Coolum State High School
Care • Respect • Excellence

YEAR 9

Course and Subject Selection Information 2025

VISION

Every student succeeding:
Unconditional care, respect and excellence.

CONTENTS

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INTRODUCTION

The end of Year 8 marks an important time in the Junior Secondary phase of learning at Coolum State High School. Our Year 8 students will have experienced the full range of our curriculum areas and are now able to make choices which position them for success in Year 9.

The Junior Secondary years at Coolum State High School are about creating strong foundations for learning at school and as life- long learners as they enter study, work and future challenges. We wish to support parents and students to ensure they are making the best possible subject choices that align with students' talents, abilities, interests and future plans.

Australian Curriculum Implementation
Coolum State High School, in line with all Education Queensland schools, will continue to implement the Australian Curriculum in Years 7, 8, 9 and 10 in all curriculum areas.

GUIDELINES FOR SUBJECT SELECTION

Course Organisation
All students must study English, Mathematics, Science, Humanities and Social Science, and Health and Physical Education. These have been chosen as they form the basis of a broad educational program. Students can then choose two elective choices from the Arts, Technology and Languages. These subjects are year-long programs.

Subject Selection
When considering your alternatives from the choice of subjects offered you should take into account the following:

1. Your abilities Select subjects which, for you, are neither too hard nor too easy.
2. Your interests Select subjects which interest you. You are more likely to be successful if you are interested in the work.
3. Career Pathways Consider subjects which may help with pathways to a variety of careers.
4. Life Skills consider subjects which help develop skills, competencies, attitudes and knowledge which may be helpful throughout life.

You could make the wrong choice if you
- Choose a subject because you hope your friend will be in the same class
- Choose a subject expecting a certain teacher to be teaching it.

Most Important
Discuss your choice with as many people as possible (parents, teachers, Heads of Department, Guidance Officer)

Assessment
Students must comply with the requirements of each subject as laid down in the assessment statement for that subject.

The School Assignment Policy will apply. The policy has been developed to be fair to all students and to ensure that students meet their obligations regarding completion of a course of study.

Changing Subjects
Students are encouraged to choose electives which best suit their interest, abilities and career/life aspirations. However, we realise that some students will want to change subjects for a host of reasons. Before students change a subject, they must see the Deputy Principal.

All subject changes must have parental permission as well as permission from the Deputy Principal. Students are encouraged to persevere with subjects they may find challenging initially rather than make unnecessary changes. Subject changes will be at the discretion of the Deputy Principal and dependent on availability in subjects.

Aerospace Systems Preparation

Elective

Rationale

In Aerospace, students learn about the history of flight from its very beginnings to future space travel. The course begins by investigating how humans originally started flying and the technologies and information that was used at the time to undertake this. Students develop an understanding of the theory of flight and what factors influence air travel. Students will be introduced to the iterative problem-solving process to gain a deeper understanding of the elements that have led to the modern-day aerospace environment. They will understand the evolution in aerospace technologies and be able to implement problem solving skills to source viable tangible solutions to aerospace tasks.

Links to Senior School Pathways and Careers

Year 10: Cert III in Aviation, Business, Design

Year 11 and 12: Aerospace Systems, Business, Design

Course Outline

Term 1	Term 2	Term 3	Term 4
Introduction to Aerospace: Early Flight and Pioneers Basic aerodynamic principles.	Evolving Flight: Introduction to electric flight Evolution in aircraft design. Physiological impacts of flight	Contemporary Technologies and the Business of Air travel: Modern technologies, principles and products. Changing Airport environments.	Emerging Aerospace trends and Space Travel: Future design considerations in the Aerospace industry. Future Aerospace applications.

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course

Students develop problem-solving skills with tangible products to solve a given problem that has real world applications.

Students will engage with various Aerospace industry contacts or related organisations.

Assessment

Assessment in this subject is based on project work (folios) and exams.

Expectations and Homework

Students will be expected to work on folios and other tasks at home.

Requirements

Laptop required (MacBook or Windows). Free download of Microsoft Office 365 required (available from the Learning Place)

Course Fee – Nil

Any excursions will incur an addition fee.

Design

Elective

Rationale

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.
Students learn how design has influenced the economic, social and cultural environment in which they live.

They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Links to Career Paths/Future Opportunities

Architecture	Graphic Design	Interior Design
Fashion Design	Design	Landscape Architecture
Digital Media	Industrial Design	

Course Content

Term 1	Term 2	Term 3	Term 4
Environmental Design	Promotional Marketing Product	Wearable Technology	Multipurpose Collapsible Furniture

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course

Students will be exposed to a variety of skills in this course including industry-relevant CAD programs, 3D printers and laser cutters. Students will be required to have a CAD capable laptop readily available to them for this subject (able to run OnShape).

Assessment

Assessment for Industrial Technology Skills will be a mix of Examinations and Assignments.

