlargement transformation to images of shapes and objects as well as design, use and test algorithms based on geometric construction. Students will also apply Pythagoras' theorem and use trigonometric ratios. They will demonstrate their learning by applying these mathematical concepts in real-life, lifelike and purely mathematical situations.	By the end of this unit students will develop the ability to work effectively with numbers including rational and irrational numbers, exponent laws, expanding binomials, factorising monic quadratics and expressing small and large numbers in scientific numbers. They will demonstrate their learning by applying these mathematical concepts in real-life, lifelike and purely mathematical situations.	By the end of this unit students will connect graphical and numerical representations through; finding distance between two points, gradient, midpoint of a line segment, solving linear and quadratic equations. Students will also describe the effect of variation of parameters on functions and relations. They will demonstrate their learning by applying these mathematical concepts in real-life, lifelike and purely mathematical situations.
ASSESSMENT				
	Summative Assessment Task 1	**Summative Assessment Task 2**	**Summative Assessment Task 3**	**Summative Assessment Task 4**
Technique	Part 1 – Probability experiment and simulation (digital tools) Part 2 – Problem solving and modelling task (PSMT)	Exam	Part 1 – Algebra Exam Part 2 – Statistics Exam	Part 1 – Testing parameters with digital tools Part 2 – Exam
Mode	Part 1 – Practical Part 2 – Written, problem solving and modelling task (PSMT)	Written short response	Written short response	Part 1 – Practical Part 2 – Exam
Conditions	Part 1 – Laptop required, individual, supervised, 2 hours in class Part 2 – Laptop required, individual, supervised, 800-1000 words	Scientific calculator required, individual, supervised, unseen questions, 60mins	Part 1 – 50 minutes Part 2 – 30 minutes Scientific calculator required, individual, supervised, unseen questions	Part 1 – Laptop required, individual, supervised, 2 hours in class Part 2 – Scientific calculator required, individual, supervised, unseen questions, 60mins

SCIENCE

Department: Science

Head of Department: Jason McKane

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.

	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	Chemical Sciences	Physical Sciences	Earth & Space Sciences	Biological Sciences
Unit description	Students learn that matter can be rearranged through chemical changes, playing a key role in systems. They explore the conservation of matter and energy and develop a more advanced understanding of energy transfer.	Students are introduced to the atom as a system of protons, electrons, and neutrons, and explore how this system changes through nuclear decay.	Students investigate the global carbon cycle and how energy and matter are transferred within Earth's systems.	Students explore how the human body responds to environmental changes through feedback mechanisms and how reproductive processes help species adapt over time.
ASSESSMENT				
	Summative Assessment Task 1	**Summative Assessment Task 2**	**Summative Assessment Task 3**	**Summative Assessment Task 4**
Technique	Student Experiment	Examination	Research Investigation	Examination
Type of text	Written Report	Short Response	Written Report	Short Response
Mode	Written	Written	Written	Written
Conditions	Individual task Student work will be checked for authenticity Draft and Final Due Dates Written Feedback on one draft	Individual Task Supervised in class	Individual task Student work will be checked for authenticity Draft and Final Due Dates Written Feedback on one draft	Individual Task Supervised in class

Moranbah State High School

Year 9 Electives

Tomorrow's Future Today

CIVICS AND CITIZENSHIP

Department: Humanities

Head of Department: Ash Partridge

Students in year 9 Civics and Citizenship learn about topics such as Australia's political system and how it enables change, the ways political parties, interest groups, media and individuals influence government and decision-making processes, how to be active and informed citizens, and criminal and civil law.

	Semester	
	Unit 1	**Unit 2**
Unit name	**Pesky Politics**	**Courtroom Chaos**
Unit description	In this unit, students further develop their understanding of Australia's federal system of government and how it enables change, including active citizenship and political participation. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.	Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law, and how policy is made into law. Students create inquiry questions to provide a framework for developing students' knowledge, understanding and skills to answer "How does Australia's court system work in support of a democratic and just society?"
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Project	Project
Type of text	Unseen, mixed response	Investigation
Mode	Written	Written
Conditions	70 minutes, 10 minutes perusal	4 weeks, 400-600 words

Engineering Principles and Systems (TES)
Department: Design Technologies
Head of Department: Ben Terry

Students who select Engineering Principles and Systems will engage in the Australian H2 Grand Prix providing students with hands-on experience designing assembling and racing a hydrogen powered RC car. The curriculum will take students through the evidence for global climate change, potential solutions, and the necessary skills to build and test a solution on their own.

