REDLYNCH STATE COLLEGE

PREP - YEAR 12

Year 9 Curriculum Guide 2026

Learning in Our Valley. Thinking Beyond the Hills.

Department of Education *Trading as* Education Queensland International (EQI) CRICOS Provider Code 00608A

Queensland Government

INTRODUCTION

The following information clarifies the curriculum offerings to Year 9 students at Redlynch State College. The College runs 20 x 70 minutes lessons per week for Year 9 students.

- English, Math, Science, Humanities 3x lessons per week
- HPE & three electives 2x lessons per week

Students who are at Redlynch State College in Year 8 have already studied a LOTE subject (Japanese, French or Spanish) and two electives. In Year 9 students no longer need to study LOTE and we allow students to select three elective subjects. Students may continue with electives that they have enjoyed or select others that they may be interested in. Students will reselect electives for Year 10.

Many of our elective subjects require the payment of **elective subject charges**. These funds support the additional materials required to provide extra opportunities for those students undertaking the subject. **Elective subject charges will be invoiced early in the term**. Student Resource Scheme fees (SRS) are required to be paid at the commencement of the school year.

All students will study the following Core Subjects:

- English
- Math
- Science
- Health and Physical Education
- Humanities – 1x semester of History, Civics & Citizenship and 1x semester of Geography, Economics & Business

Students also select **three (3) elective subjects** from the list below:

- Accounting / Business / Economics (ABE)
- Athlete Development Program (ADP) – **by application**
- Dance (DAN)
- Drama (DRA)
- Design & Technologies (DAT)
- Digital Technologies (DIG)
- Engineering Principals and Systems (TES)
- Food & Fibre Production (TFF)
- Food Specialisations (TFD)
- French (FRE)
- Japanese (JPS)
- Woodwork (WDW) (Formerly Materials and Technologies Specialisations - TMT)
- Metalwork (MTW) (Formerly Materials and Technologies Specialisations 2 – TMZ)
- Media Arts (MED)
- Music (MUS)
- Outdoor Recreation (ORE) – **by application**
- Philosophy / Psychology / Politics (PPP)
- Football Engagement Program (FBE) (Formerly Rugby Engagement Program REP)
- Science Enrichment (SEN)
- Spanish (SPN)
- Visual Arts (ART)

Please note, due to class numbers and staff availability not all of these elective subjects may run.

Students have the opportunity to apply for Redlynch Arts Courses of Excellence in the following subject areas:

Dance, Drama, Music, Visual Arts

Additionally, there are programs available by invitation - **STEP**

For more information, please visit our school website to access application forms or contact the respective Heads of Department:

Performing Arts – Robert Crookes
Visual Arts – Seona Cremin
STEP – Allison Sneddon

BEHAVIOURAL EXPECTATIONS

Redlynch State College is committed to ensuring that all young Queenslanders have a right to, and receive a quality education.

Redlynch State College creates a supportive school environment where all people feel respected, safe and committed to learning. A positive learning environment is created by building on quality relationships with students and parents. Our approach to developing responsible behaviour is focused on these relationships and takes place in a caring, supportive environment. We believe that self-control is necessary for children's welfare and happiness and their ability to function effectively in society. Students are encouraged to manage their thinking and their behaviours and it is expected that they develop self-discipline and take responsibility for their actions.

Our behavioural expectations are:

- Respect
- Safety
- Commitment to Learning & Wellbeing

These behavioural expectations are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our behavioural expectations in all actions. These behavioural expectations are the foundation of our Responsible Behaviour Plan for Students.

SELECTING SUBJECTS

Guidelines

- Students are encouraged to discuss subject choices with teachers. College staff have an understanding of your student and will be able to give them guidance on the appropriateness of their subject choices.
- Students will be required to study three (3) elective subjects.
- Students will have many influences at this time of subject selection: - personal likes/dislikes, career aspirations, expectations of family and others, influence of friends and media.
    - The subjects you choose should include subjects which:
        - You are interested in
        - You have experienced past success with
        - May lead to your preferred career path
        - Optimist opportunities to reach your potential
- Make use of this booklet, which provides information about each elective subject.

Selecting Subjects – Submitting your final choices

Students are required to complete their subject selections in two ways:

1. On the coloured paper subject selection form
2. Online through OneSchool

The paper subject selection form needs to be submitted to the office via the **Student Services window**. The paper subject selection form contains detailed instructions on how to complete this process.

Final subject preferences are to be submitted online through OneSchool https://oslp.eq.edu.au. Students have already practiced accessing OneSchool through the subject selection survey process completed earlier.

Selecting Subjects – What if you change your mind?

While the online subject selection process is open, students may change their preferences as many times as they like however, students need to be aware that the time of the last online save is the primary data used for allocation to subjects. Once the online process 'closes' the opportunity for change will be minimal.

