FLAGSTONE
State Community
College

YEAR 9 & 10

SUBJECT SELECTION

HANDBOOK



2027

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ENGLISH

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Content Structure
The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

The three strands are:
- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

Year 9 Course Outline may include:

Unit Topics	Unit Focus
Media and Advertising	**Unit Focus:** Students will explore a range of media and advertisement texts to highlight issues within society. They will unpack how audiences are positioned to read texts in particular ways and detect bias within texts. Students will create an analytical exposition that deconstructs how media and advertising is used to position the audience to read issues in society.
Speculative Fiction – Creating Narratives	**Unit focus:** Students listen to, read and view a variety of information texts and speculative fiction texts to create to create their own speculative fiction text using information text/s, such as an article from a science magazine, as a stimulus.
Persuasion – Play Study	**Unit focus:** Students read the play 12 Angry Men, exploring how personal prejudice and social assumptions influence the juror's interactions, reasoning and decision making. Throughout the unit, students interpret and evaluate how prejudice impacts judgement and how reason, evidence and empathy are used to challenge biased viewpoints. The culminating task is a persuasive monologue in role as one of the juror's.
Understanding and Analysing Texts	**Unit Focus**: Students read, analyse and discuss S. E. Hinton's novel *The Outsiders*, exploring how different forms of family and belonging are represented throughout the text. Students identify and examine how the author uses language features, narrative perspective, characterisation and relationships to construct contrasting experiences of family across social groups. Students investigate how the novel represents themes such as loyalty, responsibility, identity and social division, and how these themes shape characters' understandings of what family means. They analyse how context, values and lived experience influence the ways characters connect with, support and conflict with one another.

Year 10 Essential English Preparation Course Outline may include:

Unit Topics	Unit Focus
Social Issues: Persuasive Speaking	**Unit focus:** Students explore how social issues are constructed in a range of text types including film, novels, media and advertising. They are required to form a judgement on a current issue and present this judgement to a youth audience in the form of persuasive speech.
Exploring Texts: Films	**Unit Focus:** Students view, listen to and discuss a selected film exploring themes relevant to real-world experiences and contemporary culture. They identify and explain how filmmakers shape meaning through purposeful choices in visual, audio and narrative techniques. Students analyse how film techniques work together to create particular

	representations and influence audience responses. They examine how characters, events and issues are constructed and how these constructions position viewers to think and feel in specific ways. Building skills essential for senior Essential English, students interpret, compare and evaluate how representations are crafted for different audiences and purposes. They then create a written response that demonstrates their understanding of how filmmakers use techniques to communicate ideas and shape audience reactions.
Exploring Survival Stories: creative writing	**Unit focus:** Students listen to, read, view and discuss a range of texts that explore diverse perspectives on survival. Texts include a class novel, short stories, visual texts, and everyday media relevant to Essential English pathways. Building foundational skills for Essential English, students examine how short stories represent experiences of challenge, resilience and endurance. Students plan, create and refine their own imaginative text that represents a survival scenario for a specific audience and purpose.
Representations of Heroes	**Unit focus:** Students listen to, read, view and discuss a wide range of texts that explore how heroes—both everyday and extraordinary—are represented in society. Texts may include news articles, media profiles, documentary segments, narrative excerpts, interviews, digital content and social media storytelling. Students identify and explain how language, visual features and structural choices shape different representations of heroism. To develop skills aligned with senior Essential English, students complete a model Common Internal Assessment (CIA).

Year 10 General English Preparation Course Outline may include:

Unit Topics	Unit Focus
Persuasive Speaking: Speaking Out	**Unit focus:** Students explore how social issues are constructed in a range of text types including film, novels, media and advertising. They are required to form a judgement on a current issue and present this judgement to a youth audience in the form of persuasive speech.
Exploring Texts: Shakespeare	**Unit Focus:** Students explore a Shakespearean play and its film counterpart and understand the way language and structure is used to convey a theme and the author's perspective. Students analyse a key scene from *Romeo and Juliet* alongside a film adaptation, analysing how meaning, characterisation, and theme are represented for modern audiences.
Exploring creative writing and the concept of change	**Unit focus:** Students explore a range of social, moral and ethical issues and how these are presented in the media and a range of sources, including poetry. They explore the messages in society and use these as stimulus for their own creative writing.
In Depth Text Study and analysis	**Unit Focus:** Students explore a text in depth, analysing how the audience is positioned to read the text. A close study of Harper Lee's *To Kill a Mockingbird*, explores how the novel presents complex ideas about justice, prejudice, moral growth and social inequality in both historical and contemporary contexts. Students create an analytical exposition of their class text.

Course Requirements
Textbooks - (provided by the Shared Resource Scheme)

Text
Dictionary *Thesaurus* *Appreciating Poetry* **Novels (selection from and not limited to)** *Hunger Games* *Tomorrow When the War Began* *The Hatchet* *To Kill a Mockingbird*

The Outsiders

Play
Romeo and Juliet
12 Angry Men

Subject Levy - Nil
Stationery - 1 x A4 book, 1 x Display Book, writing equipment
Other Requirements - Potential viewing of Performance $7.00 - $10.00.

Assessment
Written tasks range from 400 – 800 words and spoken tasks range in length from 3 - 7 minutes (over the course of the Year). Year 10 then builds on these limits.

Links with Senior Subjects
Students are laying the foundation for their senior education. It is recommended that students should have achieved a High Achievement in English (Year 10) to select General English in Senior.

