



REDLYNCH STATE COLLEGE

PREP - YEAR 12

Year 9 Curriculum Guide

2027

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.

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|--------------------------------------|---------------------|
| • 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 term each of History, Civics & Citizenship, Geography and 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)
- Metalwork (MTW)
- Media Arts (MED)
- Music (MUS)
- Outdoor Recreation (ORE) – **by application**
- Philosophy / Psychology / Politics (PPP)
- Football Engagement Program (FBE)
- Science Enrichment (SEN)
- Spanish (SPN)
- Visual Arts (ART)

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

Students can 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 – Samantha Parkinson

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 understand 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 several 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	Full Year – 3 lessons per week	
Prerequisites	Year 8 English	
Units Studied	• Speculative Fiction • Twelve Angry Men • Gothic Literature • 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 • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Feature Article – the Relevance of Australia Day. Does it need to be changed? • Imaginative filling a gap or silence • Analytical Essay • Design a product and persuasive pitch	
Subjects aligned with Year 10 & 11	Year 10 • English • Short Course Literacy	Year 11 • General English • Literature • Essential English

MATH

Faculty	Math
Subject Name	Mathematics – MAT
Duration	Full Year – 3 lessons per week
Prerequisites	Year 8 Math
Units Studied	• Number (rational and irrational numbers) • Algebra (exponent laws, expand binomial products, factorise and solve monic quadratic expressions, distance between 2 points, gradient, midpoint, linear and quadratic functions, graphical and algebraic representations) • Measurement (surface area, volume, ratio, similarity, scale, percentage errors, Pythagoras' theorem, trigonometric ratios, direct proportion, scientific notation) • Space (enlargement transformations, algorithms, geometric constructions and theorems) • Statistics (compare distributions of data, choose representations, summary statistics, outliers, sampling techniques) • 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	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Exams • Problem Solving and Modelling Task • Statistical Investigation	
Subjects aligned with Year 10 & 11	Year 10 • Mathematics • Extension Mathematics • Short Course for Numeracy	Year 11 • General Mathematics • Essential Mathematics

EXTENSION MATH

Faculty	Math
Subject Name	Extension Mathematics – XMA
Duration	Ful Year – 3 lessons per week
Prerequisites	Year 8 Math Students are selected to be in the class based on grades in Year 8 Math
Units Studied	• Number (rational and irrational numbers) • Algebra (exponent laws, expand binomial products, factorise and solve monic quadratic expressions, distance between 2 points, gradient, midpoint, linear and quadratic functions, graphical and algebraic representations) • Measurement (surface area, volume, ratio, similarity, scale, percentage errors, Pythagoras' theorem, trigonometric ratios, direct proportion, scientific notation) • Space (enlargement transformations, algorithms, geometric constructions and theorems) • Statistics (compare distributions of data, choose representations, summary statistics, outliers, sampling techniques) • Probability (compound events, conduct simulations using digital tools) • 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 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	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Exams • Problem Solving and Modelling Task • 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	Full Year – 3 lessons per week	
Prerequisites	Year 8 Science	
Units Studied	• Energy – Light and Sound • Chemistry • Homeostasis • Genetics • 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	• Exams • 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	Full Year – 2 lessons per week	
Prerequisites	Year 8 HPE	
Units Studied	• Badminton and Community Fitness • Ultimate Disc and Respectful Relationships • Flag Football and Alcohol • Invasion Games, Netball & Basketball and eSafety	
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: • Project • Investigation • Practical or Performance • Exam	
Subjects aligned with Year 10 & 11	Year 10 • Health and Physical Education	Year 11 • Physical Education • Health • Sport and Recreation • Certificate III Fitness