Selecting Subjects – Clauses

- Whilst every effort will be made to accommodate a student's preferences, scheduling and the availability of resources will mean that not every student will be assigned for their first preferences. When a class/subject reaches maximum capacity, no additional students can be enrolled into that class/subject. Therefore, you will be required to select two additional electives that you are prepared to study.
- Students also need to be aware that the availability of a particular subject for an individual student is dependent upon a number of important factors:
- Time of submission of elective preferences or changes to preferences
- Selection process in specialist classes such as languages
- Acceptance into excellence and specialist programs
- Availability of staff and physical resources such as specialist classrooms
- Class size numbers

CORE SUBJECTS

ENGLISH

Faculty	ENGLISH	
Subject Name	English – ENG	
Duration	Whole year	
Prerequisites	Year 8 English	
Units Studied	1. Speculative Fiction 2. Twelve Angry Men 3. Gothic Literature 4. Novel Study	
Core Skills	• Write to a word limit • Utilise figurative language to enhance writing • Formulate and justify an opinion • Examine text conventions • Examination of author ideology, gaps and silences, privileging and marginalization • Analyse a range of texts • Identify and utilise persuasive techniques • Experiment with language features, image and sound in literary texts • Seek, provide and respond to feedback • Discuss and respond to topical issues	
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	1. Feature Article – the Relevance of Australia Day. Does it need to be changed? 2. Imaginative filling a gap or silence 3. Analytical Essay 4. Design a product and persuasive pitch	
Subjects aligned with Year 10 & 11	Year 10 • English • SCL – Short Course for Literacy	Year 11 • General English • Essential English

MATH

Faculty	Math
Subject Name	Mathematics – MAT
Duration	Whole year
Prerequisites	Year 8 Math
Units Studied	1. Number (rational & irrational numbers) 2. Algebra (exponent laws, expand binomial products, factorise & solve monic quadratic expressions, distance between 2 points, gradient, midpoint, linear and quadratic functions, graphical and algebraic representations) 3. Measurement (surface area, volume, ratio, similarity, scale, percentage errors, Pythagoras' theorem, trigonometric ratios, direct proportion, scientific notation) 4. Space (enlargement transformations, algorithms, geometric constructions and theorems) 5. Statistics (compare distributions of data, choose representations, summary statistics, outliers, sampling techniques) 6. Probability (compound events, conduct simulations using digital tools)
Core Skills	• Understanding: students build conceptual understanding and procedural fluency when they connect related ideas, represent concepts in different ways, identify commonalities and differences between aspects of content, describe their thinking mathematically and interpret mathematical information • Fluency: Students develop, practise and consolidate skills; choose appropriate procedures; carry out procedures flexibly, accurately, efficiently and appropriately and apply knowledge and understanding of concepts readily • Problem Solving: Students identify problems, formulate situations mathematically, apply their mathematical understanding, fluency and reasoning skills to obtain mathematical solutions, evaluate, interpret and communicate their solutions in terms of the situation • Reasoning: Students explain their thinking, deduce and justify strategies used and conclusions reached, adapt the known to the unknown and transfer learning from one context to another • Mathematical modelling: The modelling process utilizes mathematics to formulate, analyse, solve, interpret, generalize and communicate their results in response to a real-world situation • Computational thinking: Students develop computational thinking through the application of its various components: decomposition, abstraction, pattern recognition, use of models and simulations, algorithms and generalization • Statistical investigation: Students conduct and review statistical investigations dealing with uncertainty and variability in categorical (nominal or ordinal) or numerical (discrete or continuous) data arising from observations, surveys or experiments • Probability experiments and simulations: Students develop an understanding of experimentation by conducting chance experiments and probability simulations. Experimenting in mathematics requires students to plan what to do, recognize and generalize patterns and evaluate what they find out using conceptual understanding and mathematical reasoning

General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Personal and Social Capability	
Assessment	1. Exams 2. Problem Solving and Modelling Task 3. Statistical investigation	
Subjects aligned with Year 10 & 11	Year 10 • Mathematics • Extension Mathematics • SCN – Short Course for Numeracy	Year 11 • General Mathematics • Essential Mathematics