Towards Tertiary/TAFE - A Sound Achievement at the exit of Senior General English studied over four semesters is a pre-requisite for many tertiary courses (University and TAFE). Also, a Sound Achievement at the exit of General English will gain entry into the Defence Forces.

Contact Person

Michaela Simmonds
Head of Department - English

HEALTH AND PHYSICAL EDUCATION

Rationale
In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society, and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Aim
This subject is designed to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action in relation to their own and others health;
- promote positive wellbeing, build and maintain respectful relationships;
- acquire, apply and evaluate movements skills in a variety of contexts;
- engage in and enjoy regular movement based learning experiences.

Course Outline
Topics covered in Year 9 Health and Physical Education include:

Topics	
Mental Health – Risk Taking	Modified Games
Relationships and Sexual Education	Athletics
Alcohol & Drugs – Drugs in Sport	Fitness
Nutrition	Challenge Adventure

Topics covered in Year 10 Physical Education include:

Topics	
Safety	Net Games – Badminton/Volleyball
Anatomy & Physiology	Athletics
Biomechanics	Golf/Athletics

Course Requirements

Textbooks (provided by the Shared Resources Scheme).

- *Queensland HPE Book 1*, York Education, $45.95
- *Queensland HPE Book 2*, York Education, $57.95
- *Queensland Senior Physical Education* $58.95

Uniform Requirements
Students will need to wear full sports uniform and appropriate footwear. All students are required to wear a hat for all physical activities undertaken outdoors.

Assessment
Judgement from student achievement will be derived from information gathered in class based on both the Health and Movement component of the course. This information will be gathered from a variety of tasks from a balance of assessment types, such as:

- response to stimulus exams
- presentations
- written reports
- analytical essays
- physical performance

Future Pathways
This subject will give students an understanding of the type of experiences that will be involved in the senior subject of Physical Education, Certificate III in Fitness or Sport & Recreation (SAS).

Students contemplating any form of tertiary study or vocation involving sport, education, recreation, physiotherapy, sports science or human movement studies will gain benefit from this subject and continuing with Physical Education into Years 11 and 12. Students are also recommended to study Year 11 and 12 Recreation to further develop their knowledge and skills in sport and recreation. If a career in the Sport and Recreation industry is a focus, students will be encouraged to participate in the Certificate III in Fitness.

Contact

Connor Taylor
Head of Department – Health & Physical Education

HUMANITIES (History Year 9)

Introduction
With the introduction of National Curriculum V9 all year 9 students will be working towards a more prescribed course focused on global and Australian history.

History introduces students to the complexities of the world in which they live. Students will discover past events and determine how these events have shaped the world in which they live. And evaluate the impact they have in future history.

It helps students to:

- develop inquiry skills to ensure that you look beyond the event, in an attempt to gain an understanding of why the event took place,
- improve research skills
- foster decision-making and self-management skills by providing opportunities for independent activities.

YR 9 History Course outline:

Units of Work Include	Topics Covers
Industrialisation – Globalisation	Examines the impact of the Industrialisation on the global economy, rights of workers and child labour. It extends into the modern world were we look at multinational companies and the exploitation of workers in third world countries.
Events that Shaped a Nation	Federation, Rights & Freedoms
Australians at War	Explores Australia's relationship with the Mother Country. Reasons behind the commencement of WWI. Reasons why Australia participated in WWI. Impacts of WWI on Australia. Case Study: Anzacs

Learning Experiences
History requires students to:

- examine documents to gather information;
- interpret primary and secondary documents to make meaning;
- investigate issues to determine the impact on people and the environment;
- communicate information through a variety of ways, including: ➢ assignments
  ➢ class discussions
  ➢ debates
- create scenarios based on real-life issues to best solve a problem;
- reflect on events from the past to understand the world today.

Course Requirements
Textbooks (provided by the Shared Resources Scheme)
Information is used from a variety of textbooks, including:

- *Jacaranda SOSE 2*, Jacaranda, $53.95
- *Jacaranda SOSE 3*, Jacaranda, $53.95
- *Jacaranda SOSE 4*, Jacaranda, $53.95
- *Jacaranda Plus* – Year 9 History Alive, $54.95
- *Cambridge History* – Year 9, $56.95

Assessment
Assessment will include the following genres:

- knowledge tests
- practical tests

- response to stimulus tests
- research assignments
- orals.

Contact Person:

Carter Fontaine
Head of Department – Humanities

HUMANITIES Year 10

Introduction
Year 10 History will run very differently this year by enabling students to embark on a more tailored course. Year 10 students will have the opportunity to elect which Humanities subjects they would like to study per semester, that exposer to TWO depth courses in Humanities year 10.
This is designed to give students more autonomy in their learning, and help to engage and guide students towards Senior Subjects.

Courses Available:

Subject:	**Unit**	**Overview:**
AHS – Ancient History	Fact or Fiction	A classical historical course looking at Roman, Greek & Egyptian events through the lens of modern day Hollywood block buster movies.
MHS – Modern History	The Second World War	A look at WWII with focus on the rise of Hitler and the Nazi Parties pure Arian campaign.
Tourism	Global Citizenship	This unit explores the influence of social media on domestic and international travel. With focus on global trends for travel. Eg Holiday, Business etc.