Expectations and Homework

It is expected that students undertaking Design will complete a proportion of the work undertaken in both contextual folios and extended graphical responses outside normal class time. Access to CAD programs available for home use will be made wherever possible. During preparation for class tests, homework will be set so that students will gain a better understanding of the mandatory aspects that are to be assessed.

Course Fee – Nil

Any excursions will incur an addition fee.

Students wanting to enrol in the course will be required to complete a Request to Join Subject form as the number of classes will be limited.

Digital Technologies

Elective

Rationale

In Digital Technologies, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Links to Senior School Pathways and Careers

Year 10
Digital Technologies

Year 11 and 12:
Aerospace Systems
Information & Communication Technology
Digital Solutions

Course Outline

Term 1	Term 2	Term 3	Term 4
Understanding Digital problems Algorithms/ Pseudocode Programming techniques using Python and CircuitPython	Autonomous and remote controlled robotic vehicles	Home Security Collecting, storing, displaying data using Microcontrollers (CPX)	Animated Website Coding for the web – HTML, CSS and Javascript

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course

Students develop skills in creating code using Python, CircuitPython, HTML/CSS and Javascript that have real-world applications.

Students will create user-interfaces and animations (Turtle Graphics and Websites), and program microcontrollers (Circuit Playground Express). They will use sensors to collect, store information in files, display the information and use that information to control servos and motors.

Assessment

Assessment in this subject is based on project work, assignments and exams.

Expectations and Homework

Students will be expected to work on projects and other tasks at home.

Requirements

Laptop required (MacBook or Windows). Free download of Microsoft Office 365 required (available from the Learning Place), Python, Mu IDE and Microsoft Visual Studio Code (free downloads).

Course Fee – Nil

Any excursions will incur an additional fee.

Drama

Elective

Rationale

Drama in Junior Secondary focuses on students expressing and communicating understandings about human issues and experiences through the enactment of real and imagined events. While interacting in a range of roles, relationships, situations and contexts, students investigate feelings, actions and consequences. They develop confidence and self-awareness as they collaborate to prepare and present drama and expand their understanding of the forms, styles and purposes of drama in various contexts.

Links to Senior School Pathways and Careers

Actor	Film, Stage and Television Director	Set Designer
Artistic Director	Playwright	Stage Manager
Casting Director	Program Director (radio or television)	Teacher – Early Childhood
Drama Teacher	Public Relations Officer	Theatre Critic
Entertainer	Scriptwriter	Theatrical Costume Maker and Designer
University Lecturer	Wardrobe Supervisor	Writer
Stagehand	Model	

Course Outline

Term 1	Term 2	Term 3	Term 4
Published Play Students will collaborate with others to plan, direct, produce, rehearse and refine performances. Students will select and use the elements of drama, narrative and structure in directing and acting to engage audiences. Students aim to refine performance and expressive skills in voice and movement to convey dramatic action.	**Clowning** Students develop and perform devised drama from various clowning styles. Students will refine and convey dramatic action by directing, acting and engaging with audiences through a live and devised performances. Students analyse and evaluate the elements and conventions of drama they devise, interpret, perform and view.	**Contemporary Theatre** Students **develop** and perform **devised** drama utilising puppetry conventions. Students refine and convey dramatic action by directing, acting, puppeteering and engaging with audiences through a live and devised performance, pitched to an audience of your peers.	**Shakespeare** Students develop and perform selected scripted Shakespeare text. Students will refine and convey dramatic action by directing, acting and engaging with audiences through a live and devised performances. Students analyse and evaluate the elements and conventions of drama through structured responding tasks to live or recorded theatre.

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course
Throughout the course students participate in a variety of learning experiences ranging from experimenting with different styles and genres to creating costumes, sets and props for a public performance. Upon completion of the course students will have experienced assessment from the three dimensions Forming, Presenting and Responding. In addition to performing their own skits and plays, students will experience live theatre performances, which could involve trips to the theatre or professional theatre companies visiting our school. ICTs are a key component of the course and students will learn to manipulate various technologies to create soundtracks, interactive backdrops, edit of video footage and use still images in performances.

Assessment
Students are assessed through a broad range of practical and written tasks such as:
Forming: creation of text dramatic sequences for performance and improvisation
Presenting: student devised drama, scripted text
Responding: response to live or recorded performance stimulus

Expectations and Homework
Drama by nature is a practical subject. All students are required to participate in public performances. In addition, students are expected to maintain a reflective drama journal and complete all homework tasks. Theatre blacks are essential for performances.

Course Fee – Nil

Any excursions will incur an additional fee.

Economics and Business

Elective

Rationale

Economics and Business aims to provide students with the understanding and knowledge needed to actively and responsibly participate in an increasingly technological and entrepreneurial society. To maintain and improve Australia's international competitiveness, we need citizens who are business capable as well as being able to successfully manage personal, marketing, entrepreneurial, and community opportunities.

This one year course will engage students in the world of business ventures with a focus on various uses of technology, production, marketing and selling. Students will obtain a broad-based education comprising of general and vocational components, as well as preparing them for citizenship, further education, employment and lifelong learning. Also, students will be encouraged to develop their independent learning in a range of contexts, promoting problem solving and thinking skills.