HUMANITIES – HISTORY/GEOGRAPHY/CITIZENSHIP/ECONOMICS & BUSINESS

Faculty	HUMANITIES	
Subject Name	History – HIS Geography – GEG Civics & Citizenship – CIV Economics & Business - ECB	
Duration	One Term per Subject – 3 lessons per week	
Prerequisites	Year 8 History and Year 8 Geography	
Units Studied	- History – World War I - Geography – Food Security & Sustainability - Civics & Citizenship – Politics & Law - Economics & Business – Events & Marketing	
Core Skills	- Learn about World War I through investigating its causes, consequences and significance while using historical concepts, chronology and evidence to understand how the conflict shaped Australia and the modern world - Through investigating food security, sustainability, politics, law-making, events and marketing, apply geographical, civics and economics concepts to understand contemporary issues and the decisions that shape communities - Engage in inquire-based and experiential learning by developing historical, geographical, civic and economic questions; planning investigations; locating relevant information using digital technologies and a range of reliable sources and enacting mock parliament trials - Gather, represent and interpret information by mapping spatial distributions, analysing multi-variable data, processing and synthesising evidence and explaining patterns, relationships, causes and consequences - Evaluate primary and secondary sources by considering their origin, purpose, context, reliability and usefulness, while analysing historical interpretations, differing viewpoints and the perspectives of people across time periods - Apply critical and creative thinking to generate viable solutions, apply marketing concepts, analyse sustainable practices, use democratic processes to reach consensus and justify evidence-based conclusions - Communicate findings and arguments through written, spoken, graphic and digital formats, using discipline-specific terminology and appropriately referenced evidence to support ideas - Develop informed perspectives by reflecting on the inquiry process, evaluating findings, recognising multiple perspectives and considering how people, places, systems and decisions influence the world around us	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Intercultural Understanding - Personal and Social Capability - Ethical Understanding
Assessment	- History – Combination Exam - Geography – Research Report - Civics & Citizenship – Combination Exam - Economics & Business – Combination Exam	
Subjects aligned with Year 10 & 11	Year 10 - History - Geography - Accounting/Business/Economics - Philosophy/Psychology/Politics	Year 11 - Modern History - Ancient History - Geography - Legal Studies - Philosophy & Reason

HUMANITIES - ELECTIVES

ACCOUNTING/BUSINESS/ECONOMICS

Faculty	HUMANITIES	
Subject Name	Accounting, Business & Economics – ABE	
Duration	Full Year – 2 lessons per week	
Prerequisites	NONE	
Units Studied	- Accounting - Business - Economics - Finance literacy	
Core Skills	- Develop an understanding of how financial decisions, markets and organisations influence individuals, businesses and the wider economy - Build financial literacy by developing practical skills in budgeting, saving, investing, managing money and making informed financial decisions for everyday life - Gather, analyse and interpret data from a range of digital, online and print sources to identify trends, explain cause and effect relationships, make predictions and consider alternative perspectives - Apply economics and business concepts to familiar, new and hypothetical situations, using critical thinking to solve problems and evaluate real world challenges - Generate and evaluate viable solutions by applying cost benefit analysis and appropriate decision-making criteria to recommend and justify courses of action and predict potential consequences - Engage in inquiry based and experiential learning by investigating contemporary economic and business issues, developing questions and hypotheses and planning authentic investigations - Communicate reasoned arguments and evidence-based conclusions using economics and business terminology through written, spoken and digital formats for a range of audiences and purposes - Develop informed financial and business perspectives by reflecting on the intended and unintended consequences of economic and business decisions, and their impact on individuals, communities and society	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Ethical Understanding - Intercultural Understanding - Personal and Social Capability
Assessment	- Combination Exam - Research Report - Multimodal Presentation - Combination Exam	
Subjects aligned with Year 10 & 11	Year 10 Accounting / Business /Economics	Year 11 - Accounting - Business

PHILOSOPHY/PSYCHOLOGY/POLITICS

Faculty	HUMANITIES	
Subject Name	Psychology, Philosophy & Politics- PPP	
Duration	Full Year – 2 lessons per week	
Prerequisites	NONE	
Units Studied	- Psychology - Philosophy - Politics	
Core Skills	- Explore philosophy, psychology and politics through investigating how people think, behave and make decisions and how Australia's political and legal systems shape society - Develop, select and evaluate meaningful questions about contemporary political, legal, ethical and psychological issues to plan and conduct inquiries using a range of reliable sources - Gather, analyse and critically evaluate information and ideas from a variety of sources, using appropriate referencing conventions to assess evidence, reliability and competing arguments - Examine different interpretations, perspectives and ambiguities, recognising how beliefs, values and experiences influence decision making while considering multiple viewpoints on complex issues - Engage in inquiry-based learning, debates and collaborative discussions to negotiate differing perspectives, resolve contentious issues and develop well-reasoned responses - Apply democratic and legal principles by using democratic processes to reach consensus, propose informed courses of action and justify decisions using evidence and subject specific language - Communicate persuasive, evidence-based arguments through written, spoken and digital formats, using discipline specific terminology to support ideas and conclusions - Develop informed perspectives by reflecting on their role as active citizens and considering the impact of political, legal and ethical decisions in Australian, regional and global contexts	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Ethical Understanding - Intercultural Understanding - Personal and Social Capability
Assessment	- Combination Exam - Research Report - Multimodal Presentation - Combination Exam	
Subjects aligned with Year 10 & 11	Year 10 Psychology, Philosophy & Politics	Year 11 - Legal Studies - Philosophy - Psychology

