



Goondiwindi

STATE HIGH SCHOOL

JUNIOR SECONDARY



Year 9 2024

Subject Selection Guide



Respect | Learning | Achievement

CHOOSING JUNIOR SECONDARY SUBJECTS

YEAR 9 2024

Core Subjects (all students study the Core Subjects all year)

English
Health and Physical Education
Mathematics
Science
Study of Society and Environment – SOSE (History, Geography and Civics)

Elective Subjects (Select four (4) subjects for one (1) semester each)

Agricultural Science	Health
Business	Hospitality
Design and Technology	Industrial Technology and Design (ITD)
Digital Technologies	Music
Drama	Visual Art

Delivery of elective classes will be subject to student interest and to the school's ability to meet physical and human resource requirements.

Choosing Subjects in Year 9

Important decisions must be made while at school. Some of the most important involve choices of subjects to take in Year 9, and later the selection of subjects for Years 10, 11 and 12.

These decisions may affect the type of career or occupation you follow when you leave school. Your course selection also affects your happiness and success while at school.

Choosing subjects should be based on 4 criteria:

- provides enjoyment
- enables you to achieve success
- opens up career opportunities
- develops lifelong skills, attitudes and knowledge.

Steps to take when choosing subjects:

- approach the task of selection calmly.
- follow the guidelines.
- ask for help along the way.
- produce a list of subjects that meets your needs.

Investigate Subjects Offered:

Find out as much as possible about the subjects offered in Year 9. Use the following sources to help you:

- this subject selection booklet and night
- teachers and Heads of Department

- talking with the Guidance Officer
- think about Senior options
- at this school, no subjects, at the senior level, require a pre-requisite subject at the junior level. Advanced topics in Mathematics, English and Science would be most useful for senior study of general (ATAR Eligible) subjects.

Make a decision about subjects that suit you. Each student has individual needs and requirements for subject selection which may be quite different from those of other students.

Therefore it is unwise to choose or avoid subjects because:

- someone told you that you will like or dislike it
- your friends are, or are not, taking it
- you like or dislike the teacher
- 'all the boys or girls take that subject' (all subjects have equal value for males and females).

Ensure that you are:

- honest about your abilities and
- realistic about your career aims.

The Australian Curriculum is taught at Goondiwindi State High School for year 7-10 in all subject areas. It sets consistent national standards to improve learning outcomes for all young Australians. It sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It is the base for future learning, growth and active participation in the Australian community.

Overview of Year 9 subject organisation:

- Study 4 compulsory Core Subjects for the whole year. They are:
 - English (3 lessons per week)
 - Mathematics (Extension or Core) (3 lessons per week)
 - Science (3 lessons per week)
 - Health and Physical Education (HPE) (2 lessons per week)

- Study 2 Core Subjects (part of the year)
 - Geography (1 Semester only) (3 lessons per week)
 - History (1 Semester only) (3 lessons per week)

- Choose 4 (four) other specialist subjects from a variety of elective areas. Each elective subject is studied for 1 Semester from the list below:

CORE SUBJECTS (Must study all both semesters)	ELECTIVE SUBJECTS (Study four throughout the year, two per semester)	
English	Agricultural Science	Health
Health and Physical Education	Business	Hospitality
Mathematics	Design and Technology	Industrial Technology and Design (ITD)
Science	Digital Technologies	Music
History (1 semester)	Drama	Visual Art
Geography (1 semester)		

When selecting elective subjects, also consider subjects you may wish to study in Years 11 and 12.

