



YEAR 9

Course and Subject Selection Information 2027



VISION

Every student succeeding:
Unconditional care, respect and excellence.

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LEADERSHIP TEAM

Principal	Mr Troy Ascott		
Deputy Principals	Bec McCann (Year 7)	Guidance Officers	Pamela Hulsman
	Steve Griffin (Years 8/9)		Liz Mortimer
	Terry Proctor (Years 10/11)		
	Emma Curnow (Year 12)		
	Dan Burdett (Special Education)		

HEADS OF DEPARTMENT

The Arts.....	Lauren Davis	Science.....	Paul Olsen/Sandra Thomas
English	Jeanette Samson	Student Services (7/8/12).....	Tara Gundry
Health and Physical Education ...	Tamika Megawatt	Student Services (Years 9/10/11)	Robbie Koch
- Academies.....	Renee Dennien	Teaching and Learning	Belinda Lohmann
Humanities	Glenn Blair	Technology.....	Ryan Stewart
ICT and Senior Schooling.....	Sean Sweeney	Vocational Education and Training	Matt Winning
Languages/International Studies	Niah Taylor		
Mathematics	Tracy Ford		

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.

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: 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.

Dance

Elective

Rationale

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. Students will use dance-specific processes in purposeful and creative ways that are informed by their engagement with the work of living choreographers and performers from across a wide range of cultures, contexts and times. Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion and enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Links to Senior School Pathways and Careers

Actor	Dance Company Director	Professional Dancer
Arts Administrator	Dance Movement Therapist	Stage Manager
Choreographer	Dance Teacher / Producer	Talent Agent
Costume/Set Designer	Lighting/Production Designer	Theatre Manager

Course Outline

Term 1	Term 2	Term 3	Term 4
Commercial Dance Students study the styles of commercial Jazz, Pom and Hip hop in both performance and choreography.	The Australian Identity Students investigate the diverse identities within Australia through analysis of contemporary dance works and explore their own identity through choreography.	Expression through movement Students explore the use of props and staging in Lyrical dance to communicate meaning.	Musical Theatre Students explore this history and conventions of musical theatre dance and how dance enhances stories.

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

Assessment

Students are assessed through a broad range of practical and written tasks such as:

- Exploring and Responding: Analytical Essay, Rehearsal Journal, Written Reflections
- Creating and Making: Dance Choreography, Set and Costume design
- Presenting and Performing: Public Performance or rehearsed dance routine.

Expectations and Homework

Dance, by nature, is a practical subject. All students are required to participate in public performances.

In addition, students are expected to maintain a reflective dance journal and complete all homework tasks.

Black jazz shoes and short dance pants (bike pants) are essential.

Course Fee – Nil

Any excursions will incur an additional 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	Digital Media	Interior Design
Fashion Design	Design	Industrial Design	Landscape Architecture

Course Content

Term 1	Term 2	Term 3	Term 4
Environmental Design	Promotional Marketing Product	Architectural Prototyping	Interior Design

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 Design will be in the form of a Design Folio assessment.

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.

***Note:** Coolum SHS has conducted due diligence in reviewing student privacy risk using Onshape. This offshore Cloud-native Cad service uses a 256-bit encryption standard known as AES-256, which is currently the highest standard. Onshape Privacy Statement for Children's Personal Information and Onshape Education Plans can be reviewed on the following URL:

<https://www.ptc.com/en/documents/policies/privacy/children-and-education>

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.

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	Designer
Entertainer	Scriptwriter	Theatrical Costume Maker

Course Outline

Term 1	Term 2	Term 3	Term 4
Unit 1: Clowning Students investigate human emotion and psychology through laughter and physical comedy.	Unit 3: Children's Theatre Students explore how story telling fosters emotional intelligence, build confidence, and develop critical thinking in children by adapting a popular children's story into a stage performance.	Unit 4: Production Students create a professional production using a script written by Queensland Theatre that explore the myth of <i>Icarus</i>	Unit 5: Australian Theatre Students study Australian drama and how the Australian Identity is represented.
Unit 2: Social media on stage Students investigate the effects of social media on young people through devising performance			

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

Special Features of Course

Students participate in a variety of learning experiences including devising and performing drama. In addition to performing students will experience live theatre performances, which could involve trips to the theatre or professional theatre companies visiting our school.

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, complete all homework tasks and rehearse at home. 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	Year 11/12 Economics	Certificate III Business
Year 10 Business	Year 11/12 Business	

Future Careers

Marketing Manager	Advertising Creative	Stockbroker
Entrepreneur	Investor	Public Relations
Small Business Owner	Product Development	Sales Director
Office Manager	Salesperson	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.