EXTENSION MATH

Faculty	Math
Subject Name	Extension Mathematics – XMA
Duration	Whole year
Prerequisites	Year 8 Math Students are selected to be in the class based on grades in Year 8 Math
Units Studied	1. Number (rational & irrational numbers) 2. Algebra (exponent laws, expand binomial products, factorise & solve monic quadratic expressions, distance between 2 points, gradient, midpoint, linear and quadratic functions, graphical and algebraic representations) 3. Measurement (surface area, volume, ratio, similarity, scale, percentage errors, Pythagoras' theorem, trigonometric ratios, direct proportion, scientific notation) 4. Space (enlargement transformations, algorithms, geometric constructions and theorems) 5. Statistics (compare distributions of data, choose representations, summary statistics, outliers, sampling techniques) 6. Probability (compound events, conduct simulations using digital tools) 7. Extension topics from Year 10
Core Skills	• Understanding: students build conceptual understanding and procedural fluency when they connect related ideas, represent concepts in different ways, identify commonalities and differences between aspects of content, describe their thinking mathematically and interpret mathematical information • Fluency: Students develop, practise and consolidate skills; choose appropriate procedures; carry out procedures flexibly, accurately, efficiently and appropriately and apply knowledge and understanding of concepts readily • Problem Solving: Students identify problems, formulate situations mathematically, apply their mathematical understanding, fluency and reasoning skills to obtain mathematical solutions, evaluate, interpret and communicate their solutions in terms of the situation • Reasoning: Students explain their thinking, deduce and justify strategies used and conclusions reached, adapt the known to the unknown and transfer learning from one context to another • Mathematical modelling: The modelling process utilizes mathematics to formulate, analyse, solve, interpret, generalize and communicate their results in response to a real-world situation • Computational thinking: Students develop computational thinking through the application of its various components: decomposition, abstraction, pattern recognition, use oof models and simulations, algorithms and generalization • Statistical investigation: Students conduct and review statistical investigations dealing with uncertainty and variability in categorical (nominal or ordinal) or numerical (discrete or continuous) data arising from observations, surveys or experiments • Probability experiments and simulations: Students develop an understanding of experimentation by conducting chance experiments and probability simulations. Experimenting in mathematics requires students to plan what to do, recognize and generalize patterns and evaluate what they find out using conceptual understanding and mathematical reasoning

General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Personal and Social Capability	
Assessment	1. Exams 2. Problem Solving and Modelling Task 3. Statistical investigation	
Subjects aligned with Year 10 & 11	Year 10 • Extension Mathematics • Mathematics	Year 11 • Mathematical Methods • Specialist Mathematics

SCIENCE

Faculty	SCIENCE	
Subject Name	Science – SCI	
Duration	Whole year	
Prerequisites	Year 8 Science	
Units Studied	1. Energy – Light and Sound 2. Chemistry 3. Homeostasis 4. Genetics 5. Geology – Earth structure and processes	
Core Skills	• Questioning • Hypothesising • Predicting • Planning and Conducting Investigations • Collecting accurate data • Graphing of data • Safe use of Equipment • Identifying relationships • Evaluating conclusions • Critically analysing secondary data • Problem solving • Analysing patterns and trends in data • Evaluating data • Summarising data • Making Improvements to quality of data • Use of scientific language	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	1. Exams 2. Assignment	
Subjects aligned with Year 10 & 11	Year 10 • Science	Year 11 • Biology • Chemistry • Physics • Marine Science

HEALTH & PHYSICAL EDUCATION

Faculty	HEALTH AND PHYSICAL EDUCATION	
Subject Name	Health and Physical Education – HPE	
Duration	Whole year	
Prerequisites	Year 8 HPE	
Units Studied	1. Physical Activity and Striking 2. Race and Gender in Sport and Oz-Tag 3. Alcohol and Ultimate Disc 4. Sexual Education and Flag Football	
Core Skills	• Synthesise health information • Propose, justify and evaluate strategies to enhance their own and others health, safety, relationships and wellbeing • Evaluate and refine their own and others movement skills and performances • Apply movement concepts • Adapt and transfer movement strategies • Propose and evaluate leadership approaches, collaboration strategies and ethical behaviours	
General Capabilities	• Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	Assessment techniques include: 1. Project 2. Investigation 3. Practical or Performance 4. Exam	
Subjects aligned with Year 10 & 11	Year 10 • Health and Physical Education	Year 12 • Physical Education • Health • Sport and Recreation (applied subject) • Certificate III Fitness • Certificate II/III Sport and recreation