**Junior Secondary Curriculum (Years 7, 8 and 9)
and
Senior Secondary (Year 10)**

Australian Curriculum – Core Subjects

Key Learning Area	Australian Curriculum: Content Strand			
English	Language	Literature	Literacy	
Mathematics – Content	Number and Algebra	Measurement and Geometry	Statistics and Probability	
Mathematics – Proficiency	Reasoning	Understanding	Fluency	Problem Solving
Science	Science Understanding	Science as a Human Endeavour	Science Inquiry Skills	
History	Knowledge and Understanding	Historical Skills		
Geography	Geographical Knowledge and Understanding	Geographical Inquiry and Skills		
Health and Physical Education	Personal, Social and Community Health	Movement and Physical Activity		
Civics and Citizenship	Civics and Citizenship Knowledge and Understanding	Civics and Citizenship Skills		
Economics and Business	Economics and Business Knowledge and Understanding	Economics and Business Skills		
Design Technologies	Design and Technologies Knowledge and Understanding	Design and Technologies Processes and Production Skills		
Digital Technologies	Digital Technologies Knowledge and Understanding	Digital Technologies Processes and Production Skills		
Languages	Communicating	Understanding		

CORE - English

Faculty	English	Additional Cost	Nil
Contact Person	Name: Di Dalziel Email: ddalz1@eq.edu.au	Senior Schooling Pathways	Senior English Essential English

Subject Overview

What skills are developed?	Study Expectations
<p>English is a subject that all Year 9 students study</p> <p>Extension English is offered to Year 9 students in addition to core classes</p> <p>The English program is aligned with The Australian Curriculum and units of work are developed from this curriculum</p> <p>Throughout their course of study students will develop the skills to: read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts</p>	<p>Students are expected to actively participate in class activities and drafting assignment work. Some of these activities involve individual and group work.</p> <p>Students are to engage in all activities conscientiously and with maturity.</p> <p>It is also important that students read for at least 15 minutes each night.</p> <p>Much of the set homework is drafting and completing assignments or preparing for exams.</p>
Topics Covered	Assessment
<p>Language, Literature and Literacy</p> <p>Creative Writing</p> <p>Novel Study</p> <p>Ethics</p> <p>Play Analysis</p>	<p>Short Story</p> <p>Analytical Essay</p> <p>Persuasive Speech</p> <p>Written Blog</p>

Learning Experiences and Excursions

Individual and group work
Peer performance
Filmed presentations

CORE - Health & Physical Education

Faculty	Physical Education	Additional Cost	Nil
Contact Person	Name: Alison Bishop Email: abish56@eq.edu.au	Senior Schooling Pathways	Physical Education Sport and Recreation Health

Subject Overview

HPE supports student development and application strategies to maintain lifelong health for themselves and the wider community. They look at both the ongoing participation in physical activity as well as preventative health practices and optimal community health and wellbeing.

What skills are developed?	Study Expectations
Evaluation and reflection on being healthy, safe and active Communicating and interacting for health and wellbeing Planning, implementing and reflecting on contributing to healthy and active communities Moving the body to perform, evaluate and develop strategies Understanding movement through implementation and analysis of movement sequence Learning through movement in new contexts	Approx 1 hr per week to: Revise class notes Complete assessment
Topics Covered	Assessment
Theoretical Healthy Relationships Sustainable health Alcohol and Drugs Community participation Physical Hockey Basketball Touch Striking Games	Physical Performance Investigation report Project folio Examination

Learning Experiences and Excursions

Participating in practical sporting activities

CORE - Mathematics

Faculty	Mathematics	Additional Cost	Nil
Contact Person	Name: Julie Chapman Email: jchap6@eq.edu.au	Senior Schooling Pathways	General Maths Or Essential Maths

Subject Overview

Year 9 Math develops the numeracy capabilities that all students need in their personal, work and civic life. It provides the fundamentals on which mathematical specialities and professional applications of mathematics are built. Extension Maths is offered to students with proven ability in mathematical concepts and applications from Year 8.