Links to Senior School Pathways and Careers

Year 10 Economics and Business	Year 11/12 Economics or Business	Certificate III Business

Future Careers

Marketing Manager	Advertising Creative	Stockbroker
Entrepreneur	Investor	Public Relations
Small Business Owner	Product Development	Sales Director
Office Manager	Sales Person	Customer Service

Course Outline

Term 1	Term 2	Term 3	Term 4
Factors that Affect Business Supply Chains Globalisation Introduction to Macro Economics	Consumer Law False Advertising Introduction to Budgeting Introduction to Excel Cashless society	Entrepreneurship Business Project	Introduction to Microeconomics Sustainable Business Practices

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course

Students will undertake a marketing venture where they will research and develop a product with a view to selling and making a profit. Employability skills are also included in this course.

Assessment

Assessment for this subject will be based on projects, assignments and the use of school equipment. Homework will include the preparation of assignments and work for class. Projects and assignments offer students the opportunity to extend their skills by developing products and publications with real world application.

Expectations and Homework

Students will be required to undertake additional tasks and assignment work at times during class and at home. It is important that a student has their own device to complete work at home. A home internet connection would be advantageous.

Requirements

Laptop required (MacBook or Windows) Free download of Microsoft Office 365 required (available from the Learning Place), Adobe Photoshop and Dreamweaver (free licence from the school)

Course Fee – Nil

Any excursions will incur an additional fee.

English

Compulsory

Rationale

The English program in Junior Secondary allows students to engage in Literature and develop a love for English while developing essential literacy skills. The course allows students to transition from primary school to secondary school easily and prepares them with the skills and knowledge to successfully complete the senior program in future years. All Year 9 students studying English will be engaging with the Australian Curriculum. Students will also be prepared for the NAPLAN test throughout the year.

Links to Senior School Pathways and Careers

- A prerequisite into University
- Actor
- Journalist
- Linguist
- Advertising Manager
- Scriptwriter
- Author
- Teacher
- Speech Pathologist
- Counsellor
- Film and Television Producer
- Lawyer
- Psychiatrist

Course Outline

Term 1	Term 2	Term 3	Term 4
The Novel Study Students will engage in reading a novel that is typically written for Young Adults such as 'The Outsiders', 'Holes', 'First Third, and some more challenging texts such as 'The Book Thief'. Students will evaluate the effectiveness of the novel as appealing to young people and will write a persuasive essay that persuades the audience that it is a story worth reading. Students will continue to hone their literacy skills including spelling, grammar, and punctuation.	**Poetry** Students will examine and analyse a range of poetry from contemporary Australian poets through to the great canonised poets of English Literature such as Rudyard Kipling. Students will then create a narrative based on the themes and concepts in one of the poems. Students will continue to hone their literacy skills including spelling, grammar, and punctuation.	**Short Stories** In this unit, students will engage with a variety of short story texts. They will interpret, create, evaluate and discuss issues in the stories and develop a critical understanding of themes and characters within the story. Students will analyse the way concepts, characters, and stories are being told and write an analytical essay explaining how the author does this. Students will be exposed to writers such as Elli Housden, Edgar Allan Poe, and Ursala LeGuin. Students will continue to hone their literacy skills including spelling, grammar, and punctuation.	**Play Study** Students read 'Twelve Angry Men' and look at the broad themes of justice and miscarriage of justice. Students will discuss, interpret, and evaluate perspectives in the text. Students will be asked to create a persuasive perspective using one of the characters of the play and convince their audience that their perspective is worth listening to. This assessment will be an oral presentation. Students will continue to hone their literacy skills including spelling, grammar, and punctuation.

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course

- Study of contemporary texts
- Collaborative units to forge stronger connections with other curriculum areas and year levels - Development of Literacy Skills
- Study of a wide range of Literature and perspectives.
- Student selection of texts in some units

Assessment

Written Tasks – Persuasive Essay, Short Story, Analytical Essay,
Oral Tasks – Persuasive Speech

Expectations and Homework

Student behaviour and industry are to be of the highest standard in all English classes. All class work is to be completed and homework will be monitored and checked by classroom teachers. Students are required to regularly revise unit content, background and literature through further reading and homework tasks. Drafts are required for assignment tasks and all assessment tasks are to be submitted by the due date, unless negotiated with the Head of Department.

Course Fee – Nil

Any excursions will incur an additional fee.

Food Specialisations

Elective

Rationale

The belief that today's actions and attitudes determine present and future wellbeing is central to Food, Design and Technology. As a field of study located in the human sciences, Food, Design and Technology effectively draws from a range of disciplines in order to achieve optimal and sustainable living for individuals, families and communities. Food, Design and Technology is a curriculum area concerned with offering students the opportunity to discover and further develop their own resources and capabilities. In Year 9, students receive an insight into the world that is Food, Design and Technology. They continue to develop nutrition and textile skills that will assist them in the 21st century.

