



# IDSHS

# *Subject*

# BOOKLET



A guide to the subjects on offer for Year 9 students



# Year 9 Subject Descriptions

## Year 9 Overview

Year 9 at Isis District SHS marks the final year of Junior School, continuing to expand students' elective choices. This helps students further develop an understanding of their skills, interests, and preferences before they begin to narrow their focus towards their senior studies and future pathways.

In line with Australian Curriculum requirements, the subjects offered to Year 9 students are structured to ensure students engage with a broad range of content while also meeting the necessary time commitments. As a result, the number of compulsory subjects decreases compared to those studied in Years 7 and 8. This trend will continue in Year 10, where only four compulsory subjects remain.

The subjects available to Year 9 students are outlined in the table below:

<b>Core Subjects:</b>	<b>Electives:</b>
<b>English</b> (3 lessons per week)	- Four (4) subjects, two (2) per semester - 3 lessons per week per subject
<b>Mathematics</b> (3 lessons per week)	
<b>Science</b> (3 lessons per week)	
<b>Health and Physical Education</b> (2 lessons per week)	
<b>History</b> (2 lessons per week)	
	<b>The Arts Electives</b>
	Art
	Dance
	Drama
	Media
	<b>Technology Electives</b>
	Food and Fibre Production (Ag)
	Digital Technologies
	Food Specialisations (Cooking)
	Design and Technology (DAT)
	Metal Technology
	Wood Technology
	<b>Humanities Electives</b>
	Economics & Business
	Civics & Citizenship
	Geography

In Term 3 of Year 8, students will be asked to submit their preferences for four (4) electives using One School. These preferences should be listed in order of priority, with the first choice being the subject they most want to study. At this time, students will also be asked to nominate a fifth subject as an alternative option. While every effort will be made to accommodate students into their top four preferences, this cannot be guaranteed due to typical timetable constraints such as class sizes, room allocations, and staffing. Students will be informed of their elective allocations for each semester by the end of November (Year 8).

### Looking Ahead:

In Term 3 of Year 9, students will choose three electives from a wider range of subjects designed to prepare them for their senior studies. Year 10 will serve as a preparation year for Senior School, with a continued focus on career education and future pathways, starting in Term 3 of Year 9. More information about this will be provided to students in Term 3.



# Year 9 Subject Descriptions

## CORE SUBJECTS –

- Subject: English
- Subject: Mathematics
- Subject: Science
- Subject: Physical Education
- Subject: History

## ELECTIVE SUBJECTS – dependant on availability

### THE ARTS

- Subject: Art
- Subject: Dance
- Subject: Drama
- Subject: Media

### TECHNOLOGY

- Subject: Food & Fibre Production (Ag)
- Subject: Digital Technologies
- Subject: Food Specialisations (Cooking)
- Subject: Design and Technology (DAT)
- Subject: Metal Technology
- Subject: Wood Technology

### HUMANITIES

- Subject: Economics & Business
- Subject: Civics & Citizenship
- Subject: Geography
- Subject: Japanese



**Course Description:**

The study of English is central to the learning and development of all young individuals. Studying English students to immerse themselves in units in this course that teaches them to analyse, understand, communicate, and be imaginative thinkers and informed citizens of the 21<sup>st</sup> century.

The Year 9 English Program mirrors the expectations and requirements of the Australian Curriculum. Therefore, it aims to ensure students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts.
- appreciate, enjoy and use the English languages in all its variations.
- understand how Standard Australian English works in its spoken and written forms.
- develop interest and skills in inquiring into the aesthetic aspects of texts and developed and informed appreciation of literature. *(Adapted from the Australian Curriculum: English)*

**Units of Study:**

- Exploring Speculative Fiction – written
- Representations of Australia and Australian people – spoken
- Exploring drama texts - 12 Angry Men – written
- Evaluating characters in a Novel - World Shaker – written

**Possible Assessment:**

Oral presentations, exams, creative and academic writing, multimodal

**Resources Required:**

- 1 x 240 page blue lined exercise book or BYO device
- English Skills Builder or Pearson English *(supplied through SRS)*
- Oxford Textbook *(supplied through SRS)*
- Macquarie Dictionary *(supplied through SRS)*
- Novels, plays and films *(supplied through SRS)*