What skills are developed?	Study Expectations
Enhancement of mathematical procedures Application of Math to real life situations Investigation, formulation and solving of mathematical problems	1 hour of homework and independent study per week (15-20 mins each lesson per week)
Topics Covered	Assessment
Number and Algebra Measurement and Geometry Statistics and probability	Problem solving and modelling tasks Supervised Exams (70 minutes each / 2 per Term)

Learning Experiences and Excursions

CORE - Science

Faculty	Science	Additional Cost	* Students to wear fully covered-in shoes for all practical lessons
Contact Person	Name: Alison Bishop Email: abish56@eq.edu.au	Senior Schooling Pathways	Biology Chemistry Physics Agricultural Science Health

Subject Overview

Year 9 Science is designed to develop practical and theoretical knowledge and skills in a range of science specialty areas. It exposes students to a variety of topics and assessment techniques.

What skills are developed?	Study Expectations
Knowledge and skills across the science specialty areas and application of these knowledges and skills Practical activities Research skills	1- 2 hours of homework and independent study per week
Topics Covered	Assessment
Biology Chemistry Physics Earth Sciences	Students will complete a variety of task-based assessment activities, including: Data tests Student experiments Examinations Research investigations

Learning Experiences and Excursions

Teacher-led Demonstrations
Practical Lessons - individual and group investigations
Use of technology to research, develop and design tasks
Groupwork Activities
Field work

CORE – History and Geography

Faculty	SOSE	Additional Cost	Nil
Contact Person	Name: Melissa Smith Email: msmit843@eq.edu.au	Senior Schooling Pathways	Geography Modern History Tourism

Subject Overview

Studies of Society and Environment (SOSE) is divided into two core components - History and Geography. Students will study each component for one Semester in Year 9 and one Semester in Year 10. Students will develop a broad understanding of key historical and geographical events and issues through an inquiry based approach. In History students will study the making of the modern world from 1750 to 1918 with an emphasis on Australian perspectives. In Geography, students will focus on the impact of humans on our physical and human environments.

What skills are developed?	Study Expectations
SOSE will focus on a number of skills including:- Analysis and use of sources Cause and effect Historical questions and research Geographical questions and research Chronology, terms and concepts Evaluating and validating evidence Identifying and locating sources Identifying and analysing perspectives Empathy Communication	Students will be expected to spend 30 mins per night (three times a week) - reviewing and consolidating class work and/or working on assessment tasks
Topics Covered	Assessment
Year 9 History: Movement of People Making a Nation World War I Year 9 Geography: Biomes and Food Security Geographies of Interconnections	Year 9 History: Research Assignment Essay Response to Stimulus Short Response Exam Year 9 Geography: Response to Stimulus Exam Practical Exam

Learning Experiences and Excursions

Students will be exposed to a wide variety of learning experiences designed to enhance their understanding of SOSE. These may include excursions to local sites and guest speakers.

ELECTIVE - Agricultural Science

Faculty	Agriculture	Additional Cost	Nil
Contact Person	Name: Alison Bishop Email: abish56@eq.edu.au	Possible Senior Schooling Pathways	Agricultural Science Agricultural Practice

Subject Overview

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

What skills are developed?	Study Expectations
<p>Interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production</p> <p>Understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future</p> <p>Understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, cultural and ethical considerations</p> <p>Ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence</p> <p>Ability to critically evaluate agricultural science concepts, interpretations, claims and conclusions, with reference to evidence</p> <p>Ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres</p>	<p>Students are expected to complete assignment tasks at home in addition to independent study in preparation for an exam. Homework will also be set frequently throughout the Semester.</p>
Topics Covered	Assessment
<p>Animal production</p> <p>Plant production</p>	<p>Student experiment (plant trial)</p> <p>Examination</p> <p>Research task</p> <p>Collection of work</p>

Learning Experiences and Excursions

Cattle handling, training and husbandry practical activities

Plant propagation

Cropping and harvesting

ELECTIVE – Business

Faculty	Technology (Home Ec, ITD, Business, ICT)	Additional Cost	Nil
Contact Person	Name: Catherine Kerlin Email: ckerl4@eq.edu.au	Senior Schooling Pathways	General Business Applied Business Accounting