Links to Senior School Pathways and Careers

Childcare Worker	Dietician/Nutritionist	Fashion Designer
Food Technologist	Journalist	Primary Teacher
Secondary Teacher	Social Worker	Textile Retailer
Youth Worker		

Course Outline

Term 1	Term 2	Term 3	Term 4
Sensory Perceptions Students will investigate how their senses play a part in the development and consumption of food. They will participate in a range of practical and experimental lessons.	**Nutrition in Adolescence** Students will explore the nutritional requirements of adolescents. They investigate current health trends and apply these to their own personal nutritional intakes. Students will create nutritional practical products throughout this unit using safe and hygienic food preparation methods.	**Modern Australian Culture and Cuisine** Students will investigate trends of food consumption in Australia. They will prepare a range of practical dishes from around the world.	**From Field to Market** Students will explore the use of fibres and foods in the production of saleable products. They will make design decisions using sustainable and ethical principles.

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course

- Specialist speakers from the community will be invited into the classroom during the year.

Assessment

Students will complete a variety of assessment tasks throughout the course. These include -

- Practical tasks: 'invention tests', weekly cooking, production of fibre and food-based products
- Project – Folios: these consist of written reports that document processes relevant to the course of study.

Expectations and Homework

The study of Food Studies will require regular revision of unit content and completion of weekly work plans and evaluations. Drafts are required for written assessment tasks.

Course Fee – Nil

Any excursions will incur an addition fee.

Students wanting to enrol in the course will be required to complete a Request to Join Subject form as the number of classes will be limited.

French

Elective

Rationale

The Year 9 French course will prepare and build on French language and culture foundations to further develop the use of French language in both written and spoken form within a variety of real-life contexts. Students will develop their repertoire of comprehension and communication skills and use these to respond effectively within a range of creative scenarios that build their appreciation and understanding of French culture.

Preparing for a Global Future!

French is a major world language, spoken as the first language in more than two dozen countries on five continents and as an official language in 33 countries. France has a population of 65 million people; those living in the territorial communities of New Caledonia, French Polynesia, and the Wallis and Futuna Islands, as well as in French overseas departments such as French Guiana, Martinique, Guadeloupe and the island of Réunion; 80 percent of the inhabitants of Québec; and significant communities in Luxembourg, Belgium, Monaco, Switzerland and the Democratic Republic of the Congo. There are also many French-based creole languages, such as Haitian, developed through French colonial contact. French is a language of diplomacy, used by many international organisations, and is the dominant working language at the European Court of Justice. French culture has contributed to the shaping of global movements and traditions associated with domains such as the arts, cinema, philosophy and cultural theory, as well as fashion, design, food and wine.

Students will study French all year with 3 x 70min lessons per week and build upon learned language skills and improve proficiency throughout Year 9 and 10. This will prepare students for senior phase learning in French.

Links to Senior School Pathways and Careers

Year 10 French	Senior French	Diplomat
Tourism Industry	Translator	Airlines
Teacher	International Trade/Business	Animation
Immigration	Foreign Aid	

Course Outline

Term 1	Term 2	Term 3	Term 4
Who am I, who are you? A foundation unit focussing on similarities and differences self and others. Focus on family/pets and food. Dates/birthdays/months	**My Place** Investigates the vocabulary and structures related to students own home other types of homes, adjective agreement	**School Life** Focuses on school subjects, class materials, dates, time. Orders and instructions.	**Leisure Activities** Discuss leisure activities, sports, musical instruments discuss how well and how often you do something

Note: Course structure and sequence may change depending on resource availability.

Assessment
A spoken or written assignment piece is set each semester along with a test item to assess students' reading or listening comprehension skills. Assessment encompasses:

1. students' knowledge and understanding of French through comprehending (listening and reading) and composing (speaking and writing) texts
2. intercultural competence in discerning comparisons of aspects of language, culture and identity reflection on language choices and learning
3. both formal and informal communication contexts based on the units selected

Special Features of Course
Small classes ensure students' learning needs are met on an individual basis. A communicative language approach is used to develop students' language skills.

Expectations and Homework
Students are required to complete regular small homework tasks to develop skills, particularly in reading and writing the language. Some assignment work will also be completed at home.

Course Fee – Nil

Any excursions will incur an addition fee.

Health and Physical Education

Compulsory

Rationale

Health and Physical Education in Year 9 allows students to explore a range of physical activities and learn how to apply this information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing. Participation in physical activities is used as a means of having students think strategically and to encourage self-improvement. Team sports provide a valuable opportunity to develop teamwork, communication and social skills. An important aspect of the course is providing the knowledge and skills to make appropriate healthy choices now and in the future.