**Links to the future:**

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Each year builds on student knowledge	Essential English General English	Digital copywriter, Editorial assistant, English as a foreign language teacher, Lexicographer, Magazine journalist, Newspaper journalist, Publishing copy-editor/proofreader, Writer, Academic librarian, Advertising account executive, Advertising copywriter, Arts administrator, Information officer, Marketing executive, PPC specialist, Primary school teacher, Public relations officer, Records manager, Secondary school teacher or Social media manager



### Course Description:

The study of mathematics provides students with knowledge and reasoning skills that are useful in all areas of life. Students will be carefully guided to communicate their mathematical understanding in words and symbols through a range of activities. Students will also be challenged to apply their mathematical understandings in familiar and unfamiliar situations so that they develop strong problem-solving skills that will support them in making informed decisions.

### Units of Study:

The Australian Curriculum: Mathematics is organised around the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. These strands will be explored each year from Years 7 to 10 and increasingly sophisticated ideas developed. The Junior Mathematics course aims to provide skills and knowledge for everyday life as well as prepare students for the further study of mathematics.

### Possible Assessment:

Students will be expected to complete a minimum of one assignment per semester and in-class tests at the completion of each term or semester. The progress of students will also be monitored through weekly homework, diagnostic formative assessment, in class quizzes and other formative tasks. Student assessment is stored in a folio and progress regularly monitored.

### Resources Required:

- 2 x 240 page A4 Exercise book
- Protractor/Compass Set
- Scientific calculator (may be purchased from school)
- Pencils (2B) / Pens (blue, black and red)
- 30cm Plastic or wooden ruler (not metal)
- Pencil Sharpener
- Highlighters
- Eraser

### Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Mathematics Mathematics Extension Mathematics Foundations Numeracy Short Course	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	Engineering, Science, Aircraft Pilot, Surveying, Business Management, Architecture, Nursing, Electrician, Building, Business Analysis, Banking, Economics, Accountancy, Work and life application



## Course Description:

In Year 9, students continue their introduction to the chemical, physical, and biological environments of our world. The Year 9 course aims to further enhance student skills in gathering data, presentation of data in tabular and graphical form, data analysis and data evaluation, while also increasing their knowledge of chemical and atomic properties. The course aims to improve general literacy and numeracy as well as the skills of in-text referencing and report writing.

Depending on their ability and interest, different students will progress through practical and theoretical explanations of common everyday observations with different levels of understanding. In Years 9 and 10, students are grouped by science ability to support differentiated access to curriculum concepts.

## Units of Study:

- **Unit 1:** Radical Reactions – atomic structure, nuclear decay, chemical change
- **Unit 2:** Body Balance – nervous system, homeostasis
- **Unit 3:** Mangrove Magic – ecosystems, reproduction, carbon cycle
- **Unit 4:** Solar Speed – energy transfer and conservation, data trends

## Possible Assessment:

Students will have 4 assessment tasks across the two semesters. Assessments use a range of techniques including assignments, research tasks, projects and laboratory reports.

## Resources Required:

- A4 notebook -240 page or 2 x 120 page
- 2B pencil
- Ruler
- Calculator

## Links to the future:

The Junior Science course, as well as providing a necessary input to general education for life, provides a sound background for students selecting science subjects at a Senior level. Many careers require a sound level of achievement in Junior Science, including Trades and the Military.

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Science	Biology Chemistry Physics Agricultural Practices	Veterinary Science, Research, Teaching, Medical, Health, Mining, Engineering, Pharmacy, Biology, Ecology, Marine Biology, Health Care, National Park Management, Metallurgy, Agriculture, Military, Horticulture, Lab Assistant, Beauty Care, Astronomy and many more.



# Health and Physical Education

## Course Description:

As students progress through the course of study in Health and Physical Education they are required refine and apply strategies to evaluate the expectations in different leisure, social and movement situations. Using a personalised approach students create plans for maintaining healthy and active habits. This fosters the development of preventative health practices that aim to build overall personal and community health and wellbeing. Theoretical components of Year 9 Health and Physical Education include the holistic health benefits of physical activity, factors that impact on sports participation and the value of training and fitness on athletic sporting performance. The practical element of the subject supports students to learn more specialised and complex movement skills and sequences and apply these to authentic environments. Exposure to a variety of authentic sporting contexts allows for further development in leadership, teamwork and collaboration to contribute to successful participation in physical activity, which is a key criteria when assessing the practical element of this subject.