Subject Overview

Year 9 Business aligns with the requirements of the Australian Curriculum for Economics and Business. In Year 9, students will develop an understanding Australia's financial sector, the interdependence of participants in the global market, reasons for trade and Australia's pattern of trade with Asia, why businesses seek to create and maintain a competitive advantage and how individuals and businesses manage consumer and financial risks and rewards. Students will investigate economic and business issues by developing questions, analysing information from various sources, interpreting data, and identifying impacts. They formulate responses considering economic and financial factors, evaluate their effectiveness, and make implementation decisions. They use economic and business knowledge to support their arguments and incorporate research findings.

What skills are developed?	Study Expectations
Questioning and researching Interpreting and analysing Evaluating, concluding and decision-making Communicating	1 hour of homework and independent study per week. In addition, during assignment time, students will be required to work on assignments both in class and at home.
Topics Covered	Assessment Techniques
Global Connections: Exploring Australia's Financial Sector and Trade Relationships	Supervised Exam Research Assignment

Learning Experiences and Excursions

Research
Create presentations, posters and visual representations
Case studies
Debates
Investigations
Group work and individual work
Game based and simulation learning experiences
Data/patterns/trends research and analysis

ELECTIVE – Design & Technology

Faculty	Technology (Home Ec, ITD, Business, ICT)	Additional Cost	Nil
Contact Person	Name: Catherine Kerlin Email: ckerl4@eq.edu.au	Senior Schooling Pathways	Engineering Skills Industrial Technology Visual Art

Subject Overview

Using a range of technologies, including using a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations. They do this using a range of technical drawings including perspective, scale, orthogonal and production drawings and sketches. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products and printable 3D objects. During the first term, students design a magazine cover suitable for a marketing company. During the second term of study, students consolidate their design thinking skills by compiling a portfolio of Autodesk Inventor designs to facilitate everyday life; one of which will be 3D printed for students to take home.

What skills are developed?	Study Expectations
<p>Develop confidence as critical users of technologies and designers and producers of designed solutions</p> <p>Investigate, generate and critique innovative and ethical designed solutions for sustainable futures</p> <p>Use design and systems thinking to generate design ideas and communicate these to a range of audiences</p> <p>Produce designed solutions suitable for a range of technology contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes</p> <p>Evaluate processes and designed solutions and transfer knowledge and skills to new situations</p> <p>Understand the roles and responsibilities of people in design and technology occupations and how they contribute to society</p>	<p>Design folios and workbooks are completed in class time where software is accessible (no requirement to work on this at home)</p>
Topics Covered	Assessment
<p>Product Design – sustainable 3D printing</p> <p>User-centred design – design a product, service or environment</p>	<p>3D prototype and design portfolio</p> <p>Design portfolio and prototype</p>

Learning Experiences and Excursions

Develop skills in the design process

Enhance skills in Computer Aided Drafting (CAD) using industry standard software

Use of 3D printing technology to realise designs

ELECTIVE – Digital Technologies

Faculty	Technology (Home Ec, ITD, Business, ICT)	Additional Cost	Nil
Contact Person	Name: Catherine Kerlin Email: ckerl4@eq.edu.au	Senior Schooling Pathways	Information and Communication Technology

Subject Overview

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Students develop their algorithmic design skills and develop their understanding of designing and developing digital user experiences to incorporate a wider variety of user needs. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems. During the first topic of this subject, students develop a dynamic website using CSS, HTML and JavaScript. In the second topic, students develop an Access database, using data collected from their peers and discuss their findings.