HUMANITIES – HISTORY/GEOGRAPHY/CIVICS & CITIZENSHIP/ECONOMICS & BUSINESS

Faculty	HUMANITIES
Subject Name	History – HIS Geography – GEG Civics & Citizenship – CIV Economics & Business - ECB
Duration	One Semester
Prerequisites	Year 8 History and Year 8 Geography
Units Studied	1. History – World War I 2. Geography – Interconnections 3. Civics & Citizenship – Politics & Law 4. Economics & Business - Enterprise
Core Skills	• Use chronological sequencing • Develop geographically significant questions • Use historical terms and concepts • Identify, select, evaluate and enhance questions • Represent multi-variable data • Represent spatial distribution • Critically evaluate information and ideas • Account for different interpretations and points of view • Identify and locate relevant sources, using ICT and other methods • Identify the origin/purpose/context of primary and secondary sources • Process and synthesise information • Analyse data and information in different formats to explain cause and effect relationships • Recognise and consider multiple perspectives • Evaluate the reliability and usefulness of primary and secondary sources • Identify and analyse the perspectives of people from the past • Identify and analyse different historical interpretations • Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced • Apply geographical concepts • Generate a range of viable options • Apply economics and business knowledge • Use democratic processes to reach consensus • Select and use a range of communication forms (oral, graphic, written) and digital technologies • Reflect on and evaluate findings of an inquiry
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability • Ethical understanding
Assessment	1. History – World War I – Combination Exam 2. Geography – Interconnections – Research Report 3. Civics & Citizenship – Politics & Law – Combination Exam 4. Economics & Business – Enterprise – Combination Exam
Subjects aligned with Year 10 & 11	Year 10 • History/Geography/Civics/Economics & Business • Accounting/Business/Economics • Philosophy/Psychology/Politics Year 11 • Modern History • Ancient History • Legal Studies • Philosophy & Reason

HUMANITIES - ELECTIVES

ACCOUNTING/BUSINESS/ECONOMICS

Faculty	HUMANITIES	
Subject Name	Accounting, Business & Economics - ABE	
Duration	Whole year	
Prerequisites	NONE	
Units Studied	1. Accounting 2. Business 3. Economics 4. Combined unit	
Core Skills	• Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation • Gather relevant and reliable data and information from a range of digital, online and print sources • Analyse data and information in different formats to explain cause-and- effect relationships, make predictions and illustrate alternative perspectives • Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action • Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations • Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts • Reflect on the intended and unintended consequences of economic and business decisions	
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	1. Combination Exam 2. Research Report 3. Multi Modal Presentation 4. Combination Exam	
Subjects aligned with Year 10 & 11	Year 10 • Accounting / Business /Economics	Year 11 • Accounting • Business • Economics

PHILOSOPHY/PSYCHOLOGY/POLITICS

Faculty	HUMANITIES	
Subject Name	Psychology, Philosophy, Politics & Economics - PPPE	
Duration	Whole year	
Prerequisites	NONE	
Units Studied	1. Psychology 2. Philosophy 3. Politics 4. Economics	
Core Skills	• Develop, select and evaluate a range of questions to investigate Australia's political and legal systems • Identify, gather and sort information and ideas from a range of sources and reference as appropriate • Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues • Account for different interpretations and points of view • Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues • Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action • Present evidence-based civics and citizenship arguments using subject- specific language • Reflect on their role as a citizen in Australian, Regional and global contexts	
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	1. Combination Exam 2. Research Report 3. Multi Modal Presentation 4. Combination Exam	
Subjects aligned with Year 10 & 11	Year 10 • Psychology / Philosophy / Economics	Year 11 • Economics • Legal Studies • Philosophy • Psychology

THE ARTS – ELECTIVES

DANCE

Faculty	PERFORMING ARTS	
Subject Name	Dance - DAN	
Duration	Whole year	
Prerequisites	Group work is an essential process in dance and as such, skills in communication and sharing of creative ideas are an asset. Performance opportunities will require rehearsals outside class time.	
Units Studied	1. Fancy Dance – Why is entertaining, engaging dance important? 2. Dance Landscapes – How does dance reflect my social, emotional and physical environments?	
Core Skills	• Demonstrate knowledge of the Elements of Dance and Safe Dance Principles • Investigate the origin, history and techniques of ritual, world and cultural/sub cultural dance and genres such as ballet, hip hop, jazz and contemporary • Learn, practise and present their work using genre specific dance vocabulary, expressive and technical skills • Explore genre and styles; ritual, world and cultural/sub cultural dance, ballet, hip hop, jazz and contemporary • Recognise, describe, compare and contrast characteristics of chosen dance styles in relation to their contexts • Explore, select and manipulate dance elements to create movement sequences in various dance styles and genres • Reflect and offer feedback on their own work and that of their peers • View, analyse and respond to dance examples from various genres.	
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability	
Assessment	1. Performance of Teacher devised dances 2. Choreography for solos/pair/small groups in various genres 3. Multimodal Presentations 4. Dance Journal Entries 5. Short Answer/Extended responses	
Subjects aligned with Year 10 & 11	Year 10 • Dance	Year 11 • Dance

DRAMA

Faculty	PERFORMING ARTS	
Subject Name	Drama - DRA	
Duration	Whole year	
Prerequisites	In preparation for the live performances, students will be required to attend out of class time rehearsals i.e. lunchtimes and/or before/after school. Students will also be required to attend a compulsory full-dress rehearsal on the weekend prior to the live performances.	
Units Studied	1. Storytelling 2. Collage Drama 3. Let's Get the Party Started	
Core Skills	• Students will know the different dramatic conventions of a Collage Drama • Scriptwriting skills in the genre of Collage Drama scripts and storytelling scripts • Working as an ensemble cast for the purpose of a live performance • Students will know how to review a piece of early childhood piece theatre • Improvisation skills • Group work skills • Presenting skills • Responding to Drama skills • Vocal skills for performance • Rehearsal responsibilities.	
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability	
Assessment	1. Scriptwriting a Collage Drama 2. Presenting a Collage Drama in groups 3. Reviewing an early childhood theatre 4. Transforming a children's story into a script for performance 5. Live performance of a Storytelling show in front of a Year 3 audience 6. Live performance in front of parents and friends of a Collage Drama	
Subjects aligned with Year 10 & 11	Year 10 • Drama	Year 11 • Drama