## Units of Study:

### Theory

- Drug Awareness
- Training and Fitness – Health and Skill related fitness
- Bullying and Diversity
- Sports Nutrition

### Practical (*A variety, but not limited to*):

- Skill Development & Modified Games
- Touch, Basketball, Netball, Athletics, Volleyball, Swimming, Cricket, Futsal, Soccer, Fitness, Softball

## Possible Assessment:

- Exam – Multiple Choice/Short Response/Extended Response
- Research Report
- Performance – Practical

## Resources Required:

- A4 lined notebook
- Hat
- Appropriate Footwear

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Health & Physical Education Exercise Science ( <i>elective</i> )	Physical Education Health Education Recreation Certificate III in Fitness and Sport	Exercise Physiologist, Sports Trainer, Armed Forces, Physiotherapist, Nutritionist, Allied Health, HPE teacher, Emergency Services, Nursing



## Course Description:

The Year 9 History program at Isis District SHS consists of four depth studies. The study of history improves our decision making and judgment as it teaches us how to learn through the mistakes of others.

By exploring the natures of peoples and their cultures and the key events of the past, we can understand the processes that have shaped today's world, their causes, and the roles people have played in those processes.

Students develop these understandings through the investigation, exploration, debate and consideration of evidence from the past. The study of history develops the students' ability to understand that there are differing views of history and the differences between opinion, fact and bias.

## Units of Study:

- The Industrial Revolution
- World War 1
- Making a Nation

## Possible Assessment:

- written extended response to stimulus exams
- investigation tasks and essays
- written short response to stimulus exams
- multimodal

## Resources Required:

- 1 x 120 page Blue lined exercise book or BYO device
- DVD's – Documentaries (*supplied through SRS*)

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
English Civics & Citizenship History Geography	English English Essentials Legal Studies Modern History Geography	History develops research and critical thinking skills required for careers as an Anthropologist, Archaeologist, Archivist, Barrister, Social worker, Criminologist, Foreign affairs and trade officer, Geologist, Historian, Journalist, Lawyer, Librarian, Museum curator, Public relations officer, Religious leader, Sociologist, Politician, Teacher or Writer



## Course Description:

Geography empowers students to shape change for a socially just and sustainable future.

There are two units of study in the Year 9 curriculum for Geography: 'Biomes and food security' and 'Geographies of interconnections.'

'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production. 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. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

'Geographies of interconnections' focuses on investigating 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. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

## Units of Study:

- Criminology

## Possible Assessment:

- Exam
- Investigation
- Multimodal

## Resources Required:

- 1 x 64 page Blue lined Exercise book or BYO device

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
English Geography Civics and Citizenship History	English Essential English Geography Legal Studies Modern History	Cartographer, Commercial / residential surveyor, Environmental consultant, Geographical information systems officer, Planning and development surveyor, Secondary school teacher and Town planner.



# LOTE: Japanese

## Course Description:

### Explore everyday life in Japan through language and culture!

In Year 9, students at Isis District State High School expand their Japanese skills by exploring topics that reflect real life in both Japan and Australia. This course helps students grow in confidence as they develop their abilities in reading, writing, listening, and speaking through relevant, engaging themes.

Students learn how to describe their school life, give opinions on fashion, understand spoken conversations about family, and navigate shopping situations using real-world vocabulary. These practical units allow students to express themselves more fully in Japanese and make meaningful cultural comparisons.

## Units of Work:

- School Life
- Fashion & Style
- Family & Daily Life
- Shopping in Japan

## Possible Assessment:

- Writing
- Speaking
- Listening
- Reading

## Resources Required:

- 1 x 48-page blue lined A4 exercise book
- 1 x A4 Display folder (to keep handouts and charts etc)
- Japanese Dictionaries, Work booklets and relevant Japanese Texts (*supplied through SRS*)

## Links to the Future:

### Career pathways

With each year of study, students gain a stronger foundation in Japanese and valuable global skills. Language learning in Year 9 supports future careers in areas like tourism, design, education, fashion, international relations, and more—especially as Japan continues to be one of Australia's key global partners.



## Semester of Art

### Course Description:

This subject is an introduction to creative practice focusing on developing ideas, manipulating media and producing resolved art works in 2D and 3D formats. Students will be introduced to a range of new art making processes and materials, and be challenged to develop their own designs and find creative solutions to visual problems.