Links to Senior School Pathways and Careers

Senior Physical Education	Teacher – Health and Physical Education	Certificate III in Sport and Recreation
Senior Health Education	Personal Fitness Trainer	Event Management
Nutritionist/Dietician	Recreation Officer	Sports Coach

Course Outline

Term 1	Term 2	Term 3	Term 4
Respectful Relationships Students will critically analyse contextual features that influence decisions and behaviours surrounding a relationship scenario. They will describe the impact that attitudes and beliefs have on wellbeing. They will apply decision-making skills to enhance others' health, safety and wellbeing. Students also apply and transfer movement concepts and apply criteria to demonstrate physical performance in: **Modified Sports** **Softball / Cricket**	**Mental Health** Students will analyse issues surrounding mental health adolescents. They will examine the different types of mental health issues that adolescents are suffering from and the effects these issues can have lives and wellbeing. They will also evaluate the effect of different services and strategies. Students also apply and transfer movement concepts and apply criteria to demonstrate physical performance in: **Team Sports** **Soccer / Futsal / Ultimate** **Frisbee**	**Fitness for Sport** Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. More specifically, students test and analyse their levels of fitness across a range of fitness components (health and sport related) and learn how to plan training sessions by incorporating training methods and principles. Students also apply and transfer movement concepts and apply criteria to demonstrate physical performance in: **Group Fitness** **Netball / AFL**	**Survivor** Students investigate a number of factors that influence an individual's ability to participate in sport. Furthermore, they must reflect on their own and others ability to demonstrate participation, teamwork and fair play. **Teamwork Activities / Orienteering**

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course: While being involved in physical activity students are encouraged to constantly be thinking about how they can improve their performance.

Assessment: A range of assessment practices will be undertaken including practical assessment and written work.

Expectations and Homework: It is expected that students come prepared to each class.

Practical Lesson: Students are required to actively participate in all sports, and are required to bring a hat and a water bottle to class. Sports uniform must be worn for HPE lessons. If students are unable to participate for any reason, a note from parent/carer is required to explain non-participation.

Theory Lesson: Students are required to bring an exercise book, stationery and school diary to each lesson.

Homework: Given on a regular basis throughout the theory orientated units, and assignment work will need to be completed at home.

Course Fee – Nil

Any excursions will incur an additional fee.

Horticulture

Elective

Rationale

Horticulture focusses on the practices and processes to grow food in a sustainable fashion for a variety of agricultural industries.

Students will understand industry practices, including creating and refining design ideas, processing solution and justifying their decisions against developed design criteria. They will communicate their ideas to a range of audiences using digital tools and will independently and collaboratively develop and apply project management plans to skilfully and safely produce their designed solutions.

Students develop transferable skills by engaging in horticulture tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Links to Career Paths/Future Opportunities

- Agriculture
- Arborist
- Biology
- Ecologist
- Farming
- Horticultural Inspector
- Landscape Gardener
- Nursery Worker

Term 1	Term 2	Term 3	Term 4
Kitchen Garden	Landscape Garden	Sustainable Business	Meeting a Supply Chain

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course

In all practical activities, skills from industry will be integrated. Projects are to reflect the development of industry standards in quality and workmanship. A range of industry equipment and processes are used throughout the course.

Assessment

Assessment for Industrial Technology Skills will be a mix of Class Work, Practical Projects and Assignments.

Expectations and Homework

It is expected that students undertaking Design will complete a proportion of the work outside normal class time. Access to CAD programs available for home use will be made wherever possible. During preparation for class tests, homework will be set so that students will gain a better understanding of the mandatory aspects that are to be assessed.

Course Fee – Nil

Any excursions will incur an addition fee.

Students wanting to enrol in the course will be required to complete a Request to Join Subject form as the number of classes will be limited.

Humanities (History / Geography)

Compulsory

Rationale

Students will complete a semester of Geography and a semester of History. Geography covers a broad range of elements making it a versatile discipline that caters to a wide range of people. The range of transferable skills associated with the subject make it a wonderful accompaniment to almost all other career pathways. History provides a platform through which complex issues such as identity and morality can be interrogated. Through the study of History students become detectives, gaining discipline and inspiring imagination.

The Year 9 Humanities course has a carefully designed skills component to develop advanced communication skills in a variety of genres whilst capitalising on the interest and strengths of Junior Secondary students such as the incorporation of Information and Communication Technologies (ICT).

Links to Senior School Pathways and Careers

Successful completion of Social Science in Year 10 enables students to choose from Geography, Modern History, Legal Studies, Psychology, Social and Community Studies and Tourism in Year 11.