Over the course students will work collaboratively bringing their car from the design stages through prototyping and manufacture, as well as engaging with chemistry, physics, engineering and math problems along the way. Students will then have the opportunity to compete in a multi hour endurance race where they will be in charge of everything from the running and fixing of the car to planning, designing and implementing solutions to the challenges they encounter.

	Semester	
	Unit 1	**Unit 2**
Unit name	**Defining The Problem**	**Building A Solution**
Unit description	How is Earth's climate changing? What evidence do we have for it? And what kinds of things can we do to combat it? Students will use hands-on lab activities and online resources to explore the argument for a warming planet, discuss the pros and cons of various renewable energy technologies, and determine the various solutions available for providing a mobile source of energy for transportation.	What are the necessary components of a car? How do the different systems of a car work together to keep the car functioning? What shape would be most advantageous for a car's body? These questions are explored as students construct a working fuel cell-energized powered RC car, either working from a kit or designing and building from scratch. They will design and build a body to encase their car, using 3D modelling software from Autodesk to test their designs in virtual wind tunnels, and print their body to scale.
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Exam	Report
Type of text	Investigation / Design Folio	Design Folio / Project
Mode	Multimodal	Multimodal
Conditions	8 Weeks 4-6 A3 pages or equivalent digital media pages Design / Practical Solution	8 Weeks 4-6 A3 pages or equivalent digital media pages Design / Practical Solution Simulated Race Event

DESIGN AND TECHNOLOGIES (DAT)

Department: Technologies

Head of Department: Mr Benjamin Terry

In Design and Technologies, students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. Students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.

In Year 9 students will study design and technologies for one semester. Over this time they will complete two projects, the chopping board unit will have a focus on sustainability practices and the CO2 dragsters project will focus on engineering systems and principals. The practical element of the projects will focus on developing students workshop safety and awareness, preparing them for future practical subjects.

	Semester	
	Unit 1	**Unit 2**
Unit name	**From Timber to Table (Chopping board)**	**Application of Aerodynamic Principals CO2 Dragsters**
Unit description	In this unit students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce a lighting solution using recycled materials with a focus on the material (plastics) and technologies (Energy use) global impact. Students will focus on preferred futures, considering environmental and sustainability factors. They will use critical thinking, creativity, innovation and enterprise skills. Students will analyse data, evaluate design ideas and technologies and evaluate design processes used to inform designed solutions for a sustainable future. Students will use a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas in 2-dimensional and 3-dimensional representations. Students will apply management plans, adjusting when necessary, to successfully complete the design tasks. They will identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success.	Students are required to design and make a co2 dragster to compete in a knock out dragster competition. Students will be assessed on their ability to display understanding of aerodynamics and apply aerodynamic fundamentals to produce the fastest co2 dragster. Students are required to complete an investigation of aerodynamic principals and use their understanding of them to develop 3 dragster design ideas. Students will then create your dragster design using machinery and equipment provided in the classroom. Students created dragster will be raced against their classmates in a knock out drag race competition.
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Project	Project
Type of text	Design Folio / Project	Design Folio / Project
Mode	Multimodal Folio	Multimodal Folio
Conditions	8 Weeks 4-6 A3 pages or equivalent digital media pages Design / Practical Solution	9 weeks Class time and Home time Draft used for student authenticity Design/Practical Solution

DIGITAL TECHNOLOGIES

Department: Technologies

Head of Department: Mr Benjamin Terry

In Digital Technologies, students develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories. Students acquire, interpret and model complex data with databases and represent documents as content, structure and presentation. They design and validate algorithms and implement them, including in an object-oriented programming language. Students explain how digital systems manage, control and secure access to data; and model cyber security threats and explore a vulnerability. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects. Students apply privacy principles to manage digital footprints.

In year 9 digital technologies builds heavily on students prior learning in years 7 and 8. Students will continue to develop real world digital products implementing aspects of cyber security and online safety.