The visual art journal is an essential tool that documents the individual's art process, from ideas and planning to creating considered artworks that respond to stimulus. Students will be provided with opportunities to make and view art, exploring the elements of design and interpreting artistic intentions of artists both contemporary and historical.

The teaching and assessment for this unit are aligned with the Australian Curriculum achievement standards and content descriptions for Year 9.

### Units of Study:

- Drawing
- Painting
- Sculpture
- Art theory – contemporary and historical artists' work that is relevant to the unit content

### Assessment:

- Practical folio of work (making and displaying artworks)
- Appraising images and artworks
- Written critique (500 words)
- Journal

### Resources Required:

- A4 Visual Art Journal
- 2B, 4B & 6B pencils, eraser and sharpener
- Black fine-line pen
- Ruler, scissors and glue stick

All other art materials are available in the classroom.

### Links to the future:

Year 10	Year 11 & 12 subjects	Career pathways
Art	Visual Art (General) Visual Arts in Practice (Applied) Arts in Practice (Applied)	Visual artist, graphic designer, illustrator, gallery curator, photographer, careers in film and TV, product designer, costume designer, art teacher, art workshop instructor, etc.



## Semester of Dance

### Course Description:

In Year 9 Dance, students use expressive movement to communicate ideas and stories that reflect personal and cultural identity. Through movement, they explore a range of human experiences while developing kinesthetic awareness and aesthetic understanding. Dance becomes a tool for questioning, celebrating, and expressing themselves and the world around them.

Students are encouraged to build a personal movement vocabulary and explore imaginative ways of moving. They engage with digital tools to enhance their learning in choreography, performance, and response. Dance supports students in reaching their creative potential by inspiring curiosity and expression across different styles, contexts, and cultural perspectives.

Through individual and group work, students choreograph, rehearse, perform, and reflect on dance. They apply the elements of dance and develop their technical and expressive skills through practice and performance. As both dancers and audiences, students learn to appreciate dance from diverse viewpoints and use physical and verbal responses to express their understanding. Participation in dance fosters creativity, cultural awareness, collaboration, and wellbeing that positively influence lifelong learning and social inclusion.

By the end of Year 9, students analyse how and why the elements of dance, choreographic devices, techniques, and production elements are used in both the dances they create and the ones they experience. They evaluate how dance across different styles, cultures, times, and contexts communicates ideas and meaning. When performing, students use technical and expressive skills, along with style-specific techniques, to clearly communicate meaning to an audience. They apply safe dance practices throughout the creative and performance process.

### Units of Study:

- Unit 1: Lights, Camera, DANCE
- Unit 2: Musical Theatre

### Possible Assessment:

Choreography, performance, responding, reflection

### Resources Required:

- 1 x 96 page blue lined exercise book (no Multi-subject books)
- Live theatre experiences may be offered when available. This will incur a small cost.

### Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Dance Drama English	Drama English Arts in Practice	Teacher, Performance artist, Choreographer, Stage Manager, Director  Dance allows students to build confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity.



## Semester of Drama

### Course Description:

In Year 9 Drama, students collaborate to create and perform drama using improvisation, devised material, and scripted work. They explore and manipulate the elements of drama and theatrical conventions to shape meaningful performances and sustain dramatic action. Through the rehearsal and performance process, they refine their use of voice, movement, and characterisation to effectively communicate ideas, emotions, and perspectives to an audience.

Drama provides a powerful way for students to explore the human experience by stepping into both real and imagined worlds. It allows them to tell stories that reflect diverse cultures, historical periods, places, and communities. As both creators and audience members, students actively engage in a rich, expressive art form that deepens their understanding of themselves and others.

Throughout the semester, students build important personal and artistic capabilities such as creativity, collaboration, communication, empathy, and confidence. They engage in all stages of the drama-making process, including devising, writing, rehearsing, presenting, performing, analysing and evaluating. These experiences support their development as reflective, skilled and expressive young artists.

By the end of Year 9, students can analyse how and why elements of drama, conventions, and performance skills are used in the drama they create, perform, and experience. They evaluate how different styles and contexts of drama communicate meaning, and how drama can both celebrate and challenge ideas of Australian identity. They apply performance skills suited to different styles and forms, sustaining believable roles and demonstrate respectful approaches when creating, performing, and responding to drama.