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	Scriptwriter	Counsellor
Actor	Author	Film and Television Producer
Journalist	Teacher	Lawyer
Linguist	Speech Pathologist	Psychiatrist
Advertising Manager		

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 Ursula 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	Farmer
Food Technologist	Chef	Horticulturist
Secondary Teacher	Sous Chef	Agribusiness Manager
Hotel Manager	Research Technician	Home Economics Teacher
Restaurant/Café Manager	Laboratory Assistant	Butcher
Event Coordinator	Sports Nutrition Consultant	Baker
Food Scientist	Health Promotion Officer	Public Health Officer
Product Development Office		

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 will 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.

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	Airlines
Tourism Industry	Translator	Animation
Teacher	International Trade/Business	Diplomat
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

In Year 9 Health and Physical Education, students deepen their understanding of individual and community health and wellbeing through practical and active learning experiences. They participate regularly in physical activity, including outdoor recreation, and explore strategies that support lifelong health and wellbeing. Students investigate ways to promote healthy lifestyles, such as active transport, sustainable food choices and designing environments that encourage physical activity.

Students examine how social attitudes, stereotypes and expectations influence health behaviours, participation in physical activity and help-seeking decisions. They study key health issues relevant to young people, including mental health, sexual health, healthy eating, body image, substance use and relationship safety. Through this, students strengthen skills in communication, negotiation, conflict resolution and assertiveness.

Students also develop respectful relationship skills, including empathy, consent and ethical decision-making, while refining movement skills, leadership, teamwork and performance analysis across a variety of physical activities and movement environments.

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
Mind Matters This unit equips Year 9 students with the knowledge and skills to navigate personal identity, emotions, and life transitions. Students will analyse factors shaping identity and evaluate how individuals influence each other. They will refine and adapt strategies for managing change, critique health information, and justify approaches to enhance well-being. Emotional regulation will be explored through evaluating responses in different situations. Through critical thinking and practical application, students will enhance their self-awareness, resilience,	R.E.S.P.E.C.T In this unit, students explore the impact of attitudes and beliefs about equality, respect, diversity, and inclusion on relationships. They investigate how gender equality and challenging assumptions can help prevent violence and abuse, while also examining the role of respect, empathy, power, and coercion in maintaining respectful relationships. Students develop strategies to challenge biases and promote inclusion within their communities. They also plan and rehearse strategies for managing risks to health, safety, and	Fitter, Faster, Stronger In this unit, students explore and evaluate community-based physical activity interventions aimed at improving health, fitness, and wellbeing. They engage in activities that enhance personal and social outcomes while developing strategies for lifelong participation. Students design, implement, and assess personalised fitness plans for themselves and others, applying movement strategies to diverse and unfamiliar situations. By adapting and refining skills from previous experiences, they develop	Survivor In this unit, students explore leadership, teamwork, and ethical behaviour in various movement contexts. They apply and evaluate strategies for effective decision-making, collaboration, and fair play in team and group settings. By reflecting on ethical behaviour, students examine its impact on individual and group success in physical activities. They develop and refine leadership approaches that foster inclusive, supportive, and effective team dynamics. Through practical experiences, students gain the skills to navigate challenges, enhance group

and ability to support others. Additionally, students will apply and refine movement skills in European Handball (modified), Spikeball/Tchoukball and Touch Football, developing adaptability and performance strategies.	wellbeing in both online and offline contexts. Additionally, they refine movement strategies, adapting and transferring skills through the sports of Volleyball and Dance to achieve successful outcomes in diverse physical challenges.	innovative approaches to overcoming movement challenges. Through practical participation in AFL and Netball, students gain the knowledge and skills to foster positive health behaviours in their communities.	performance, and promote positive sporting behaviours, preparing them to lead with integrity during their orienteering sessions.
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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. 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 laptop 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.

Health and Fitness

Elective

Rationale

Health and Fitness is a year-long elective subject in Health and Physical Education designed to develop students' understanding of sport performance, preparation, and ethical participation in physical activity.

Across the year, students engage in a range of units including optimising performance, energy systems and training responses, nutrition for sport, and ethics in sport and recreation. The subject emphasises practical application, critical thinking, and reflective evaluation of performance to improve personal and team outcomes in a variety of sporting contexts. It supports lifelong engagement in health and physical activity while aligning with curriculum expectations and fostering skills relevant to senior Physical Education pathways.

Students also develop teamwork, communication, and leadership capabilities through participation in individual and team-based activities, enabling them to apply theoretical knowledge to practical performance environments and build confidence in analysing and improving physical performance across a range of sports and recreational settings throughout the year-long elective program.