Conservation and Management of Biodiversity	World Wildlife Fund	Documentary Editor
Environmental Restoration	Soil and Land Management	Wildlife Park Ranger
Cultural and Historic Consultant	Agricultural Science	University Lecturer
Geology / Vulcanology / Seismology	Museums	Tourism and Eco-Tourism
Town Planning and Urban Planning	Archaeologist	Population Planning
Tour Guide/Education Officer	Journalism	Disease Control
Environmental Law / Environmental Protection	CSIRO	Cartography and GIS
Department of Primary Industry	Defence Forces	Surveying
Climate Change Research Centre	Policy Analyst	Wildlife Management

Course Outline

Term 1	Term 2	Term 3	Term 4
Revolting Revolutions Students will study revolutions and how they have changed the course of history through a focus on the Industrial Revolution. Students will investigate this topic through a research assignment and multi modal presentation. Making a Nation Students will explore Federation and the implications for the birth of Australia as a nation including indigenous perspectives and the role of imperialism.	**World War 1** Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of this war in world and Australian history. Students will investigate how new ideas and technological developments contributed to change in this period, what the origin, development, significance and long-term impact of imperialism was in this period and what the significance of World War I was to Australia's identity.	**Biomes and Food Security** Through the investigation of human impacts on biomes through food and industrial production, students will analyse the environmental, economic and technological impacts of alterations to the planet including land and water degradation, fresh water competition, competing land uses and climate change. Investigations will include impacts on Australia and other areas of the world with a focus on global food security.	**Geographies of Interconnections** Students will investigate how transport and communication technologies impact on our ability to be connected at a local, national and global level. With a focus on global and Australasian areas students will analyse the impact that travel, recreation, cultural and leisure choices have on the consumption of goods and services and the sustainability and implications for these places in the future.

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course

- Students will participate in field work.
- Specialist speakers from the community will be invited into the classroom during the year.
- Students are exposed to a wide range of tasks which develop their numeracy, literacy and spatial skills.

Assessment

- Practical Exam (including mapping, graphing, analysis of data)
- Content Test (displaying knowledge of subject specific content and definitions)
- Stimulus Response Essays and Source Analysis Essays
- Research Report Writing
- Multi-modal Presentations

Expectations and Homework

Students are required to review course work continually, complete background reading and homework tasks as preparation for assessment. Students are expected to have drafts checked by their teacher prior to assessment due dates for research tasks and multi modal presentations.

Course Fee – Nil

Any excursions will incur an additional fee.

Industrial Technology Skills

Elective

Rationale

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries Students in Year 10 Industrial Technology Skills will be well prepared to study Year 11 and 12 Industrial Technology Skills, Building and Construction and Certificate II in Engineering.

Links to Career Paths/Future Opportunities

Manufacturing Industries	Engineering	Building and Construction
Automotive	Furnishing	Industrial Graphics and Plastics

Term 1	Term 2	Term 3	Term 4
CO2 Dragster	Storage Case	LED Lamp	Organiser

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course

In all practical activities, skills from industry will be integrated. Projects are to reflect the development of industry standards in quality and workmanship. A range of industry equipment and processes are used throughout the course. Second Semester will provide an opportunity for students to prepare for vocational pathways.

Assessment

Assessment for Industrial Technology Skills will be a mix of Class Work, Practical Projects and Assignments.

Expectations and Homework

It is expected that students undertaking Design will complete a proportion of the work undertaken in both contextual folios and extended graphical responses outside normal class time. Access to CAD programs available for home use will be made wherever possible. During preparation for class tests, homework will be set so that students will gain a better understanding of the mandatory aspects that are to be assessed.

Course Fee – Nil

Any excursions will incur an addition fee.

Students wanting to enrol in the course will be required to complete a Request to Join Subject form as the number of classes will be limited.

Japanese

Elective

Rationale

Learning Japanese is intellectually challenging and contributes to a student's personal, educational, intellectual and cultural development. This subject increases self-esteem through the acquisition of new and different communication skills and through learning to interact with people of other cultures, enhancing a deep cross-cultural understanding and respect for other cultures. The study of Japanese promotes clear and critical thinking, clarity of expression and problem solving, all of which have important applications for other learning areas. The study of Japanese will develop communication skills with meaningful use of computer and other digital technology.

Preparing for a Global Future!

Communication in, and knowledge of, a foreign language is viewed most favourably by employers across various sectors of the corporate community. Japanese is particularly relevant to our state and local community in areas such as tourism and hospitality, business, agriculture, manufacturing and trade. A large number of businesses, service providers and government departments have links with Japan and have a growing need for employees with some Japanese language background.
Students will study Japanese all year with 3 x 70min lessons per week and build upon learned language skills and improve proficiency throughout Year 9 and 10. This will prepare students for senior phase learning in Japanese.

Links to Senior School Pathways and Careers

It is assumed that students have studied Japanese from primary school or Year 8.

Year 10 Japanese	Senior Japanese	Diplomat
Tourism Industry	Translator	Airlines
Teacher	International Trade/Business	Animation
Immigration	Foreign Aid	

Course Outline

Term 1	Term 2	Term 3	Term 4
Weather A foundation unit focusing on grammar and sentences construction along with an understanding of Japanese culture.	**My Timetable** Investigates the vocabulary and structures related to school subjects, activities, times and durations.	**Home Stay** Students explore the concept of generations and generational differences along with travel to other countries.	**Tokyo City** Students examine and contrast city life and subcultures of Tokyo City Japan with Australian cities.

Note: Course structure and sequence may change depending on resource availability.