Contact Person:

Carter Fontaine
Head of Department – Humanities

MATHEMATICS

Introduction
Learning Mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry,* and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. The curriculum focuses on developing increasingly sophisticated and refined mathematical *understanding, fluency, reasoning, and problem-solving* skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Course Overview: 7-9
The Mathematics course for Years 7-9 is aligned with the '*Australian Curriculum: Mathematics'* and is organised around:

Three content strands
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Four general proficiencies
- Understanding
- Fluency
- Problem-solving
- Reasoning

Topics Studied During Year 9 Include:

Strand	Topics
Number and Algebra	Ratio & Proportion Linear Relationships Quadratic Relationships Algebraic and Graphical Representations Index Laws Distributive Law
Measurement and Geometry	Surface Area & Volume of 3D Shapes Similarity and Scale Pythagoras' Theorem Trigonometry Ratio Percentage error Geometric Algorithms Scientific Notation
Statistics and Probability	Displaying Data (Graphs & Other Representations) Interpreting Data Summary Statistics Sampling Techniques Experimental Probability Compound Probability

Flagstone State Community College recognizes and identifies students who are able to study the same content as the mainstream classes but in greater depth. These students are given the opportunity to be a part of the ACE classes. This advanced course is ideal for students planning to progress to Mathematical Methods in Year 11 and 12.

Course Overview: Year 10
The Mathematics course for Year 10 is aligned with the '*Australian Curriculum: Mathematics*' and is organised around preparing students for their senior choices.

Topics Studied During Year 10 Include:

Strand	Essential Mathematics Prep	General Mathematics Prep	Mathematical Methods Prep
Number and Algebra	Linear Relationships Financial Applications Simple Interest Compound Interest	Linear Relationships Exponential Relationships Simultaneous Solutions Linear Inequalities Financial Growth/Decay Index Laws	Linear Relationships Quadratic Relationships Exponential Relationships Logarithmic Equations Simultaneous Solutions Linear Inequalities Financial Growth and Decay Advanced Index Laws
Measurement and Geometry	Surface Area & Volume Pythagoras' Theorem Trigonometry Proportion and Scale	Surface Area & Volume Pythagoras' Theorem Trigonometry Proportion and Scale Networks	Surface Area & Volume Extended Applications of Pythagoras' Theorem Extended Trigonometry Proportion and Scale Logarithmic Scales Networks
Statistics and Probability	Compound Probability Conditional Probability Data Representations Statistical Analysis	Compound Probability Conditional Probability Data Distributions Statistical Evaluation	Compound Probability Conditional Probability Data Distributions Advanced Statistical Evaluation

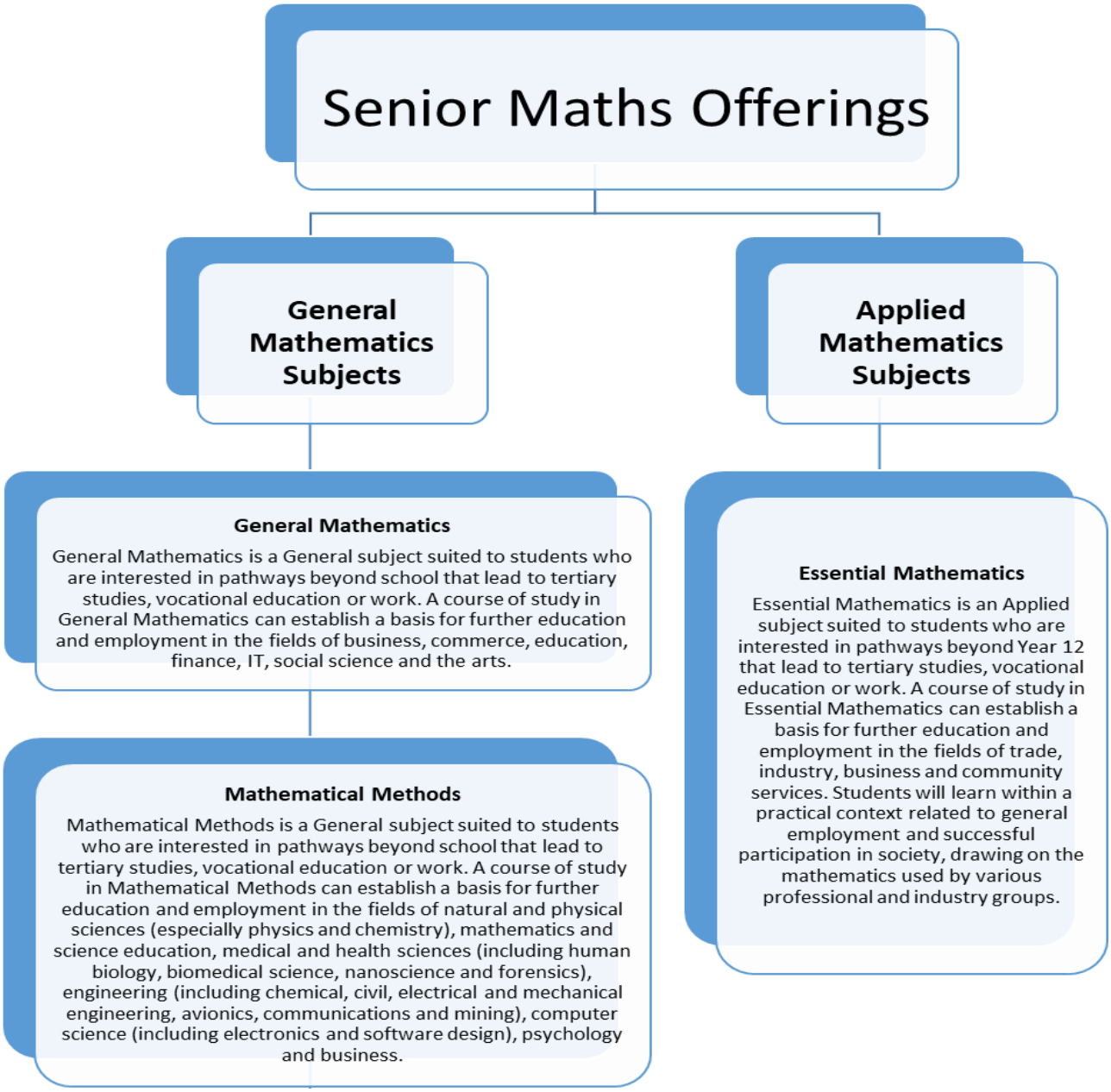
Course Requirements
Year 9 & 10

The following resources are provided by the shared resources scheme:

Textbook - Year 9: *Mathspace Australian Curriculum Year 9 – v9 2nd Ed.,* Year 10: *Mathspace Australian Curriculum Year 10 – v9 2025* $80.00;
Stationery - Assessment/worksheet photocopying/circulars, $15.00;
Other Requirements - Book Hire Room resources (MAB blocks, compasses etc), $15.00.

It is essential that all students studying mathematics have a scientific calculator. A *Casio FX-82 AU PLUS* or similar is recommended.

Entry into any of the General Mathematics courses in Year 11 is based on the academic results achieved in Year 10.



Contact Person:

Chloe Lutter
Head of Department - Mathematics

SCIENCE

Introduction
In Year 9, students will rotate through four science disciplines to develop a wide understanding of the science world around them and to develop skills enabling them to explore and suggest solutions to modern science issues. Students will have the opportunity to experience hands-on science through laboratory investigations and experiments, research, debates and discussions.

Course Outline

Science Understanding	Science as a Human Endeavour (All Year)	Science Inquiry Skills (All Year)
Term 1: Earth Science Students explain how interactions within and between Earth's spheres affect the carbon cycle, and they describe trends in patterns of global climate change and identify causal factors. **Term 2: Biological Science** They explain how body systems provide a coordinated response to stimuli. They describe how the processes of sexual and asexual reproduction enable survival of the species. **Term 3: Chemical Science** Students explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. **Term 4: Physical Science** They analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer.	**Nature and Development of Science** Students explain how scientific knowledge is validated and refined. They also investigate how advances in technologies enable advances in science **Use and Influence of Science** Students analyse key factors that contribute to science knowledge. They examine how the values and needs of society influence scientific research.	**Questioning and predicting** **Planning and conducting** **Processing, modelling and analysing** **Evaluating** **Communicating**

Course Requirements – Charged device, exercise book, blue or black pens, pencils, ruler, calculator, eraser and sharpener

Other Requirements - closed in leather shoes are required. Suede shoes do not meet OHS requirements for this subject.

Assessment
Students will undertake a variety of assessment tasks that aim to prepare them for Year 10 Sciences and the workforce. These include:
- supervised assessment – test
- research investigations
- experimental investigations and report
- problem solving assignments

Introduction
In Year 10, students will either rotate through four science disciplines or explore a year-long integrated science to develop a wide understanding of the science world around them and to develop skills enabling them to explore and suggest solutions to modern science issues. Students will have the opportunity to experience hands-on science through laboratory investigations and experiments, research, debates and discussions.

Course Outline – Year 10 rotations

Science Understanding	Science as a Human Endeavour (All Year)	Science Inquiry Skills (All Year)
Unit 1: Agricultural Science Students investigate phenomena associated with the growth and development of agricultural plants and animals. **Unit 2: Biological Science** They explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection. **Unit 3: Chemical Science** Students explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions. **Unit 4: Physical Science** They explain how Newton's laws describe motion and apply them to predict motion of objects in a system. Students sequence key events in the origin and evolution of the universe and describe the supporting evidence for the big bang theory.	**Nature and Development of Science** Students explain how scientific knowledge is validated and refined. They also investigate how advances in technologies enable advances in science **Use and Influence of Science** Students analyse key factors that contribute to science knowledge. They examine how the values and needs of society influence scientific research.	**Questioning and predicting** **Planning and conducting** **Processing, modelling and analysing** **Evaluating** **Communicating**

Course Outline – Year 10 Science in Practice

Science Understanding	Science as a Human Endeavour (All Year)	Science Inquiry Skills (All Year)
Term 1: Ecology Students examine the ecology of a selected species or group of organisms and their interactions with their environments and how human interactions with the Earth impact ecological systems. **Term 2: Mythbusters** They investigate a range of science disciplines to explain and justify supporting or refuting a range of well-known myths. **Term 3: Transport** Students explore transportation and vehicle safety by investigating the scientific concepts of energy, energy conversions, aerodynamics and safety features of selected modern vehicles. **Term 4: Exercise Science** They investigate the potential impacts of science measures and solutions to promoting health and the fight against health-related diseases.	**Nature and Development of Science** Students explain how scientific knowledge is validated and refined. They also investigate how advances in technologies enable advances in science **Use and Influence of Science** Students analyse key factors that contribute to science knowledge. They examine how the values and needs of society influence scientific research.	**Questioning and predicting** **Planning and conducting** **Processing, modelling and analysing** **Evaluating** **Communicating**

Course Requirements – Charged device, exercise book, blue or black pens, pencils, ruler, calculator, eraser and sharpener

Other Requirements - closed in leather shoes are required. Suede shoes do not meet OHS requirements for this subject.