What skills are developed?	Study Expectations
<p>Computational thinking skills including breaking down problems into smaller parts</p> <p>Identifying steps required to plan solutions</p> <p>Developing techniques for acquiring and validating data, considering privacy and security requirements</p> <p>Designing and producing digital user experiences and evaluate these against a range of criteria</p> <p>Working collaboratively to plan and manage projects</p> <p>Evaluate critically how student solutions and existing information systems and policies</p> <p>Create interactive solutions for sharing ideas and information online</p>	1 hour of homework and independent study per week
Topics Covered	Assessment Techniques
<p>Topic 1 – Website Development</p> <p>Topic 2 – Data Analysis and Organisation</p>	Individual projects

Learning Experiences

Introduction to code using an industry-standard programming language

Knowledge and understanding of digital systems

Problem solving

Exploring ideas and opportunities

Evaluation of ideas

Generating and creating solutions

Critical and creative thinking

ELECTIVE - Drama

Faculty	The Arts (Art, Drama, Music)	Additional Cost	Nil
Contact Person	Name: Carolyn Stuart Email: cstua11@eq.edu.au	Senior Schooling Pathways	Senior Drama

Subject Overview

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view.

Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Year 9 Drama includes the study of Contemporary Theatre and Realism.

What skills are developed?	Study Expectations
<p>Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.</p> <p>Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences.</p> <p>They refine performance and expressive skills in voice and movement to convey dramatic action.</p>	<p>Students are expected to rehearse in groups during class and break times if required.</p> <p>The learning of scripts and gathering of resources may be done as part of the student's homework. This is an expectation particularly around assessment time in the planning of performances.</p> <p>Students are expected to use homework time to finalise written dramatic concepts and analysis of performance if required.</p>
Topics Covered	Assessment
<p>Contemporary Theatre</p> <ul style="list-style-type: none"> Physical theatre Multimedia Object Theatre <p>Realism</p> <ul style="list-style-type: none"> Realism conventions and script work Element of Drama including Dramatic meaning 	<p>Contemporary Theatre:</p> <ul style="list-style-type: none"> Dramatic concept – analysing performance and creating dramatic concept <p>Realism:</p> <ul style="list-style-type: none"> Responding – analysis of Fly-in, Fly-out Presenting – 2-minute excerpt from Fly-in, Fly-out

Learning Experiences and Excursions

Peer performance and various performance opportunities, including guest audiences, EAW professional workshop. Opportunity to attend a live performance at QPAC depending on availability.

ELECTIVE – Health

Faculty	Health and Physical Education	Additional Cost	Nil
Contact Person	Name: Alison Bishop Email: abish56@eq.edu.au	Senior Schooling Pathways	Health Physical Education

Subject Overview

Health enables students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social, emotional and spiritual capacities necessary to build increasingly complex and developmental courses of study in the senior years.

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health- educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

What skills are developed?	Study Expectations
Recognition of health-related topics and issues Comprehension and application of knowledge of health frameworks Analysis and interpretation of information about health-related topics and issues. This includes primary and secondary data and examines personal, social and community resources Critical analysis of health information and frameworks to distinguish factors impacting health status Investigation and creation of strategies to address barriers to health based on data collected	Students are expected to complete assignment tasks at home in addition to independent study in preparation for an exam Homework will also be set frequently throughout the Semester
Topics Covered	Assessment
Resilience Health living Relationships	Examination Investigation – action research

Learning Experiences and Excursions

Guest speakers from health industries
 Primary data collection in small and larger contexts

ELECTIVE - Hospitality

Faculty	Technology (Home Ec, ITD, Business, ICT)	Additional Cost	Students are required to provide all ingredients for weekly cookery lessons and some Function Assessment Tasks. Students to wear fully covered-in shoes for all practical lessons
Contact Person	Name: Louise Dyer Email: pdyer1@eq.edu.au	Senior Schooling Pathways	Hospitality Practices - Applied

Subject Overview

Year 9 Hospitality is designed to enhance students' knowledge and understanding of the Hospitality Industry and Catering Process with emphasis placed on both theory and practical components. Activities are linked to the Industry to make learning relevant, hands-on, real-life and reflective of current trends.