### Units of Study:

- Realism
- Children’s Theatre

### Possible Assessment:

Presenting scripted drama, improvisation, critical response, play building, reflection

### Resources Required:

- 1 x 96 page exercise book or BYO Device
- Live theatre experiences will be offered when available and relevant. This will incur a small cost

### Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Drama Dance English Digital Technologies Media Art	Drama Dance Art English Arts in Practice	Performer, Public speaker, Art Critic, Teacher Television/Radio or Stage Manager.  Drama allows students to build confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity.



### Course Description:

Media Arts enables students to create media artworks using responsible practices and production processes to communicate ideas, perspectives, and meaning. They analyse and evaluate how media concepts are used to construct and challenge representations, including Australian identity. Students will explore how media artists from different cultures, times, and places express ideas. They will design work for specific audiences, present it, and plan how to distribute it and engage with audiences responsibly. As an art form evolving in the twenty-first century, media arts enable students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communication practices.

### Units of Study:

- Advertisement
- Genre Trailers

### Possible Assessment:

- Analysis of an advertisement
- Promotional video
- Movie Trailer

### Resources Required:

- 1 x 96 page Exercise Book
- A4 Display Folder
- USB (1GB minimum)
- Access to a digital camera

### Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Media Art Drama English	Visual Art (General) Arts in Practice (Applied) Digital Solutions (General) Drama English	Graphic Design, Camera Person, Stage Production, Movie making, Computer editing or Radio



# Food and Fibre Production

## Course Description:

In Year 9, students will investigate different plant propagation processes, gaining hands-on experience with techniques such as seed germination, cuttings, and grafting. They will also learn about soil composition, fertility, and the importance of maintaining plant health through sustainable practices. As part of their studies, students will explore key components of a selection of local agricultural industries, examining how these industries operate, the crops or products they focus on, and their impact on the local economy and environment.

## Units of Study:

- Plant propagation
- Local Industries

## Possible Assessment:

- Practical tasks
- Research tasks
- Projects

## Resources Required:

- 1 x Exercise book
- Hat
- Water bottle

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Food and Fibre Production	Agricultural Practices	Agricultural engineer, Agricultural technical officer, Animal attendant, Botanist, Cane tester, Economist – agricultural, Farmhand, Fisher, Food technologist, Forest technical officer, Forester, Gardener, Horticulturist technical officer, Jackeroo /Jillaroo, Landscape gardener, Pest and weed controller, Stable hand, Stock and station agent, Veterinary nurse or Wool classer.



# Economics and Business

## Course Description:

Economics and Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. By developing Business knowledge, understanding and skills, young people will be better placed now and in their adult lives to actively participate in business activities, contribute to the development of a prosperous, sustainable and equitable Australian and global economy, and secure their own financial wellbeing.

## Units of Study:

### Managing Financial Risks and Rewards

- examine strategies can be used to manage financial risks and rewards
- investigate strategies can be utilised to manage personal finances
- identify factors which influence major consumer and financial decisions
- recognise the short-term and long-term consequences of these decisions

### The Nature of Business

- categories of accounts
- debit and credit rules
- transaction analysis

## Possible Assessment:

- exam
- project
- research report
- case study

## Resources Required:

- 1 x 96 page exercise book or access to BYOD

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Economics and Business	Accounting (General) Tourism (Applied) Certificate II in Retail Services	Further education and employment in small-to-medium enterprise, accounting, business management, human resource management, financial management, commerce, marketing and operations management.



## Course Description:

Digital Technologies enables students to develop and modify innovative digital solutions by applying programming skills in Python, including syntax, variables, loops, functions, and object management for efficient code design. They explore computer hardware components such as storage devices, graphics cards, and motherboards to understand system performance and functionality. Through hands-on robotics projects, students build and program robot cars using motors, sensors, and microcontrollers, enhancing their coding and problem-solving skills. In game creation, students design mechanics and environments while coding gameplay and interactions. Across all units, students develop critical thinking by decomposing real-world problems, designing and validating algorithms, and evaluating solutions against user requirements. They also explore data management, cybersecurity concepts, and apply privacy principles while collaborating on and managing digital projects.