Assessment
Students will undertake a variety of assessment tasks that aim to prepare them for Year 10 Sciences and the workforce. These include:

- supervised assessment – test
- research investigations
- experimental investigations and report
- problem solving assignments

Progression to Senior Science
In Years 11 and 12 students can study:

- Agriculture
- Biology
- Chemistry
- Physics
- Science in Practice

Contact Person:

Samantha Augur
Head of Department – Science

SOCIAL AND EMOTIONAL LEARNING (SEL)

Rationale

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship (ACARA, 2018).

Students will develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Aim

This course is designed to:

- promote positive wellbeing;
- build and maintain respectful relationships;
- engage in self-reflection;
- improve self-efficacy;
- recognise and regulate emotional responses;
- support student learning and personal growth.

Course Outline
Topics covered in Year 9 & 10 SEL classes may include:

Topics	
The neuroscience of learning	Goal setting and progress monitoring
Self-regulation	Responsible decision making
Positive relationships	Responding to stress

Assessment

Students will be assessed on their participation in class discussion and activities. Students will also undertake some project work that will be completed throughout the year.

Contact

Natalie Sarca
Year 7 & 8 Co-ordinator

Tayla Nolte
Year 9 & 10 Co-ordinator

Casey Anstey
Year 11 & 12 Co-ordinator

ARTS ELECTIVES

DANCE

Introduction

Dance is a universal form of communication and self-expression. In this course, students explore how movement can be used to convey ideas, emotions, and stories. They learn to use their bodies as instruments of expression, developing creativity, confidence, and physical awareness through a range of dance styles and techniques.

Dance helps students to:

- present themselves confidently in many different situations;
- follow timelines and meet deadlines;
- revise and rework dance material to communicate and express ideas;
- understand other people's motivation;
- work co-operatively and learn skills that will be useful in social settings such as school dances, weddings, and celebrations.

Year 9 Course Outline

YEAR 9			
	Unit	**Learning Experiences**	**Assessment**
1	**Street Dance**	Students will explore the foundations and styles of street dance, including hip-hop, breaking, locking, and popping. Through practical workshops, students develop rhythm, coordination, and freestyle movement while learning to choreograph and perform short routines in a collaborative setting.	Performance
2	**Dance Narratives**	Students will learn how to tell stories through dance by exploring character, emotion, and plot using movement. They will analyse well-known narrative dances and create their own choreographic piece that conveys a clear storyline or theme.	Choreography
3	**World Dance**	Students will explore a range of cultural dance styles from around the world, such as African, Bollywood, Latin, and traditional folk dances. They will study the historical and cultural contexts of each style and perform sequences that reflect the music, costume, and movement specific to each tradition.	Responding
4	**Contemporary Dance**	Students will develop expressive and technical skills through contemporary dance techniques. They will explore concepts like fall and recovery, contraction and release, and floor work while creating original choreography that focuses on mood, dynamics, and spatial awareness.	Project

Year 10 Course Outline

YEAR 10			
	Unit	**Learning Experiences**	**Assessment**
1	**Musical Theatre**	Students explore the dynamic fusion of dance, drama, and music in musical theatre. They will study iconic choreography from classic and modern musicals, develop performance skills, and collaborate to create a group piece that integrates character, storytelling, and	Performance

		ensemble movement.	
2	**Dance Film Clips**	Students investigate how dance is adapted for the screen by analysing and creating dance for film. They will study camera angles, editing, and visual storytelling, then choreograph and film a dance piece that uses cinematic techniques to enhance movement and mood.	Choreography
3	**Contemporary Dance**	Students develop expressive and physical skills through contemporary techniques, exploring floor work, improvisation, and emotional expression. They will respond to stimuli such as music, poetry, or visual art to create original choreography focused on abstract or thematic content.	Responding
4	**Dance for Young People**	Students explore how to create engaging, age-appropriate dance for younger audiences. They will learn about storytelling, clear structure, and interaction, and will choreograph and perform a piece designed to entertain or educate children, possibly integrating props, narration, or simple audience participation.	Project

Core Content
- Safe dance practice
- Dance elements
- Choreographic devices
- Form – literal, repetition, binary, ternary, canon , climax, variation;
- Genre specific technique
- Expressive and technical skills
- Analysis – describing, interpreting and analysing own work and the work of other choreographers.

Learning experiences
Dance teaches students to:
- develop physical coordination, discipline and self-confidence;
- understand that movement can have ritual, social and artistic purposes;
- develop self-expression and motivation;
- promote and realise creative, imaginative and inventive potential;
- develop critical analysis skills;
- realise that dance is an intrinsic part of culture and heritage.

Students will be involved in:
- analysing and evaluating performances;
- annotating choreographic outlines;
- collaborating in small and large groups;
- constructing props and costumes;
- improvising;
- exploring new styles and techniques;
- increasing physical flexibility, strength and stamina;
- interpreting ideas through movement;
- listening to others;
- learning to give and receive constructive feedback;
- conceptualising and planning ideas;
- rehearsing movement sequences and full performance pieces;
- researching in the library or on the internet;
- using computer programs to choreograph movement;
- using movement to create meaning;
- viewing live and recorded dance performances;
- warming up, cooling down and practising a range of dance techniques;
- writing dance reviews;
- analysing dance performance.

Course Requirements

Students are required to bring dance blacks to wear in practical lessons, which assists with free movement in class work. Students are also required to have a standard costume for **all** performance tasks throughout Dance. This consists of all black, free moving clothing.

Assessment

Students will be assessed in:

- choreography in a range of styles;
- performance in a range of styles;
- appreciation using a variety of games.