MEDIA ARTS

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Media Arts - MED	
Duration	Whole year	
Prerequisites	Group work is part of the process in media and as such, sills in communication and sharing of creative ideas are an asset	
Units Studied	1. Classic Film Genre 1 2. Classic Film Genre 2 3. Television News Media 4. Documentary Analysis	
Core Skills	• Constructing a storyboard (shot size, angle, movement, an accurate representation of what is happening on screen) • Construction of pre-production documents and backwards planning • Filming and editing a VFX safely • Apply prosthetics and VFX make up • Create, setup and design lighting • Analysis and deconstruction of visual signs and symbols • Use evaluation and develop evidence-based judgments • Structure essays • Use videogame specific language • Framing, angle and movement use to make specific meaning • Composition (colour use, R.O.T, focus, shape and line) • Setting: manipulating the environment and objects • Lighting: using safe practices to manipulate light intensity and source to make meaning • Use of continuity and discontinuity editing to make meaning • Use of digital grading and colour correcting software sound • Manipulation of diegetic and non- diegetic sound as well as recording to engage with and manipulate the audience's emotional context.	
General Capabilities	• Literacy • Critical and Creative Thinking • Intercultural Understanding • Ethical Understanding • Personal and Social Capability • Digital Literacy	
Assessment	1. Design task 2. Production task 3. Design and Production task 4. Extended written	
Subjects aligned with Year 10 & 11	Year 10 • Media Arts	Year 11 • Film, Television & New Media • Media Arts in Practice

MUSIC

Faculty	PERFORMING ARTS	
Subject Name	Music - MUS	
Duration	Whole year	
Prerequisites	Individuals with specific musical abilities are encouraged to select Classroom Music as an elective subject.	
Units Studied	1. World Music 2. Pioneers of Rock	
Core Skills	• Performance skills on guitar, keyboard, voice & chosen instrument • Music literacies including music elements and associated concepts • Understanding the relationships between music elements, concepts • and stylistic characteristics in relation to periods in Music history • Composing music in a variety of styles to suit specific purposes and contexts using a variety of music software programs • Responding to musical works using musical language (elements, concepts and stylistic characteristics) • Evaluating and comparing music repertoire and other music sources to develop and enhance musicianship • Making judgements to express a music viewpoint as you work • Reflecting on and reviewing your own and other musicians' work.	
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability	
Assessment	1. Performance: as a soloist with a backing track or other suitable accompaniment or as an accompanist to a solo performer 2. Composing: select and combine music elements, concepts and stylistic characteristics to create original works for different contexts in contrasting styles demonstrating a variety of compositional techniques 3. Musicology: Short response exam and extended response task analysis	
Subjects aligned with Year 10 & 11	Year 10 • Music	Year 11 • Music • Music in Practice

VISUAL ARTS

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Visual Arts - ART	
Duration	Whole year	
Prerequisites	Year 8 English and Year 8 Math or Year 8 Visual Art	
Units Studied	1. Portrait Drawing 2. Coil Ceramics 3. Impressionism 4. Pop Art Lino Printing	
Core Skills	• Use & manipulate visual language (elements & principles of design) • Use technical terms for mix media, painting, printmaking & sculpture • Solve visual problems in design and art making techniques in design • Use specific processes involved in mix media, sculpture & painting & • drawing • Use the Inquiry model to research, develop, reflect and resolve to • create an artwork, creating an experimental folio of work • Develop art making skills in 2D & 3D art • Respond to artists' works and arts concepts • Reflect on own & other artists' works Evaluate own & other artists' works	
General Capabilities	• Literacy • Critical and Creative Thinking • Intercultural Understanding • Ethical Understanding • Personal and Social Capability • Digital Literacy	
Assessment	1. Resolved Portrait 2. Coil Pots 3. Resolved Painting 4. Resolved Lino Print	
Subjects aligned with Year 10 & 11	Year 10 • Visual Art	Year 11 • Visual Arts in Practice • Visual Art