	Semester	
	Unit 1	**Unit 2**
Unit name	**Web Design**	**Dynamic Content and Digital Footprint**
Unit description	Students plan and manage a website project in Word using an iterative approach. They will design and evaluate their experiences and algorithms in web design and creation that reflects the relationships of real-world data and data entities to develop their website. They will test results and implement website solution to a given problem and will share their website designs online. Students will design and create an information website and submit a project portfolio for their assessment.	In this unit students will examine the use of information in a web context. Students will plan and create a website project that can dynamically change content through the use of Javascript. They will design, plan and implement modular programs, using an object-oriented data structure that models the use of and flow of data in a real-world context. Students will manage their information flow and identify and explain their use of security and digital footprint in a web context. Students will evaluate their final product in terms of security vulnerabilities and risks.
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Portfolio	Portfolio
Type of text	Factual	Factual
Mode	Multi-Modal	Multi-Modal
Conditions	Individual - 3 A4 pages planning - 2-minute demonstration of the functionality of the user interface and coded components of the digital solution by recording - 2-4 A4 pages of HTML/CSS webpages with annotations - 1-2 A4 pages of evaluation - 4 weeks	Individual - 2 -4 A4 pages planning - User interface, mind map, and flowchart - Completed coded program plus annotations - 2-minute video exploring the functionality of the user interface, code and how this mitigates cyber threats components of the digital solution 1-2 A4 pages of evaluation - 6 weeks

DRAMA

Department: The Arts

Head of Department: Sharon Mills

Drama is an art form which challenges students to make meaning of their world. It provides students with opportunities to ask questions, challenge perspectives and explore different experiences in real and imagined contexts. Through Drama students develop personal and social skills including non-verbal and verbal, individual and group communication and self-management skills.

	Semester	
	Unit 1	**Unit 2**
Unit name	**Whose Line is it Anyway?**	**The Mystery of Hallow Creek**
Unit description	Students experiment with the performance style of improvisation to create a performance and gain an understanding of the different conventions and skills of the style. They then complete an exam and complete a final performance in front of an audience.	Students will explore a dramatic mystery at Hallow Creek. Students are in control of their own journey and make choices along the way. They will explore the elements of drama (role, relationship, situations and tension), paired with the conventions of contemporary theatre (including monologue, roleplay, freeze frame, narration, soundscape, hot seating, movement sequence and collage drama).
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Performance & Short Response	Performance & Project
Type of text	Improvisation	Portfolio
Mode	Practical & Written	Practical & Written
Conditions	**Part A - Performance** **Completed in a group and assessed individually** Groups of 3-4 2-4 minutes per group (each student must be on stage for at least 1 minute) Planning sheet submitted Drafting and rehearsal lessons provided 4 Weeks' notice of task Feedback on performance **Part B - Reflection** Reflection of performance 50-200 words 4 Weeks' notice of task Drafting lessons provided Feedback on draft reflection	**Part A - Roleplay** Groups of 3-5 2-4 minutes per group practice response 1-3 minutes per person practical response 4 weeks' notice of task Drafting & rehearsal lessons provided Feedback on draft performance and planning sheet **Part B – Collage Drama** Groups of 3-5 2-4 minutes per group 1-3 minutes per person 4 weeks' notice of task Drafting & rehearsal lessons provided Feedback on draft performance

ECONOMICS AND BUSINESS

Department: Humanities

Head of Department: Ash Partridge

Business Studies provides students with the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

	Semester	
	Unit 1	**Unit 2**
Unit name	**The Global Game**	**Risk and Reward**
Unit description	Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.	Students focus on business and consumer risks and rewards. They examine the influence of Australia's financial sector on economic decision-making and how it contributes to individual and business success.
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Business Pitch	Exam
Type of text	Investigation	Paragraph response (standalone or linked to stimulus)
Mode	Multimodal presentation	Written
Conditions	4 weeks, 600-800 words (script)	60 minutes, 10 minutes perusal short responses 50–150 words per item - extended responses 300–400 words per item. Seen Stimulus (24 hrs prior)

FOOD SPECIALISATION

Department: Technologies

Head of Department: Mr Benjamin Terry

In Food Specialisation, students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. Students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.

In year 9 students will complete a combination of practical cooks building students skills in food preparation, cooking and safety. Students will learn about food production methods exploring methods for reducing waste in the production process.