Progression to Senior

Students who successfully complete Year 9 and 10 Dance will be well prepared for Year 11 and 12 Dance, including both General and Applied pathways. The subject also builds valuable skills in problem solving, comprehension, and collaboration, supporting success in other senior subjects and future career or creative opportunities beyond school.

Contact Person

Doris Sung
Head of Department – The Arts & Languages

DRAMA

Introduction

Drama encourages students to engage actively with a variety of styles and techniques through dynamic and immersive activities. It focuses on expressing and communicating insights into human experiences and issues by enacting real and imagined events. Studying drama helps students become complex thinkers, creative problem solvers, active investigators, and effective communicators who can collaborate meaningfully in an interconnected world.

Drama helps students to:

- express themselves creatively, artistically and clearly;
- improve their performance, communication and public speaking skills;
- enhance their social, interpersonal skills and self-confidence;
- foster decision-making and self-management skills allowing them to work effectively in groups.

Year 9 Course Outline

YEAR 9			
	Unit	**Learning Experiences**	**Assessment**
1	**Melodrama & Storytelling**	Students explore the exaggerated characters and clear moral narratives of traditional melodrama. They will develop physical and vocal expression, use stock characters and gestures, and perform short scenes that emphasise over-the-top storytelling techniques.	Responding Task
2	**Melodrama & Storytelling**	Building on their understanding of melodrama, students deepen their storytelling skills by incorporating narration, tableau, and dramatic tension. They will create original scenes that blend traditional melodrama with modern contexts or twists.	Forming and Making
3	**Get Real**	Students explore realism in theatre, focusing on believable characters, natural dialogue, and real-life situations. They will study scenes from contemporary plays, develop character backstories, and perform realistic scenes that explore social or personal issues.	Performance
4	**Collage Drama**	Students learn to create non-linear performances using collage techniques such as flashbacks, multi-role, direct address, and varied media. They will devise original pieces using a combination of scripted and improvised material to explore a theme or issue from multiple perspectives.	Performance

Year 10 Course Outline

YEAR 10			
	Unit	**Learning Experiences**	**Assessment**
1	**Verbatim**	Students explore verbatim theatre, a form that uses real words from interviews and testimonies to create performance. They will research a relevant social issue, conduct or interpret interviews, and devise a performance that presents authentic voices and perspectives with integrity and impact.	Forming and Making
2	**Physical Theatre**	Students investigate how to tell stories through	Performance

		movement, gesture, and physical expression rather than spoken dialogue. Drawing on practitioners like Frantic Assembly or DV8, they will create ensemble pieces that explore abstract ideas or emotional journeys using their bodies as the primary storytelling tool.	
3	**Magic Realism**	Students explore how magical or surreal elements can be blended into realistic settings to create layered, imaginative performances. Inspired by plays and texts that use this genre, students will devise scenes that incorporate fantasy elements alongside real-world characters and situations.	Responding Task
4	**Wolf Lullaby**	Students study Hilary Bell's Wolf Lullaby, a psychological drama that examines guilt, fear, and innocence. They will analyse characters, subtext, and staging, and perform key scenes with a focus on tension, ambiguity, and emotional depth. Emphasis is placed on characterisation, atmosphere, and ethical interpretation.	Performance

Learning Experiences
Drama is a practical based subject where you learn through:
- creating role plays;
- improvising scenes;
- rehearsing scripts;
- performing;
- responding to performances;
- analysing and interpreting performance.

Course requirements
Subject Levy - while there is no subject levy, students are provided with the opportunity to see a minimum of 2 live performances per year. This is not for assessment but is encouraged. The price will vary depending on style and location of performance (example $20 - $40).
Other Requirements - students are required to have a standard 'Stage Blacks' costume for all presenting tasks throughout Drama.

Students work individually and in groups to explore and shape ideas and dramatic styles. While Drama is a group art, achievement is measured in terms of the individual's performance within the group.

Examples of Assessment in Drama include:
- performances;
- journals;
- production booklets;
- play reviews;
- scriptwriting;
- oral seminars;
- evaluations and more.

Progression to Senior
Students who successfully complete Year 9 and 10 Drama will be well prepared for Year 11 and 12 Drama, including both General and Applied pathways. The subject also builds valuable skills in problem solving, comprehension, and collaboration, supporting success in other senior subjects and future career or creative opportunities beyond school.

Contact Person

Doris Sung
Head of Department – The Arts & Languages

MUSIC

Introduction

Music is a worldwide language. It helps students express how they are feeling and want to feel. In Music, students will both work by themselves and participate in making music with others. Music is an art students can enjoy creating, performing and listening to throughout their life. A wide range of styles is studied, which means that there is something for everyone. Students also learn to appreciate and respect others' ideas, performances and backgrounds.

Music helps students to:

- perform confidently as individuals and in groups across various contexts;
- develop discipline by practising regularly and meeting rehearsal deadlines;
- refine and adapt musical pieces to effectively communicate mood and meaning;
- appreciate diverse perspectives through listening and collaboration;
- build teamwork and social skills useful in performances, community events, and everyday life.