What skills are developed?	Study Expectations
Students will: Develop knowledge and understanding of the Hospitality Industry Generate and communicate ideas Plan, monitor and manage resources Make products to specifications and standards Organise, prepare and serve food and beverages Reflect on and evaluate products and processes Sustainable practices	1- 2 hours of homework and independent study per week
Topics Covered	Assessment
The Catering Cycle Management Safety and Hygiene Specialised Industry Equipment Menu Planning and Compilation Basic Principles of Cookery Planning and Making Quality Food Products Production and Presentation of Café Style Foods and Beverages Planning, Preparation and Presentation of a Coffee Shop Function Investigation, Production and Presentation of Confectionery and Food Preservation Products Sustainable Practices in the Hospitality Industry	Students will complete a variety of task-based assessment activities, including: Demonstration of practical skills Practical Function: plan, prepare and evaluate Evaluation and Reflection of Activities

Learning Experiences and Excursions

Excursion to local Coffee Shop
 Teacher-led Demonstrations
 Weekly Practical Lessons
 Use of technology to research, develop, design and produce Invitations and Café-style menus
 Groupwork Activities
 Visits/Demonstrations by Guest Speakers and Chefs
 Practical Functions

ELECTIVE - Industrial Technology & Design (ITD)

Faculty	Technology (Home Ec, ITD, Business, ICT)	Additional Cost	Nil
Contact Person	Name: Nick Wadsworth Email: nwads0@eq.edu.au	Senior Schooling Pathways	Engineering Skills Industrial Technology

Subject Overview

Learning in ITD builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

Students use design and technology knowledge and understanding, processes and production skills and design thinking to produce solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Students will use the above to construct projects like a wooden toolbox and a folding camp stool throughout the semester.

What skills are developed?	Study Expectations
Develop confidence as critical users of technologies and designers and producers of designed solutions	Students are expected to complete online safety training with time given in class
Investigate, generate and critique innovative and ethical designed solutions for sustainable futures	PowerPoint presentations are completed both in class and at home
Use design and systems thinking to generate design ideas and communicate these to a range of audiences	Practical Projects completed within class
Produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes	
Evaluate processes and designed solutions and transfer knowledge and skills to new situations	
Understand the roles and responsibilities of people in design and technology occupations and how they contribute to society	
Topics Covered	Assessment
Wood Technologies	Construction Diary PowerPoint Presentation Practical Projects

Learning Experiences and Excursions

Understanding and practice of safe workshop procedures
 Develop skills with a wide range of hand tools
 Use workshop machines to fabricate various materials
 Develop skills in the design process

ELECTIVE - Music

Faculty	The Arts (Art, Drama, Music)	Additional Cost	Nil
Contact Person	Name: Bernadette Hawker Email: bhawk1@eq.edu.au	Senior Schooling Pathways	Distance Education

Subject Overview

In year 7 and 8, students have learned how to identify, analyse and evaluate the elements of music. They have explored how the elements are applied to music genres. Students have learned how to apply the elements of music to performances and work independently and in groups.

In year 9 Music, students will apply the elements of music to change genres of songs by breaking down and analysing pieces of music, and reconstructing by applying the elements of music using the conventions of another genre. They will analyse how Australian artists apply the elements of music to their own work, and evaluate the effectiveness of this to convey mood and tone. Using identified key themes, they will compose their own song emulating an identified key theme to acknowledge their selected artist.

What skills are developed?	Study Expectations
Analysis and evaluation of the elements of music Apply elements of music to performance and composition	1 hour of homework and independent study/rehearsal per week
Topics Covered	Assessment
Elements of music (timbre, texture, tempo, dynamics, instruments, form) Genres of music Technical control of instruments	Unit 1: Australian Artists Unit 2: Genre Swap

Learning Experiences and Excursions

Individual student rehearsals (inquiry)
Group work (group performance and rehearsals)
Students will learn how to set up music equipment for their own rehearsals and performances, and prepare for recordings for their composition (ICT Capabilities)

ELECTIVE – Sport & Recreation

Faculty	Health and Physical Education	Additional Cost	Nil
Contact Person	Name: Alison Bishop Email: abish56@eq.edu.au	Senior Schooling Pathways	Health Physical Education

Subject Overview

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing.