DESIGN & TECHNOLOGIES ELECTIVES

WOODWORK

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Woodwork - WDW (Formerly TMT - Materials and Technologies Specialisations)	
Duration	Whole year	
Prerequisites	• Completion of the previous year's course is recommended • A strong work ethic with a willingness to learn about the practical subjects.	
Units Studied	1. Wood working joints 2. Wood products 3. Design	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing	
General Capabilities	• Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy	
Assessment	1. Practical Tasks 2. Written Theory 3. Short answer theory quizzes	
Subjects aligned with Year 10 & 11	Year 10 • Design and Technologies • Engineering Principles and Systems • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • CERT II Engineering Pathways (Build & Fly a Drone)	Year 11 • Design • Engineering • Furnishing Skills • CERT I in Construction

METALWORK

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Metalwork - MTW (Formerly TTZ - Materials and Technologies Specialisations 2)	
Duration	Whole year	
Prerequisites	• Completion of the previous year's course is recommended • A strong work ethic with a willingness to learn about the practical subjects.	
Units Studied	1. Sheet metal 2. Fabrication 3. Art Metal 4. Machining	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing	
General Capabilities	• Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy	
Assessment	1. Practical Tasks 2. Written Theory	
Subjects aligned with Year 10 & 11	Year 10 • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • Design & Digital Fabrication • Engineering Principles and Systems • CERT II Engineering Pathways (Build & Fly a Drone)	Year 11 • Design • Engineering • CERT I Construction • CERT II Engineering Pathways

FOOD & FIBRE PRODUCTION

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Food and Fibre - TFF	
Duration	Whole year	
Prerequisites	• Completion of the previous year's course is recommended • A strong work ethic with a willingness to learn about the practical subjects	
Units Studied	1. Design 2. Textiles 3. Food preparation	
Core Skills	• Producing • Designing	
General Capabilities	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing • Digital Literacy	
Assessment	1. Practical Tasks 2. Written Theory	
Subjects aligned with Year 10 & 11	Year 10 • Design Tech – Food and Textiles • Hospitality	Year 11 • Food and Nutrition • Fashion • CERT II Hospitality

DESIGN TECHNOLOGIES

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Design Technologies - DAT	
Duration	Whole year	
Prerequisites	• Completion of the previous year's course is recommended • A strong work ethic with a willingness to learn about the practical subjects	
Units Studied	1. Design 2. Sketching 3. 3D Printing 4. CNC Machines	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and Managing	
General Capabilities	• Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy	
Assessment	1. Practical Tasks 2. Written Theory	
Subjects aligned with Year 10 & 11	Year 10 • Design Tech – Woodwork • Design Tech – Metalwork • Design Tech – Mechatronics • Design & Digital Fabrication • Cert II in Engineering Pathways (Build & Fly a Drone)	Year 11 • Design • Engineering • CERT I Furnishing • CERT II Engineering

ENGINEERING PRINCIPLES & SYSTEMS

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Engineering Principles and Systems - TES	
Duration	Whole year	
Prerequisites	• Completion of the previous year's course is recommended • A strong work ethic with a willingness to learn about the practical subjects	
Units Studied	1. Design 2. Mechanisms 3. CAMS 4. Linkages 5. CNC Machines	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and Managing	
General Capabilities	• Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy	
Assessment	1. Practical Tasks 2. Written Theory	
Subjects aligned with Year 10 & 11	Year 10 • Design Tech – Woodwork • Design Tech – Metalwork • Design Tech – Mechatronics • Design & Digital Fabrication • Cert II in Engineering Pathways (Build & Fly a Drone)	Year 11 • Engineering • Design • CERT I Furnishing • CERT II Engineering

FOOD SPECIALISASTIONS

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Food Specialisations - TFD	
Duration	Whole year	
Prerequisites	• Completion of the previous year's course is recommended, as is a strong work ethic with a willingness to learn about the design subjects.	
Units Studied	1. Methods of cooking 2. Garnishes 3. Plating and Presenting	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and Managing	
General Capabilities	• Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy	
Assessment	1. Practical Tasks 2. Written Theory	
Subjects aligned with Year 10 & 11	Year 10 • Design Tech – Food and Textiles • Hospitality	Year 11 • Food and Nutrition • CERT II Hospitality