Assessment

A spoken or written assignment piece is set each term along with a test item to assess students' reading or listening comprehension skills. Assessment encompasses:

- students' knowledge and understanding of Japanese through comprehending (listening and reading) and composing (speaking and writing) texts
- intercultural competence in discerning comparisons of aspects of language, culture and identity reflection on language choices and learning
- both formal and informal communication contexts based on the units selected

Special Features of Course
Small classes ensure students' learning needs are met on an individual basis. A communicative language approach is used to develop students' language skills.

Expectations and Homework

Students are required to complete regular small homework tasks to develop skills, particularly in reading and writing the language. Some assignment work will also be completed at home.

Course Fee – Nil

Any excursions will incur an additional fee.

Mathematics

Compulsory

Rationale

Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Links to Career Paths/Future Opportunities

Year 10 Senior Maths preparatory courses: Essential, General, Methods .
Year 11 Essential Mathematics, General Mathematics or Mathematical Methods.
Specialist Mathematics (may only chose in combination with Mathematical Methods).

Prerequisites

Students are required to have a scientific calculator and Kent set.

Course Outline

Term 1	Term 2	Term 3	Term 4
Ratio and Scale Factor Similarity Line Segments	Measurement Trigonometry	Data Representation/ Interpretation and Algebra	Patterns Algebra Probability

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course

Students identified as candidates for extension may be placed into extension classes. Students may be offered to participate in various competition/challenges.

Assessment

Semester 1 – three in-class tests and one written assignment
Semester 2 – two in-class tests and one written assignment

Expectations and Homework

The Australian Curriculum Mathematics is known as a spiralling curriculum. Concepts are built on as the years progress, therefore it is essential that students obtain a minimum level of Sound Achievement before progressing to the next year level in the subject. Success in the Mathematics is measured by the ability to apply knowledge – homework/home study is essential to this. Teachers offer free tutorials to support student learning and students are actively encouraged to participate.

Students are placed into Year 10 Senior Mathematics Preparatory Classes at the end of Year 9 using the following cut-offs: Methods: A/B, General: C, Essential: D/E

Course Fee – Nil

Any excursions will incur an additional fee.

Music

Elective

Rationale

Music is a stimulating subject, which gives students much opportunity for creative expression. It helps in developing the individual through memory, coordination, and thinking skills. It is also a unique form of self-expression, communication, self-discipline and artistic freedom. Research shows that education in music has the potential to significantly enhance the skills students need to best achieve in education and life.

Links to Career Paths/Future Opportunities

Music makes a significant contribution to the world economy, offering career opportunities in the performing and visual arts industries as well as providing a diverse set of skills, processes and techniques, many of which can be applied in a wider variety of occupations.

Musician	Secondary Teacher	Advertising Creative
Lyric/Songwriter	Primary Teacher	Digital Strategist
Music Critic	Early Childhood Teacher	Events/Festivals Manager
Sound Engineer	Sound Editor	Booking Agent
Sound Designer	Instrumental Music Teacher	Journalist
Composer	Music Therapist	Film and Television Producer
Music Producer	Social/ Youth Worker	Web designer

Suggested Course Outline

Semester 1	Semester 2
Rock it! Students interpret rehearse and perform repertoire from the rock genre. They perform selected repertoire on guitar or piano a selection of music from the rock or contemporary music genre. Students use their aural skills to analyse and evaluate rock style and genre through a response to stimulus examination. In this task students will apply their knowledge of the musical elements through an unheard and unseen piece of music.	**Some Kind of Blue** Students interpret rehearse and perform repertoire from the jazz and blues genre. Students will create a composition that utilises elements and conventions from the jazz and blues genres. They will use their aural skills to develop a composer's statement that evaluates their use of the musical elements. Students will also perform a short piece from the jazz and blues genre that demonstrates improvisation and ensemble musicianship.

Note: Course structure and sequence may change depending on resource availability

Special Features of Course

- Students will have the benefit of working with the latest music software and technology to assist with composition and performing objectives.
- Opportunities will be provided to attend live performances in support of units studied.
- Students will be given the opportunity to perform within our school community and also the wider Coolum and Sunshine Coast community.

Assessment

Assessment instruments are administered at suitable intervals from which information on student achievement is collected. This involves a continuous gathering of information and the making of judgements on student's achievement across the general music objectives: performing, composing and musicology (through an integrated task).

Expectations and Homework

Students will be required to rehearse on their instrument of choice.

Course Fee – Nil

Any excursions will incur an additional fee.

Science

Compulsory

Rationale

During this course (ACARA), students are engaged in a wide variety of scientific topics which provide a foundational base on which they can build their scientific knowledge in the senior years of schooling. Students study topics from the strands of Life and Living, Energy and Change, Earth and Beyond, Natural and Processed Materials and Science as a Human Endeavour. Each unit has been designed specifically to engage students in science which they will experience in their everyday lives. In conjunction with the theory of each unit, students will have numerous opportunities to engage in practical experiments to further embed and extend their understanding of a topic studied. The emphasis of this course is to provide students with a wide variety of science topics to extend and build their curiosity of the scientific world.