	Semester	
	Unit 1	**Unit 2**
Unit name	**Paddock to Plate**	**Paddock to Plate**
Unit description	In this unit, students will use design and technologies knowledge and understanding, processes and production skills and design thinking to design a product to assist in reducing food waste in the format of a folio. Students will focus on sustainability, planning for preferred futures and making connections to food production, including growing, harvesting, processing and sustainable packaging. Students will also learn the impact of food production on the environment and the importance of sustainable practices.	In this unit, students will use design and technologies knowledge and understanding, processes and production skills and design thinking to investigate the ethical and sustainable benefits by-products have in either the horticultural, livestock, fashion or medical industries. They will design an infographic focused on the utilisation of by-products and the long term benefits they have for global Preferred Futures.
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Project	Project
Type of text	Portfolio Design portfolio/Journal	Portfolio Design portfolio/Journal
Mode	Multimodal Portfolio / Journal	Multimodal Portfolio / Journal
Conditions	4 weeks' notice of task. Individual assessment Practical cooking component will be assessed continuously over the term The assessment is to be conducted individually. Work is to be completed in class, and at home. Submission of all work and draft needs to be made via teams on or before the due date	4 weeks' notice of task. Individual assessment Practical cooking component will be assessed continuously over the term The assessment is to be conducted individually. Work is to be completed in class, and at home. Submission of all work and draft needs to be made via teams on or before the due date

GEOGRAPHY

Department: Humanities

Head of Department: Ash Partridge

Year 9 Geography students spend the year investigating the many facets of Geography. They will explore the causes and consequences of change in places and environments, how can this change be managed, future implications and how to plan for the future. Students will encounter real world experiences with excursions and expert presenters vising the school.

	Semester	
	Unit 1	**Unit 2**
Unit name	**Biomes and Food Security**	**Geographies of interconnections**
Unit description	This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future.	This unit focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through field work. Students consider the management of the impacts of interconnections on the health of the Grosvenor Creek.
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Combination Response Exam	Geographical Report
Type of text	Exam	Report
Mode	Written	Written
Conditions	- 70 minutes - 10 minutes perusal - 600-800 words - To be completed individually in exam conditions - Seen stimulus provided with sufficient time for students to adequately engage with the material - Unseen questions and stimulus materials should not be used in class. - Write in blue/black pen or pencil	- 600-800 words - To be completed individually - Research and drafting in class and at home - Reference List required - Must have visual elements (maps, tables) - Teacher guidance during research stages and feedback provided

JAPANESE

Department: Humanities

Head of Department: Ash Partridge

The study of Japanese is primarily concerned with providing students with the ability to communicate in the language. It also aims to help students deepen their appreciation and understanding of Japanese culture. By building bridges of communication between Japan and Australia, Japanese provides pathways not available to the monolingual.

	Semester	
	Unit 1	**Unit 2**
Unit name	**Staycation Japan!**	**Meet me at a Cafe**
Unit description	Students learn how to write in formal language using genkouyoushi, describing themselves, their living circumstances, family and home in a fictional homestay letter exchange.	Students learn how to listen and respond in Japanese in a conversational restaurant setting. Students will learn key terms Japanese service staff use, how to book a table, and order food.
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Extended Response	Geographical Report
Type of text	Written Letter	Report
Mode	Reading/Writing	Written
Conditions	Up to 500 characters in romaji or equivalent. Students can access lesson content, dictionaries, and digital assistants to aid them	70 minutes Listening & comprehension component Spoken/signed responses up to 4 minutes

MEDIA ARTS

Department: The Arts

Head of Department: Sharon Mills

Media Arts are concerned with representing the world and telling stories with the help of technology, such as film, radio, television, newspapers and the internet. In this subject, students will explore the key concepts and elements of Media Arts, aspiring to make and respond to media arts in a variety of ways. Combining theoretical and practical knowledge and understanding, students will manipulate media representations to identify and examine social and cultural values and beliefs, whilst learning media production skills to plan, design and produce media artworks for a range of purposes.