HEALTH & PE – ELECTIVES

ATHLETE DEVELOPMENT PROGRAM

Faculty	HEALTH & PHYSICAL EDUCATION	
Subject Name	Athlete Development Program - ADP	
Duration	Whole year	
Prerequisites	Year 8 HPE	
Units Studied	1. Energy Systems and Lacrosse 2. Sports Nutrition and Hockey 3. AFL and Officiating 4. Functional Anatomy & Biomechanics and Badminton	
Core Skills	• Research, analyse and evaluate sporting performance • Identify areas in need of development in own performance and understanding • Propose, justify, implement and monitor plans to achieve goals • Promote health and wellbeing, movement capacities and personal development • Create and perform movement sequences by manipulating and combining movement skills and applying movement concepts • Identify risks and apply safe practices • Select and apply positive, respectful and inclusive personal development skills and strategies • Develop controlled, coordinated and efficient movement • Develop teamwork, tactical knowledge and strategic thinking • Use feedback to improve performance	
General Capabilities	• Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking	• Ethical understanding • Intercultural understanding • Personal and Social Capability
Assessment	Assessment techniques include: • Project • Investigation • Practical or Performance • Exam	
Subjects aligned with Year 10 & 11	Year 10 • Athlete Development Program	Year 11 • Physical Education • Health • Certificate III Fitness • Sport and Recreation (applied subject)
Additional Information	• Participation in the practical and theoretical aspects of the course is expected. • Students will be required to attend practical sessions off campus. • Due to the high level of competence and commitment required to complete this course students must submit an application form for the Athlete Development Program • Equipment includes: Bucket hat and running shoes	

OUTDOOR EDUCATION

Faculty	HEALTH & PHYSICAL EDUCATION	
Subject Name	Outdoor Recreation - ORE	
Duration	Whole year	
Prerequisites	Year 8 HPE	
Units Studied	1. Rock Climbing and Abseiling 2. Bushwalking 3. Environmental Education and Snorkeling 4. Wilderness first aid and Mountain biking Excursions: Northern Outlook, Fitzroy Island, Mt Bartle Frere, Smithfield Mountain Bike Trails **NOTE:** Camp locations may change due to inability to acquire camp permits	
Core Skills	• Technical knowledge, such as abseiling, climbing techniques and procedures to suit the features of the surface • Knot tying techniques • Care and maintenance of equipment • Minimal impact techniques • Snorkeling techniques • Mountain Biking • Recycling techniques, policies and procedures • Survival skills • First aid • Team work • Leadership • Communication	
General Capabilities	• Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking	• Ethical understanding • Intercultural understanding • Personal and Social Capability
Assessment	• Supervised written exam • Multimodal • Project • Open Book test	
Subjects aligned with Year 10 & 11	Year 10 • Outdoor Recreation	Year 11 • Certificate II Outdoor Education • Sport and Recreation
Additional Information	• Students will be required to attend Camps and practical sessions off campus. • There is a course fee for this subject that will cover camping fees, venue hire, activities, and transport. • Due to the high level of competence and commitment required to complete this course students must submit an application form for Outdoor Recreation .	

FOOTBALL ENGAGEMENT PROGRAM

Faculty	HEALTH & PHYSICAL EDUCATION	
Subject Name	FBE – Football Engagement (Formerly REP – Rugby League Engagement Program)	
Duration	Whole year - each term can have a different football code focus	
Prerequisites	Year 8 HPE	
Units Studied	1. Skill development from range of football codes; Rugby League, Rugby Union, AFL, touch football and soccer 2. Coaching 3. Refereeing 4. Basic first aid	
Core Skills	• Fundamental movement skills • Spatial awareness • Decision making • Basic ball handling • Develop and extend specific skills and game awareness across football codes • Communication skills	
General Capabilities	• Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	Assessment techniques include: 1. Practical assessment is ongoing and based on class sessions as well as performance in GALA days and various school tournaments.	
Subjects aligned with Year 10 & 11	Year 10 • Football Engagement Program	Year 11 • Certificate II/III Sport and Recreation • Certificate III Fitness • Sport and Recreation (applied subject)
Additional Information	• Participation in the practical and theoretical aspects of the course is expected. • Equipment includes: Bucket hat, running shoes, football boots, mouthguard (for AFL and Rugby League.	

LANGUAGES – ELECTIVES

FRENCH

Faculty	LANGUAGES	
Subject Name	French - FRE	
Duration	Whole year	
Prerequisites	Year 8 French preferred	
Units Studied	A Program: Celebrations / French Short stories / Biographies / what about later? B Program: Holiday plans / French movies / French for travel (in depth) / Food and cuisine	
Core Skills	• In Year 9, students focus on both narration and practical communication, with an emphasis on real-world application. Through interactive scenarios, role-plays, and problem-solving tasks, they build confidence in speaking and understanding French—skills that will prepare them for travel to France or other French-speaking regions. Cultural exploration is woven throughout the course, helping students expand their vocabulary and improve fluency. • As students move toward senior studies, they deepen their grasp of French grammar and language structures while developing greater independence in their learning. By the end of Year 10, they will be well-equipped for continued study and ready to take on real-life communication in French with confidence.	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	Over the course of the year, students will be assessed in each of the four macro-skill areas – listening, reading, writing and speaking. There is a total of three assessments per semester; a comprehension-based examination and two composing project tasks.	
Subjects aligned with Year 10 & 11	Year 10 • French	Year 11 • French