## Units of Study:

### Program Coding

Students set up an IDE and home editor to write and test Python code. They learn syntax, variables, loops, and functions. Using x and y coordinates, they create smooth movement and efficiently add multiple objects using elegant code, cloning, or lists to avoid repetition and improve program design.

### Hardware

Students study computer hardware such as storage devices, graphics cards, and motherboards. They learn how storage types impact performance, how graphics cards handle visuals, and how motherboards connect components, enabling them to understand hardware functions and make informed choices for different computing needs.

### Robotics

Students build and program robot cars using motors, sensors, and microcontrollers. They wire hardware, write code to control movement, and use sensors for navigation. This hands-on project develops skills in coding, electronics, and problem-solving through practical robotics experience.

### Game Creation

Students create games by designing mechanics, characters, and environments. They code gameplay, user interactions, and game logic using programming languages or development tools. This hands-on process builds creativity, problem-solving, and coding skills through practical game development experience.

## Possible Assessment:

- Folios
- Projects
- Exams

## Resources Required:

- Access to a USB at the end of the course to take files home

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Digital Technologies	Digital Solutions	Digital design, Digital security, Content management, Hardware development, Marketing, Logistics, Software programmer
<i>Skills will assist with all subjects and future studies</i>		



# Civics and Citizenship

## Course Description:

Civics and Citizenship provides students with an introduction to the Australian Legal System. The course aims to encourage students to evaluate the significance of legal rights and responsibilities that impact on their everyday life. Students will examine how laws change to reflect society's values and peoples' rights in society.

Students will consider how criminal law attempts to safeguard individuals' right to freedom from interference, with society's need for order. They examine the consequences of alleged criminal behaviour in terms of trial processes, punishment and sentences.

## Units of Study:

### Australia's court system

- describe the features and principles of Australia's Legal System, including its role in applying and interpreting Australian law
- analyse a wide range of national and state criminal legal issues (e.g. terrorism, immigration, gun laws, cyber safety) to determine the nature and scope of the issue and then examine different viewpoints

### Change in Australia's legal and political system

- examine the ways political parties, interest groups, media and individuals influence government and decision-making processes

## Possible Assessment:

- exam
- case study
- news report

## Resources Required:

- 1 x 96 page exercise book or access to BYOD

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Civics and Citizenship	Legal Studies (General)	Further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.



# Food Specialisations

## Course Description:

Food Specialisations focuses on nutritional knowledge for wellbeing and health promotion, as well as providing students with skills, inspiration and the ability to become independent learners in cookery. They will use evaluative and contemporary processes to produce quality food products. Students gain the theoretical understanding of the nature of food sources and the multicultural and social aspects of culinary cuisines. Both practical and management skills are applied, as well as engagement in the demonstration of practical tasks.

Students will employ technologies, particularly those relating to the use of information technology to plan, analyse and evaluate diet choices and their impact on future health of the individual.

## Units of Study:

- Multicultural cuisine
- War on Waste

## Formative Assessment:

- Weekly practical cookery tasks
- Practical and written assignments

## Summative Assessment:

- Research, practical and written assessment

## Resources Required:

- 1 x 64-page exercise book or A4 book
- Practical foods items (*weekly outline of requirements will be provided*)
- Fully labelled container to take food home

## Links to the future:

10 subjects	Year 11 & 12 subjects	Career pathways
Food Specialisations	Certificate II in Hospitality	Dietician, Nursing, Tourism, Teaching, Hospitality – Chef / Cook or Front of House



# Design and Technologies

## Course Description:

Design and Technologies affords students opportunities to critically analyse and solve provided problems creatively to achieve improved solutions. The design thinking skills and strategies that students engage with, are designed to prepare students for future 21st Century challenges. In year 9, students will utilise advanced technologies such as 3D Modelling software, Computer Numerically Controlled (CNC) machinery and 3D Printing as well as traditional workshop tools and machines to create their designed solutions.

## Units of Study:

### Australia's energy future

Students investigate fossil fuel energy alternatives such as solar, wind, nuclear and green hydrogen. Students consider advantages and disadvantages and make recommendations. Using this knowledge, students will design and build a model car. Students work within specifications and apply their understanding of voltage, current gearing and friction to develop their best design.

### Simple machines and their mechanical mechanisms

Using sketching techniques, virtual three-dimensional modelling software, CNC machinery and hand and power tools, students will create a mechanical device out of wood. The final solution must address all facets of the provided design brief.