	Semester	
	Unit 1	**Unit 2**
Unit name	**Lights, Camera, Action Part 1: Portfolio**	**Lights, Camera, Action Part 2: Fantasy Film Trailer**
Unit description	In this unit students explore and develop an implicit understanding of technical and symbolic codes and conventions within film and photography. Students will be provided with opportunities to create and experiment with film narrative, examining features of shot sizes, camera angles, camera movement including the importance of mise-en-scene through the completion of different Folio items. Students will develop an array of advanced pre-production, filming and editing skills which will ensure practical competency.	In this unit students explore different Hollywood film genres. Students will particularly study Zombie (Science Fiction, Fantasy and Adventure are also on offer) and learn how each genre has a particular history and unique features. Students will learn how Film trailers are used as a marketing and promotional tool. In addition, students will create their own film trailer (Group work) using a variety of technical and symbolic codes in the filming and editing process.
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Portfolio	Practical, Extended Response
Type of text	Storyboard, Photographs, Video, Short Response	Video, Reflection
Mode	Multimodal/Written	Multimodal/Written
Conditions	Individual assessment. One draft permitted with teacher feedback. Scaffolding documents provided and work-flow discussed. Class and home time provided to complete assessment. Teacher direction, assistance and regular monitoring provided throughout task.	Individual & Group assessment. One draft permitted with teacher feedback. Class and home time provided to complete assessment. Teacher direction, assistance and monitoring provided throughout task.

MUSIC

Department: The Arts

Head of Department: Sharon Mills

Music will challenge students as they perform, analyse and conduct aural listening. They will learn about the elements of music along with music notation theory. They will explore Australian music – traditional Aboriginal music to modern Australian music – and they will explore rock music around the globe. Performance in music will provide students with the knowledge and resources to learn and play an instrument of their choosing. As a class, students will learn and perform two compositions.

	Semester	
	Unit 1	**Unit 2**
Unit name	**Let The Music Begin**	**Australian Music**
Unit description	Short response exam aurally and visually analysing the elements of music in pop/rock songs. Practical lessons allow students choose one instrument of either Guitar electric / Acoustic, Bass Guitar, Keyboard, Vocals or Drums and perform the verse and chorus of a pop/rock song.	Multimodal with case study of an Australian band Year 9 will be studying Australian music history and the evolution of Australian Music and how it changed while new music genres were emerging around the world.
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Examination	Extended Response
Type of text	Written	Spoken/Multimodal
Mode	Examination	Written and Multi-modal
Conditions	**Part A:** Analysing compositions Music scores. 1 x 60-minute examination with 5-min planning time. Written feedback on 1 practice exam. Short response questions (50-100 words), one (1) extended response (100-200 words). **Part B:** Up to 1-minute of performance time Teacher provided scores. Individual performance In-class time provided for rehearsal practice **Part C:** Reflection of individual performance.	**Part A:** Analyse Australian music & composers. PPT presentation. Written (200-300 words) **Part B:** Evaluate Australian Music Identity. Evaluation of Australian recordings. Written (200-300 words) **Part C:** Group performance. (2-3 minutes continuous). Feedback on one draft.

VISUAL ARTS

Department: The Arts

Head of Department: Sharon Mills

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. Visual Communication is the most dominant mode in a mediatised world, and young people need to be able to make sense of it and be discriminating.

	Semester	
	Unit 1	**Unit 2**
Unit name	Still Life	Pop Art
Unit description	In this unit students develop drawing, composition and photography skills. Still Life as an artistic genre is studied; ranging from Dutch classics to contemporary artworks. Students make a portfolio of drawings and paintings (in a range of drawing mediums), arrange their own composition of objects and resolve 2D artworks from their own photographs.	Student's research and analyse the art movement Pop Art, focusing on portraiture. Students develop designing, photography and digital editing skills using Photoshop. Edited images will be transferred to Lino Print for final presentation. Students will create a quadtych of a portrait series demonstrating the style of Pop Art. Artwork will be mounted on card to show presentation skills.
ASSESSMENT		
	Summative assessment Task 1	**Summative assessment Task 2**
Technique	Practical & Extended Response	Practical & Extended Response
Type of text	Still Life Photography Artist Statement	Printmaking Artist Statement
Mode	Written and Making	Written and Making
Conditions	2x Still Life 2D Media. 1 x A3 Resolved artwork using appropriation techniques. Class Lessons & materials provided 100-150 word Artist statement 4 Weeks' Notice of task	Class time & materials provided. 4 Weeks' Notice 100-150 word Artist statement