Year 9 Course Outline

YEAR 9			
	Unit	**Learning Experiences**	**Assessment**
1	**Journey Through Time**	Students explore the evolution of music from early history to modern day, studying key periods like baroque, classical, romantic, and 20th century.	Composition
2	**Let's Go to the Movies**	Students learn how music enhances film by performing and analysing iconic movie scores from films such as Star Wars, Harry Potter, and Jurassic Park.	Musicology Performance
3	**My Band**	Students form bands to create, rehearse, and perform original music, developing teamwork, composition, and multi-instrumental skills.	Composition Performance
4	**Live Aid**	Students explore how music addresses political and social issues, studying genres like protest music and anthems, while planning a large-scale performance.	Project: Musicology Performance/ Composition

These four exciting units build on the basic foundations laid in Year 8. They develop students' abilities in performance, allowing more choice in instrument and a wider range of repertoire drawing from current popular choices such as world music, jazz and film music. Students gain confidence in writing down what they hear and want to create. Group tasks allow students to appreciate and support each other's endeavours.

Year 10 Course Outline

YEAR 10			
	Unit	**Learning Experiences**	**Assessment**
1	**World Music: The Amazing Musical Race**	Students explore global music by studying different cultures and compiling a portfolio highlighting the musical characteristics of each country.	Performance Composition
2	**Jazz Club**	Students trace the history of jazz from its roots to modern influence, exploring styles such as spirituals, ragtime, swing, bebop, and cool jazz.	Musicology Performance
3	**Sound Recording and Acoustic**	Students learn how sound is produced and recorded, examining how technology affects sound quality and how audio can be manipulated.	Project: Musicology Composition

4	**On Stage**	Students study music created for the stage, exploring genres like rock, pop, opera, and musicals, and how these styles create live musical experiences.	Performance

Learning Experiences

Skills acquired are:
- development of instrumental skills – own instrument, guitar and keyboard;
- singing - recent popular choices, and world songs;
- writing basic rock bass lines and drum rhythms;
- working as a team in an ensemble;
- aural recognition of rhythm, melodies and major/minor chords;
- visual recognition of keys, intervals and rhythm patterns.

Course requirements
Subject Levy - while there is no subject levy, students are provided with the opportunity to see a minimum of 2 live performances per year. This is not for assessment but is encouraged. The price will vary depending on style and location of performance (example $20 - $40).

Stationery and Other Requirements –
- A4 Music Book with manuscript paper
- writing equipment
- dedicated USB (8GB Preferable)
- The school provides guitars and keyboards for practical work, though students may bring in their own instruments if they wish.

Progression to Senior
Students who successfully complete Year 9 and 10 Music will be well prepared for Senior Music, including both General and Applied pathways. This subject also builds foundational skills in problem solving, critical thinking, communication, and collaboration — all of which support success in other senior subjects and future pathways beyond school.

Contact Person

Doris Sung
Head of Department – The Arts & Languages

MEDIA ARTS – Subject levy $10.00

Introduction

Media Arts explores the fundamental elements of multimedia creation, focusing on producing a variety of digital products such as animations, video edits, photographs, magazines, advertisements, interactive CD/DVD-ROMs, and music clips. Students engage with cutting-edge technologies and design concepts that shape the media landscape of tomorrow. Access to industry-standard software like Adobe Photoshop and Adobe Creative Cloud introduces students to the exciting world of post-production and visual design. Through projects such as creating e-zines, interactive games, mobile interfaces, and music or band DVDs, students develop creative problem-solving skills and produce innovative, non-linear design solutions. Students also gain hands-on experience with hardware tools including graphics tablets for digital drawing, DSLR cameras, photo printers, disk labellers, and sound and lighting equipment—ensuring their skills stay current with evolving technological trends.

Media Arts helps students to:

- develop skills in animation and digital camera operation;
- import and export video and still images between devices and software;
- edit video footage and still images with precision;
- edit and mix sound to enhance multimedia projects;
- create and burn video CDs/DVDs for presentation;
- apply special effects to elevate visual storytelling;
- become proficient in industry-standard editing software.

Year 9 Course Outline

YEAR 9			
	Unit	**Learning Experiences**	**Assessment**
1	**Cinematography**	Students study key cinematographic techniques (e.g., camera angles, lighting, shot types) through analysis of film clips. They then apply these techniques by creating their own short visual sequences.	Creating/ Responding/ Responding
2	**Teen Comedy**	Students explore the conventions of teen comedy films by analysing scenes and characters. They create a short comedic video incorporating genre elements and narrative techniques.	
3	**Advertising**	Students examine how advertising uses persuasive media techniques. They develop and produce an original promotional video for a product or cause, applying editing and storytelling skills.	
4	**Suspense Films**	Students analyse how suspense is built in film through sound, editing, and visual effects. They create a suspenseful film trailer applying these techniques to engage audiences.	

Year 10 Course Outline

YEAR 10			
	Unit	**Learning Experiences**	**Assessment**
1	**The Critic**	Students analyse a variety of films to understand key media elements and develop critical skills. They write a structured review demonstrating their ability to interpret and evaluate film techniques.	Creating/ Responding/ Responding
2	**Attack of the B-Grade Film**	Students create an original B-grade film scene, applying genre conventions and resourceful	

		production techniques through scriptwriting, filming, and editing.	
3	**Music Video**	Students plan and produce a music video, exploring how visuals and editing work together to enhance a song's mood and message.	
4	**Good Game**	Students research game trailers and create a promotional trailer for a fictional game, focusing on persuasive techniques to engage a target audience.	

Learning Experiences
Students learn through:
- teacher demonstrations;
- individual and group design tasks;
- deconstruction and construction of visual texts;
- group discussions;
- excursions/field trips;
- peer tuition;
- student/teacher negotiated projects;
- visual analysis;
- practical experiments;
- film and television critiques and reviews.