## Assessment:

Students are assessed based on a folio of work submitted for each unit that demonstrates: knowledge and understanding of the technology in context and relating to society, investigation and generation of ideas, producing then evaluating a solution, and planning production processes.

## Resources Required:

- Display Folio
- 64 Page exercise book

## Links to the future:

Year 10 subjects	Year 11/12 subjects	Career pathways
Design and Technologies	Industrial Graphics Skills	Engineer
Wood Technology	Engineering Skills	Industrial Designer
Metal Technology	Furnishing Skills	Architect
		Draftsperson
		Building and Construction trades
		Metal and Engineering trades



## Course Description:

Metal Technology affords students opportunities to critically analyse and solve provided problems creatively to achieve improved solutions based on a provided design brief. The design thinking skills and strategies that students engage with are designed to prepare students for current and future 21st Century challenges. Students will engage with tools, machinery and processes common to a metalwork/engineering workshop.

## Units of Study:

### Sheet metals

Students will investigate sheet metal materials and working processes through designing solutions to a provided design briefs in a given context. Methods of joining sheet metals will be investigated and students will use knowledge to choose appropriate methods in the production of their designed solution. Students will design and create a range of projects that enhance their knowledge and skills including a sheet metal creature and a steam powered boat.

### Mild Steel Fabrication

Students will learn about metal fabrication tools, machines and techniques using a range of cutting and shaping tools and jigs. Students will design and produce products that satisfy the provided briefs.

## Possible Assessment:

Students are assessed based on the quality of production of their designed solutions. For each unit of work a folio must be submitted that demonstrates; knowledge and understanding of the technology in context, investigation and generation of ideas, production and evaluation of the solution, and the planning production processes that were completed.

## Resources Required:

- Display Folio
- 64 Page exercise book

## Links to the future:

Year 10 subjects	Year 11/12 subjects	Career pathways
Design and Technologies	Industrial Graphics skills	Engineer
Wood Technology	Engineering Skills	Industrial Designer
Metal Technology	Furnishing Skills	Architect
		Draftsperson
		Building and Construction trades
		Metal and Engineering trades



## Course Description:

Wood Technology affords students opportunities to critically analyse and solve provided problems creatively to achieve improved solutions based on a provided design brief. The design thinking skills and strategies that students engage with are designed to prepare students for current and future 21st Century challenges. In this subject, students will engage with tools, machinery and processes common to woodworking, plastics and construction industries.

## Units of Study:

### Multi materials/ CNC manufacturing

Students will design and construct an acrylic light display combining woodworking skills with electronic circuitry. The students will consider their client’s needs, safety requirements and aesthetics to design an appropriate solution. In this unit students will learn to operate a three dimensional computer controlled router via a programming language called G-Code.

### Product Design

Students will work primarily with wood products to design and manufacture a multi compartment box for a defined client. They will investigate the needs of the client to devise design criteria. The students will design a range of possible solutions before producing a final solution. The final product and the processes used will be evaluated against the design criteria.

## Assessment:

Students are assessed based on the quality of production of their designed solutions. For each unit of work a folio must be submitted that demonstrates; knowledge and understanding of the technology in context, investigation and generation of ideas, production and evaluation of the solution, and the planning production processes that were completed.

## Resources Required:

- Display Folio
- 64 Page exercise book

## Links to the future:

Year 10 subjects	Year 11/12 subjects	Career pathways
Design and Technologies	Industrial Graphics Skills	Engineer
Wood Technology	Engineering Skills	Industrial Designer
Metal Technology	Furnishing Skills	Architect
		Draftsperson
		Building and Construction trades
		Metal and Engineering trades