THE ARTS – ELECTIVES

DANCE

Faculty	PERFORMING ARTS	
Subject Name	Dance - DAN	
Duration	Full Year – 2 lessons per week	
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	- Jazz Technique - Stage Spotlight: Jazz Performance - Creating Dance 2 - Australian Identity	
Core Skills	- Throughout Year 9, students develop their skills as dancers, performers and choreographers through practical, creative and performance-based experiences. They build technical ability, confidence, collaboration and expressive skills while exploring how movement can communicate ideas and meaning - Term 1 – students immerse themselves in the energetic style of Jazz Dance, developing strength, coordination and performance skills through practical technique classes. They explore style-specific movements, safe dance practices and expressive performance while building a strong technical foundation - Term 2 – students bring their learning to the stage by rehearsing and performing a teacher-devised Jazz class dance for an audience. Through the rehearsal process, students refine their technical ability, stage presence and expressive skills while gaining confidence as performers and reflecting on their own artistic growth - Term 3 – students step into the role of choreographer, exploring how movement can communicate ideas and emotions. They experiment with the elements of dance, choreographic devices and production elements while documenting and reflecting on their creative process through a dance journal - Term 4 – students explore the powerful concept of Identity, investigating how dance can express who we are and the communities we belong to. Inspired by Australian choreographers, students create original choreography, analyse professional dance works and discover how movement can celebrate, challenge and communicate personal and cultural identity	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Ethical Understanding - Intercultural Understanding - Personal and Social Capability
Assessment	- Practical Demonstration of Jazz Technical Sequences - Performance of Teacher-devised Jazz dance - Choreography for solos/pair/small groups in various genres - Dance Journal Entries - 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	Full Year – 2 lessons per week	
Prerequisites	In preparation for the live performances, students will be required to attend out-of-class 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	- Children's Theatre - Collage Drama	
Core Skills	- Throughout the year, students develop their skills as actors, theatre-makers and creative collaborators through practical workshops, performance, rehearsal and devising experiences. They explore how drama communicates stories, ideas and perspectives, building confidence in performance while developing their creativity, collaboration and critical thinking skills. Through both scripted and original theatre, students learn to create engaging performances for a range of audiences and purposes - Terms 1 & 2 – students explore the art of Storytelling, discovering how powerful stories can be transformed into engaging theatre. Inspired by children's literature, students create their own theatrical adaptation using the elements of drama and children's theatre conventions. Students will partake in reading Year 3 level storytellers and then will select one to bring to life, through scriptwriting. They will then perform these student-devised scripts as part of a live performance for the Year 3 students, giving students the exciting opportunity to perform with costumes, props and technical theatre in front of a real children's audience - Terms 3 & 4 – students investigate Collage Drama, a contemporary theatre form that explores issues important to young people. Working collaboratively, students devise and perform an original ensemble production that combines multiple scenes and dramatic styles to communicate a powerful message, on a trending topic of their choice. Through rehearsal and performance, students develop their acting, directing and collaboration skills while creating theatre that is meaningful, thought-provoking and relevant to today's world	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Ethical Understanding - Intercultural Understanding - Personal and Social Capability
Assessment	- Transforming a children's story into a script for performance - Live performance of a Storytelling Show in front of a Year 3 audience - Scriptwriting a Collage Drama - Presenting a Collage Drama in groups, live in class in front of an audience of our peers	
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	Full Year – 2 lessons per week	
Prerequisites	Group work is part of the process in media and as such, skills in communication and sharing creative ideas are an asset	
Units Studied	• Classic Film Genre 1 • Classic Film Genre 2 • Television News Media • 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, set up 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 • Numeracy • Critical and Creative Thinking • Intercultural Understanding	• Ethical Understanding • Personal and Social Capability • Digital Literacy
Assessment	• Design task • Production task • Design and Production task • 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	Full Year – 2 lessons per week	
Prerequisites	Individuals with specific musical abilities are encouraged to select Classroom Music as an elective subject.	
Units Studied	• The Lonely Planet (World music) • The Musical • Classic Hits • The Pioneers of Rock	
Core Skills	• Term 1 – students explore the sounds of the world in The Lonely Planet. From African drumming and Indian classical music to Latin American rhythms and Indigenous Australian music, students investigate diverse musical traditions before collaborating to create and perform their own world music-inspired composition • Term 2 – students step into the spotlight with The Musical, discovering how music, drama and storytelling come together on stage. Inspired by famous musicals, students analyse memorable songs before composing an original musical theatre piece that brings a character or story to life • Term 3 – students uncover the stories behind the world's Classic Hits, exploring masterpieces by composers such as Bach, Mozart and Beethoven alongside modern interpretations of classical music. Through listening, analysis and performance, students discover how classical music continues to influence today's artists. • Term 4 – students turn up the volume in The Pioneers of Rock, exploring the legendary artists who changed music forever. From The Beatles and Queen to Aretha Franklin, ABBA and Bob Marley, students investigate the songs that defined generations before rehearsing and performing music inspired by these iconic performers	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical Understanding • Intercultural Understanding • Personal and Social Capability	
Assessment	• Performance: as a soloist with a backing track or other suitable accompaniment or as an accompanist to a solo performer • 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 • 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	Full Year – 2 lessons per week	
Prerequisites	Year 8 English and Year 8 Math or Year 8 Visual Art	
Units Studied	• Portrait Drawing • Coil Ceramics • Impressionism • 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 • Numeracy • Critical and Creative Thinking • Intercultural Understanding	• Ethical Understanding • Personal and Social Capability • Digital Literacy
Assessment	• Resolved Portrait • Coil Pots • Resolved Painting • 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	
Duration	Full Year – 2 lessons per week	
Prerequisites	• Completion of the previous year's course is recommended • A strong work ethic with a willingness to learn about practical subjects • A commitment to following workshop and machine safety requirements	
Units Studied	Students learn about working with materials, components and production processes. Students progressively develop knowledge and understanding of the characteristics and properties of a range of materials, hand tools and machinery to produce designed solutions. Past projects include: • Portable storage box • Foot stool • Storage organizer • Thermoforming plastics	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Practical Tasks • Written Theory	
Subjects aligned with Year 10 & 11	Year 10 • Woodwork • Metalwork	Year 11 • Furnishing Skills • Certificate II Construction • Certificate II Engineering Pathways