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

What skills are developed?	Study Expectations
Tournament organisation Coaching and officiating Sports marketing and journalism Physical skills across a range of sporting and recreational activities Data collection and analysis related to sporting and recreational contexts IT Skills	Students are expected to complete assignment tasks at home if class time is not sufficient
Topics Covered	Assessment
Sport and recreation in the community Sport, recreation and healthy living Health and safety in sport and recreational activities Personal and interpersonal skills in sport and recreation activities	Project Investigation Performance

Learning Experiences and Excursions

Guest speakers from health industries
 Primary data collection in small and larger contexts
 Visits to sites to observe and participate in a range of sporting and recreational activities

ELECTIVE - Visual Art

Faculty	The Arts (Art, Drama, Music)	Additional Cost	Generic materials are supplied. Students may be required to supply some materials for their own art work
Contact Person	Name: Mrs Lesley Hawker Email: lhawk1@eq.edu.au	Senior Schooling Pathways	Senior Art

Subject Overview

Year 9 Visual Art engages students in creative thinking, critical analysis and problem solving processes involved in producing (making), displaying and appreciating (appraising) artworks. The inquiry model of researching, developing, resolving and reflecting emphasises processes of investigation as well as the production of an image or an object. Students are given teacher developed focuses from which they develop visual concepts and ideas. Students are encouraged to develop their higher order thinking skills which contribute to their abilities in creative problem solving using aesthetic processes. Students go beyond content based and mere acquisition of facts to metacognition and development of concepts and focuses. Self-esteem is enhanced through the development of intrinsic motivation which encourages students to take responsibility for their own learning.

What skills are developed?	Study Expectations
<p>Students will:</p> <ul style="list-style-type: none"> Develop visual language and expression Analyse, evaluate and justify a variety of artists' work Demonstrate increased knowledge, skills, techniques and processes in a variety of media Visualize, plan, design, compose and exhibit visual works which express a variety of focusses and concepts Synthesise focusses and concepts with technical applications and processes to express a variety of contexts 	<p>Students will:</p> <ul style="list-style-type: none"> Be required to complete both short-term and long-term homework in order to resolve experimental process work begun in class Students will be required to complete between 1.5 and 2 hours homework and independent research per week Students are offered non-mandatory use of after-school studio time to use specialised equipment and to access resources required to complete artworks
Topics Covered	Assessment
<p>Year 9 Visual Art is structured using a thematic approach.</p> <p>Unit 1 – Design in Nature and Unit 2 – Human Form</p> <p>Topics include:</p> <ul style="list-style-type: none"> Introduction appropriation Techniques of deconstruction and reconstruction Analyse and apply processes of realism, stylization and abstraction Principles of proportion, balance, space, mass, variety, contrast, repetition, emphasis and focal point, unity, and rhythm Visual literacy defined through symbolic processes used in mass media 	<ul style="list-style-type: none"> Practical Folio (experimental and resolved work) Visual Journal (experimental and developmental work, stimulus response writing, documentation of resolved work, artist's statements) Exhibitions (participation in community art exhibitions or public art projects where and when applicable)

Learning Experiences and Excursions

Teacher directed learning (demonstrations etc)

Making (practical experiences, experimenting, developing and resolving)

Appraising Artworks (researching, investigating, analysing, evaluating, justifying)

Exhibition practice (participating in art shows, public/community projects, displaying your own and others' art work)

Access to professional art workers through events such as Expressive Arts Week

Individual student directed research and development

Group work (public projects)

Gallery visits (where and when appropriate)