KLAs	Year 11 / 12	Year 10	Year 9	Year 8	Year 7
<b>English</b>	English (general) <i>Essential English (applied*)</i>	English (block)	English (block)	English (block)	English (block)
<b>Mathematics</b>	General Maths (general) Mathematical Methods (general) <i>Essential Maths (applied*)</i>	Maths (block)	Maths (block)	Maths (block)	Maths (block)
<b>Science</b>	<ul style="list-style-type: none"> <li>Biology (general)</li> <li>Chemistry (general)</li> <li>Physics (general)</li> <li><i>Agricultural Practices (applied)</i></li> <li><i>Aquatic Practices (applied)</i></li> </ul>	Science (2 lessons) OR Science Towards Senior (1 lesson not assessed)	Science (block)	Science (block – including CASE)	Science (block – including CASE)
<b>Humanities</b> <i>Strands include:</i> 1. History 2. Geography 3. Economics and Business 4. Civics and Citizenship	<ul style="list-style-type: none"> <li>Modern History (general)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Modern History</li> <li>Economics and Business</li> <li>Civics and Citizenship</li> </ul>	History – 2 lessons  <ul style="list-style-type: none"> <li>Economics and Business</li> <li>Civics and Citizenship</li> <li>Geography</li> </ul>	Students rotate through 1 per term: (block) <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Economics and Business</li> <li>Civics and Citizenship</li> </ul>	Humanities includes: (block) <ul style="list-style-type: none"> <li>History</li> <li>Geography</li> </ul>
<b>Health &amp; Physical Education</b>	<ul style="list-style-type: none"> <li>Physical Education (general)</li> <li>Health Education (general)</li> <li><i>Sport and Recreation (applied)</i></li> </ul>	HPE – 1 or 2 Lessons  <ul style="list-style-type: none"> <li>Exercise Science (Elective)</li> </ul>	HPE – 2 lessons	HPE – 2 lessons	HPE – 2 lessons
<b>The Arts</b> <i>Strands include:</i> 1. Art 2. Dance 3. Drama 4. Media	<ul style="list-style-type: none"> <li>Visual Art (general)</li> <li>Drama (general)</li> <li><i>Visual Arts in Practice (applied)</i></li> <li><i>Media (Applied)</i></li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Drama</li> <li>Media</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Dance</li> <li>Drama</li> <li>Media</li> </ul>	Students rotate through 1 per term: <ul style="list-style-type: none"> <li>Art</li> <li>Dance</li> <li>Drama</li> <li>Media</li> </ul>	Students rotate through 1 per term: <ul style="list-style-type: none"> <li>Art</li> <li>Dance</li> <li>Drama</li> <li>Media</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Legal Studies (general)</li> <li><i>Certificate II Retail Services</i></li> <li><i>Tourism (applied)</i></li> <li><i>Certificate II Hospitality</i></li> <li><i>Early Childhood Studies (applied)</i></li> <li><i>Industrial Graphics Skills (applied)</i></li> <li><i>Furnishing Skills (applied)</i></li> <li><i>Engineering (applied)</i></li> </ul>	<u>Design and Technologies subjects:</u> <ul style="list-style-type: none"> <li>Food and Fibre Production</li> <li>Food Specialisation</li> <li>Design and Technology</li> <li>Metal Technologies</li> <li>Wood Technologies</li> </ul>	<u>Digital Technologies subjects:</u> <ul style="list-style-type: none"> <li>Digital Technologies</li> </ul> <u>Design and Technologies subjects:</u> <ul style="list-style-type: none"> <li>Food and Fibre Production</li> <li>Food Specialisation</li> <li>Design and Technology</li> <li>Metal Technologies</li> <li>Wood Technologies</li> </ul>	Students rotate through 1 per term: <ul style="list-style-type: none"> <li>Food and Fibre Production</li> <li>Design and Technology</li> <li>Food Specialisation</li> <li>Digital Technologies</li> </ul>	Students rotate through 1 per term: <ul style="list-style-type: none"> <li>Food and Fibre Production</li> <li>Design and Technology</li> <li>Food Specialisation</li> <li>Digital Technologies</li> </ul>
<b>LOTE:</b>	By Distance Education	Japanese	Japanese	Japanese	Japanese
<b>Pastoral Care</b>	KTS / Wellbeing Senior Preparation Program	KTS / Wellbeing Work Studies Program	KTS / Wellbeing	KTS / Wellbeing	KTS / Wellbeing
<b>SEP</b>	<ul style="list-style-type: none"> <li><i>Cert II in Work Skills and Vocational Pathways</i></li> <li>Aquatic Foundations (QCIA)</li> <li>Other electives (Cert or QCIA – foundation classes)</li> <li>Literacy Communication (QCIA)</li> <li>Numeracy Communication (QCIA)</li> </ul>				

**NOTE:**

Subjects with Bullet points are electives (●) will only run provided there are enough student interest to form a class.

Subjects with a school crest as bullet are on a rotation per term with no student choice in them.