METALWORK

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Metalwork - MTW	
Duration	Full Year – 2 lessons per week	
Prerequisites	• Completion of the previous year's course is recommended • A strong work ethic with a willingness to learn about practical subjects • A commitment to following workshop and machine safety requirements	
Units Studied	Students learn about working with materials, components and production processes. Students progressively develop knowledge and understanding of the characteristics and properties of a range of materials, hand tools and machinery to produce designed solutions. Past projects include: • Shelf brackets and timber shelf • Miniature hammer • Sheetmetal carry all • Brass bottle opener	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Practical Tasks • Written Theory	
Subjects aligned with Year 10 & 11	Year 10 • Woodwork • Metalwork	Year 11 • Furnishing Skills • Certificate II Construction • Certificate II Engineering Pathways

FOOD & FIBRE PRODUCTION

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Food and Fibre - TFF	
Duration	Full Year – 2 lessons per week	
Prerequisites	• Completion of the previous year's course is recommended • A strong work ethic with a willingness to learn about practical subjects • A commitment to following kitchen and machine safety requirements	
Units Studied	Students learn about working with materials, ingredients and production processes. Students progressively develop knowledge and understanding of the characteristics and properties of a range of materials, ingredients, and associated appliances and tools to produce designed solutions. Past projects include: • Best of Baking • Entertain me • Get your ad on • Keeping it cool	
Core Skills	• Producing • Designing	
General Capabilities	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing • Digital Literacy	
Assessment	• Practical Tasks • Written Theory	
Subjects aligned with Year 10 & 11	Year 10 • Food and Fibre Production • Food Specialisations	Year 11 • Certificate II Hospitality

DESIGN TECHNOLOGIES

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Design Technologies - DAT	
Duration	Full Year – 2 lessons per week	
Prerequisites	• Completion of the previous year's course is recommended • A strong work ethic with a willingness to learn about practical subjects • A commitment to following workshop and machine safety requirements	
Units Studied	Design and Technologies engage students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Past projects include: • Logo design • Spinning Top • Built Environment • Toy Car	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and Managing	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Practical Tasks • Written Theory	
Subjects aligned with Year 10 & 11	Year 10 • Design and Technology • Engineering Principles and Systems	Year 11 • Design • Engineering