Links to Senior School Pathways and Careers

The course in Year 9 is designed to provide students with a broad range of science topics to engage their scientific curiosity and build their scientific understanding and application so that they may make informed decisions about the choices of science offered in Years 10, 11 and 12. In Year 9, students will have great opportunity to be engaged in both the theory and practical components of science. Each unit of work has been designed to involve students in experimental investigations to broaden their understanding and knowledge of a given topic.

Senior Physics Senior Biology Senior Chemistry

Course Outline

Term 1	Term 2	Term 3	Term 4
My Life in Balance In this unit, students build on their understanding of the human body systems and their ability to respond to change. **Responding to Change** In this unit, students examine change and sustainability within an ecosystem.	**Energy on the Move** Students inquire into ways in which energy can be transferred through different materials. Students will have opportunities to form hypotheses and investigate quantitative and qualitative variations to the transmission of electricity and heat energy. **Making Waves** Students build on their knowledge of energy transfer to include the wave-based transfer of energy including sound and light. Students investigate wave motion and the variations to sound and light transfer caused by differing materials.	**It's Elementary** In this unit, students inquire into the development of understanding of atomic structures, and of natural radiation and its practical uses. **Chemical Patterns** In this unit, students explore common chemical reactions and patterns.	**Heat and Eat** In this unit, students conduct more detailed investigation into real world applications of chemistry. **The Changing Earth** In this unit, students consider the historical development of scientific theories via the investigation of earth movement.

Note: Course structure and sequence may change depending on resource availability.

Special Features of Course
Students will be engaged in experimental investigations in each unit of work. The ability to be involved in these experiences allows students to take their theory into practice, and to test their understanding and application of a particular concept.

Assessment
Students will be engaged in assessment which is both ongoing through the term and assessment at the end of term. Students will be engaged in assessment which is written in the form of exams, data tests, scientific reports, modified experimental tasks and research tasks. Students will also complete practical assessment which requires the students to perform an experiment and then hand in a written report on the experiment. Students will also be involved in assessment which involves information communication technologies in the form of written blogs, PowerPoint presentations and online tasks.

Expectations and Homework
Students are expected to revise class work each week as well as complete weekly homework tasks. Students will be expected to spend time out of the normal course structure completing assignments and homework. Each student is expected to attend class with the relevant materials to engage in classroom work.

Course Fee – Nil

Any excursions will incur an additional fee.

Visual Art

Elective

Rationale

The purpose of art education in the curriculum is to help students to develop an understanding and sensitivity towards art. Through studying art, students will become visually literate. Visual literacy enhances the student's ability to critically think, create and question, interpret and express ideas.

Links to Career Paths/Future Opportunities

Animator	Artist	Occupational Therapist
Make-up Artist	Florist	Curator
Set Designer	Photographer	Fashion Designer
Art Critic	Illustrator	Jeweller
Sculptor	Interior Designer	Architect

Course Outline

Term 1	Term 2	Term 3	Term 4
Art as Subtracted Reality Students investigate through a formal context the concept of wrapping and binding objects to create works of art that disturb one's view and perception of 'reality'. Students will investigate the work of suggested key artists such as Christo & Jeanne-Claude, Judith Scott, Alice Anderson, David Nash, Genpei Akasegawa who are renowned for using the concept of wrapping and binding as an influence on their own art making.	**Art as Nature Celebrated** Students investigate through a formal context the formal elements of objects found in nature. Students manipulate materials and techniques to create a body of work that demonstrates an influence of objects from nature. Students will investigate the work of suggested key artists such as Karl Blossfeldt, Henry Weston, Andy Goldsworthy, Peter Randall- Page, Barbara Hepworth, Alice Bal lard and Sophie Munns who are renowned for their nature-inspired artworks.	**Art as Material World** Students investigate through a contemporary context various ways in which the material world is portrayed in art. Students manipulate materials and techniques to create a body of work that demonstrates contemporary beliefs regarding the material world and consumerism. Students will investigate the work of suggested key artists such as Andy Warhol, Richard Hamilton, Roy Lichtenstein, Barbara Kruger, Banksy, Steve Cutts, Ben Frost, Evelyne Axell, Keith Haring, Mambo, Richard Bell, Tony Albert who are renowned for their work which is themed around popular culture, consumerism and the material world.	**Art as Symbol of Self** Students investigate through a personal context aspect of their 'identity'. Students consider who they are in an everchanging world. Students will also explore how artists use cultural and social symbols to communicate a sense of 'self'. Students will investigate the work of suggested key artists such as Del Kathryn Barton, Frida Kahlo, Lynn Hershman Leeson, Judy Watson and Brian Robinson who are renowned for their work relating to concepts featured around identity, the self and symbolism.

Note: Course structure and sequence may change depending on resource availability.

Assessment

Assessment involves practical work and artist statements through the completion of a body of work and visual diary.

Course Fee – Nil

Any excursions will incur an addition fee.

CARE
RESPECT
EXCELLENCE