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
Senior Sport and Recreation	Recreation Officer	Sports Coach

Course Outline

Term 1	Term 2	Term 3	Term 4
Sports Nutrition This unit introduces the principles of nutrition and their application to health and sporting performance. Students explore nutrients, hydration, energy requirements, carbohydrates, fats, proteins, and the Glycaemic Index. They calculate energy intake, analyse food labels and meal choices, investigate sport-specific diets, and develop practical nutrition plans. The unit concludes with assessment preparation, including diet analysis and sports nutrition recommendations. Practical lessons focus on the implementation of racquet sports such as pickleball/tennis/badminton determined by facilities access.	Exercise Science This unit explores how the human body maintains homeostasis through the interaction of the skeletal, muscular, respiratory and circulatory systems. Students investigate the structure and function of bones, muscles, lungs, blood vessels and the heart, and examine how physical activity influences each system. They analyse movement, respiration, circulation, and exercise responses, while evaluating strategies to improve health and performance. Practical lessons focus on athletics and circuit training , providing opportunities to apply theoretical knowledge while developing fitness and understanding of how body systems respond to exercise.	High Stakes This unit develops students' understanding of health and wellbeing in relation to alcohol, drugs, and other substances. Students evaluate strategies to enhance health, safety, and wellbeing, with a strong focus on harm minimisation, informed decision-making, and help-seeking behaviours. Students apply critical thinking to real-world scenarios, analyse the short- and long-term impacts of substance use, and demonstrate skills to support safer choices. Practical lessons focus on Flag Football and Touch Rugby League .	In the Sin Bin This unit explores ethical issues in sport and physical activity. Students investigate how cultural, social, and ethical factors influence participation, performance, and fairness in sport. Through case studies such as the Enhanced Games, gender equity and women in sport, and the experiences of First Nations athletes, students analyse issues including fairness, inclusion, performance enhancement, and representation. They evaluate the impact of these issues on individuals, teams, and communities, and develop informed perspectives on ethical decision-making in sport. Practical lessons focus on Soccer and Futsal .

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. 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 laptop 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

Ecologist

Landscape Gardener

Arborist

Farming

Nursery Worker

Biology

Horticultural Inspector

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.

***Note:** Coolum SHS has conducted due diligence in reviewing student privacy risk using Onshape. This offshore Cloud-native Cad service uses a 256-bit encryption standard known as AES-256, which is currently the highest standard. Onshape Privacy Statement for Children's Personal Information and Onshape Education Plans can be reviewed on the following URL:

<https://www.ptc.com/en/documents/policies/privacy/children-and-education>

Course Fee – Nil

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.

Any excursions will incur an addition fee.

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
Automotive

Engineering
Furnishing

Building and Construction
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.

***Note:** Coolum SHS has conducted due diligence in reviewing student privacy risk using Onshape. This offshore Cloud-native Cad service uses a 256-bit encryption standard known as AES-256, which is currently the highest standard. Onshape Privacy Statement for Children's Personal Information and Onshape Education Plans can be reviewed on the following URL:

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Course Fee – Nil

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.

Any excursions will incur an addition fee.

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.

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
Measurement	Algebra	Linear Equations	Probability and Statistics

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 – four in-class tests

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: B/C, Essential: C/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.

Rationale

During this course (ACARA - V9), 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 Biology, Earth and Space Sciences, Physical Sciences and Chemical Sciences. Content is organised under three Interrelated strands; Science understanding, Science as a as a Human Endeavour and Science Inquiry. 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 and enjoyment 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
Biology: "Reproduction & Body Systems Uncovered" In this unit, students will explore how body systems regulate and coordinate responses to stimuli, focusing on negative feedback mechanisms. They will investigate the form and function of reproductive cells and organs in animals and plants and analyse sexual and asexual reproduction. Additionally, students will examine meiosis, mitosis, and the role of chromosomes in reproduction.	Physics - "Energy Unleashed" In this unit, students will use wave and particle models to describe energy transfer through various mediums, evaluating the strengths of each model in explaining different phenomena. They will also apply the law of conservation of energy to analyse system efficiency, focusing on energy inputs, outputs, transfers, and transformations.	Earth Sciences - "Earth's Energy: Cycles, Flow & Im Chemistry - "Atomic Reactions: Elements in Action" In this unit, students will explore the evolution of atomic models, focusing on how the discovery of electrons, protons, and neutrons led to new understandings. They will model chemical reactions, using balanced equations to demonstrate the law of conservation of mass, and explain how atomic structure links to the periodic table's organization.	Chemistry - "Atomic Reactions: Elements in Action" In this unit, students will explore the evolution of atomic models, focusing on how the discovery of electrons, protons, and neutrons led to new understandings. They will model chemical reactions, using balanced equations to demonstrate the law of conservation of mass, and explain how atomic structure links to the periodic table's organization.

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

Semester 1	Semester 2
Nature – Real vs Abstract Students investigate nature through mixed media and techniques to create artworks in both realism and abstract. They will document their creative processes	Material World in 3D Students create an experimental project exploring materials and techniques in sculpture. They analyse work from other artists and create their own 3D sculpture for public display

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

Special Features of Course

Throughout this course students investigate the world through practical hands-on creations. They may take trips out of school to study nature and architecture in the local community.

Assessment

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

Expectations and Homework

Students are expected to complete a variety of practical work in a variety of art mediums. They are expected to complete some work out of class time including homework tasks and assessment tasks.

Course Fee – Nil

Any excursions will incur an addition fee.

**CARE
RESPECT
EXCELLENCE**