ENGINEERING PRINCIPLES & SYSTEMS

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Engineering Principles and Systems - TES	
Duration	Full Year – 2 lessons per week	
Prerequisites	• Completion of the previous year's course is recommended • A strong work ethic with a willingness to learn about practical subjects • A commitment to following workshop and machine safety requirements	
Units Studied	Engineering provides opportunities for students to integrate scientific and mathematical principles and concepts through the application of engineering design processes to produce sustainable engineered solutions. Past projects include: • Passive Speaker • CAD Exam • Electronic Dice • Earthquake Tower	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and Managing	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Practical Tasks • Written Theory	
Subjects aligned with Year 10 & 11	Year 10 • Engineering Principles and Systems • Design and Technology	Year 11 • Engineering • Design

FOOD SPECIALISASTIONS

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Food Specialisations - TFD	
Duration	Full Year – 2 lessons per week	
Prerequisites	• Completion of the previous year's course is recommended • A strong work ethic with a willingness to learn about practical subjects • A commitment to following kitchen and cooking safety requirement	
Units Studied	Students learn about working with materials, ingredients and production processes. Students progressively develop knowledge and understanding of the characteristics and properties of a range of materials, ingredients, and associated appliances and tools to produce designed solutions. Past projects include: • Poke Bowl • Delicious Dessert • Fast Food Flip • Party Platter	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and Managing	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Practical Tasks • Written Theory	
Subjects aligned with Year 10 & 11	Year 10 • Food Specialisations • Food and Fibre Production	Year 11 • Certificate II Hospitality

HEALTH & PE – ELECTIVES

ATHLETE DEVELOPMENT PROGRAM

Faculty	HEALTH & PHYSICAL EDUCATION	
Subject Name	Athlete Development Program - ADP	
Duration	Full Year – 2 lessons per week	
Prerequisites	Year 8 HPE	
Units Studied	• Energy Systems and Lacrosse • Sports Nutrition and Hockey • AFL and Officiating • 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
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	Full Year – 2 lessons per week	
Prerequisites	Year 8 HPE	
Units Studied	• Rock Climbing and Abseiling • Bushwalking • Environmental Education and Snorkeling • Wilderness first aid and Mountain Biking Excursions: Northern Outlook, Fitzroy Island, Red Arrow, Yellow Arrow, Earl Hill, The Pyramid, 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 • Teamwork • 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	Football Engagement - FBE	
Duration	Full Year – 2 lessons per week - each term can have a different football code focus	
Prerequisites	Year 8 HPE	
Units Studied	• Skill development from a range of football codes: Rugby League, Rugby Union, AFL, Touch Football and Soccer • Coaching • Refereeing • 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: • 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 • Sport and Recreation • Certificate III Fitness
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	Full Year – 2 lessons per week	
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	• Mi Comunidad Escolar (My School Community) • Un viaje Inolvidable (An Unforgettable Trip) • Clima y pueblos (Climate and Peoples) • Mi mundo, mi future (My World, My Future)	
	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 Year 9 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	• Speaking Task: My peers and school life / Listening exam • Reading Exam: A postcard from my friend • Spoken Task: Weather report • 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	Full Year – 2 lessons per week	
Prerequisites	Year 8 Japanese preferred but not essential	
Units Studied	- Let's Party! - School Life - Seasons and Weather - 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	- Spoken Task: Role play / Listening Task: Let's Party! - Written Task: Email to Yoshiyuki / Reading Task: School Life - Spoken Task: Weather Report / Listening Task: My Favourite Season - 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	Full Year – 2 lessons per week	
Prerequisites	A desire to solve problems using code	
Units Studied	- Website Development - Applied coding – micro: bits - Game Development – Python Turtle - 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	- Extended Written (website code) - Project - Project - Project	
Subjects aligned with Year 10 & 11	Year 10 Digital Technologies	Year 11

SCIENCE – ELECTIVES

SCIENCE ENRICHMENT

Faculty	SCIENCE	
Subject Name	Science Enrichment - SEN	
Duration	Full Year – 2 lessons per week	
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 • Intercultural Understanding • Personal and Social Capability
Assessment	Assessment may include the following: • Report Writing • Folio of Work • Experimental Design • Presentation	
Subjects aligned with Year 10 & 11	Year 10 • Science Enrichment	Year 11 • Biology • Chemistry • Physics • Marine Science