SPANISH

Faculty	LANGUAGES	
Subject Name	Spanish - SPN	
Duration	Whole year	
Prerequisites	Year 8 Spanish preferred	
Units Studied	1. Mi Comunidad Escolar (My school community) 2. Un viaje Inolvidable (An unforgettable trip) 3. Clima y pueblos (Climate and peoples) 4. Mi mundo, mi futuro (My world, my future)	
Core Skills	In year 9, students will engage with spoken and written texts to analyse, translate and create new texts conveying information and ideas in Spanish. Students will plan, draft and present new information about themselves, school and the broader community. For instance, in unit 1 students will draft and conduct a survey among peers. They will analyse the data to present the results as an infographic enhancing their numeracy skills. Students will use a range of verb tenses to convey information and interact with others in the target language to exchange opinions and experiences about themselves and others including those related to sustainability. Throughout the four learning units Yr9 students will participate in intercultural experiences to gain understanding and reflect on the valuable contributions of Spanish speaking cultures. Students will make comparisons between Spanish Speaking countries' histories and cultures and Indigenous Australian peoples and themselves.	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	(By term) 1. Speaking task: My peers and school life/ Listening exam. 2. Reading exam: A postcard from my friend. 3. Spoken task: Weather report 4. Written task: Create a campaign poster	
Subjects aligned with Year 10 & 11	Year 10 • Spanish	Year 11 • Spanish

JAPANESE

Faculty	LANGUAGES	
Subject Name	Japanese - JPN	
Duration	Whole year	
Prerequisites	Year 8 Japanese preferred but not essential	
Units Studied	1. Let's Party! 2. School Life 3. Seasons and Weather 4. Friends and Fashion	
Core Skills	The overarching theme for Year 9 is "Let's Speak Japanese!" In this course, students take their communication skills to the next level, moving beyond talking about themselves to having real conversations about everyday topics that matter to them—such as free time, school life, and friends. Year 9 is all about exploring the language in new and exciting ways. Students will expand their vocabulary, experiment with different ways of communicating, and build confidence in expressing themselves. They will engage with Japanese through digital media, group discussions, and even collaborative performances, making learning both interactive and fun. As their skills grow, students will become more comfortable using Japanese in a variety of situations. They will exchange information, share opinions, express feelings, and even create and interpret different types of texts and experiences. With greater fluency and confidence, they will also start refining their language skills—self-correcting and adjusting as they speak, just like a real conversation. By the end of Year 9, students will be well on their way to using Japanese naturally in a range of everyday settings, setting them up for even deeper learning in the years ahead!	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	1. Spoken task: Role play; Listening task: Let's Party! 2. Written task: Email to Yoshiyuki; Reading task: School Life 3. Spoken task: Weather Report; Listening task: My favourite season 4. Written task: Entertainment Article; Reading task: Mitsuki's Friends	
Subjects aligned with Year 10 & 11	Year 10 • Japanese	Year 11 • Japanese

DIGITAL TECHNOLOGIES

DIGITAL TECHNOLOGIES

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Digital Technologies - DIG	
Duration	Whole year	
Prerequisites	A desire to problem solve using code	
Units Studied	1. Website Development 2. Applied coding – micro:bits 3. Game Development – Python Turtle 4. Databases	
Core Skills	• Analyse simple compression of data and how content data are separated from presentation • Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements • Analyse data of a complex problem • Precisely define and decompose real-world problems, taking into account functional and non-functional requirements • Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics • Represent code structures with flowcharts and pseudo code and validate these through tracing and test cases • Use Python as an object-oriented programming language • Evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability • Create interactive online solutions using HTML and CSS	
General Capabilities	• Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Personal and Social Capability • Intercultural Understanding	
Assessment	1. Extended written (website code) 2. Project 3. Project 4. Project	
Subjects aligned with Year 10 & 11	Year 10 • Digital Technologies	Year 11 • Digital Solutions • Information and Communication Technology

SCIENCE – ELECTIVES

SCIENCE ENRICHMENT

Faculty	SCIENCE	
Subject Name	Science Enrichment - SEN	
Duration	Whole year	
Prerequisites	**B in Year 8 Science or equivalent grade in 8 Extension Science**	
Units Studied	Units are determined by students and teacher and may include: • Light • Sustainable Living • Coral Reef Ecology • Forensics • Scientific Investigations	
Core Skills	• Questioning • Hypothesising • Predicting • Planning and Conducting Investigations • Collecting accurate data • Graphing of data • Safe use of Equipment • Identifying relationships • Evaluate conclusions • Critically analysing secondary data • Problem solving • Analysing patterns and trends in data • Evaluating data • Summarising data • Improvements to quality of data • Use of scientific language	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Personal and Social Capability	
Assessment	Assessment may include the following: 1. Report writing 2. Folios of work 3. Experimental design 4. Presentations	
Costs	$25	
Subjects aligned with Year 10 & 11	Year 10 • Science Enrichment	Year 11 • Biology • Chemistry • Physics • Marine Science