Media has a practical approach and a significant emphasis on problem solving and creativity. Topics you may study during the course include:
- e-Zines for interactive multimedia presentation
- band/TV Show CD/DVD
- magazine covers – using Photoshop
- ACID – Digital Music, video Editing
- radio show
- audio production & mixdown unit
- hardware and problem solving
- cyber safety

Course Requirements
Subject Levy - Due to the high cost of software and consumables used in this course, a subject levy of $10.00 per student per year is charged. Once the subject levy is paid, students will have access to all software and consumables. ***Levy must*** be paid by due date.

Software (provided by the Shared Resources Scheme)
- Adobe Creative Cloud (Photoshop, Indesign, Dreamweaver, Flash Pro etc etc)
- Lightroom
- Matchware Mediator 9;
- Sony Screenblast Acid;
- Powtoons
- Crazy Talk Animator

Assessment
A broad range of teacher directed and student negotiated tasks and projects are used to compile a virtual folio. These folios will be used for all assessment purposes.

Progression to Senior
Students who successfully complete Year 9 and 10 Media Arts will be well prepared for Senior Media Arts in Practice – Applied pathway. This subject also builds foundational skills in problem solving, critical thinking, communication, and collaboration — all of which support success in other senior subjects and future pathways beyond school.

Contact Person

Doris Sung
Head of Department – The Arts & Languages

VISUAL ART – Subject levy $ 55.00

Introduction

The imagination can be a powerful tool and the world of the future will need people who can use their imagination to be creative, divergent problem-solvers. By studying Visual Art, students will enhance their abilities to think, create and question. They will be encouraged to interact with the world around them, communicate their own ideas and learn to appreciate those expressed by others. Studying Visual Art does not require a 'right and wrong' philosophy but encourages students to take a discovery approach to learning. Individual growth and self-expression will be actively encouraged.

Visual Arts helps students to:

- develop skills and techniques to create artworks using a variety of media, such as drawing, painting, printmaking, sculpture, and design/multimedia;
- approach problems creatively and express themselves with originality;
- understand and apply the elements and principles of art in their work;
- manage individual tasks independently and collaborate effectively in group projects;
- enhance their awareness of the world by critically observing and interpreting what they see;
- appreciate and respect artworks from diverse cultures and historical periods.

Year 9 Course Outline

YEAR 9			
	Unit	**Learning Experiences**	**Assessment**
1	**Curious Creatures**	Students explore imaginative and creative representations of animals and mythical creatures by experimenting with found object sculpture and mixed media painting techniques. They combine observation and fantasy to design unique artworks using various materials and textures.	Visual Diary Artist Statement Sculpture
2	**Obsession Possession**	Students investigate themes of desire and attachment through expressive printmaking and painting. They create artworks that convey emotional intensity and symbolism, exploring how objects and ideas can hold power and meaning.	Visual Diary Artist Statement Folio of Print Design
3	**Nature's Gifts**	Students study natural forms and materials by creating ceramics (clay work) and mixed media pieces inspired by the environment. They focus on texture, form, and sustainable practices to celebrate and reinterpret nature.	Visual Diary Artist Statement Clay Artwork based on theme
4	**Dramarama**	Students merge visual art and theatrical concepts through found object sculpture and mixed media work. They explore narrative, character, and emotion in dynamic artworks, often incorporating performance elements or props.	Visual Diary Artist Statement Mixed Media Drawing/Painting

Year 10 Course Outline

YEAR 10			
	Unit	**Learning Experiences**	**Assessment**
1	**Fears, Frights & Phobias**	Students explore themes of fear and anxiety through mixed media, drawing, and painting, developing expressive and textural techniques to convey mood and emotion.	Visual Diary Mixed Media Drawing/ Painting Research task
2	**Cinderella's Revenge**	Students use sculptural techniques to create three-dimensional artworks that reinterpret the	Visual Diary Artist Statement

		classic fairy tale with a contemporary or personal twist.	Shoe Sculpture
3	**The Green Man Mask**	Students work with ceramic (clay) techniques to design and create masks inspired by nature and mythology, focusing on form, texture, and surface detail.	Visual Diary Artist Statement Ceramic Artwork Research assignment
4	**Ways of Seeing**	Students experiment with a variety of art media and techniques to explore perception, perspective, and interpretation in visual art.	Visual Diary Artist Statement Folio or art works

Course Requirements

Textbooks (proved by the Shared Resources Scheme)
- *Art is*…., (1999), Sandra Jane, Wiley and Sons, $48.95
- *Artwise Book 1* (1997), Glenis Israel, Wiley and Sons, $48.95
- *Artwise Book 2* (2001), Glenis Israel, Wiley and Sons, 48.95
- *Art Insight*, Lou Chamberlin, McGraw Hill, $45.95

Subject Levy - Due to both the high cost and high use of consumable items in this subject a subject levy is charged. Once paid, students will have access to materials available at the school.

Levy must be paid by due date.

Year 9: $55 per student per year
Year 10: $55 per student per year

Other Requirements and Stationery -
- A4 visual diary, eraser, coloured pencils, felt pens, ruler, lined A4 paper, card board document wallet
- 4mb USB

Excursions
Students will be expected to participate in at least one excursion during the year. These are to view art exhibitions at galleries, such as Qld Art Gallery (Southbank), Logan Art Gallery (Logan Central) and QUT Art Museum (Gardens Point Campus). While entry to these galleries is free, the average cost of bus fare is usually $10.00 - $20.00 per student.

Progression to Senior
Students who successfully complete Year 9 and 10 Visual Arts will be well prepared for Senior Visual Arts, including both General and Applied pathways. This subject also builds foundational skills in problem solving, critical thinking, communication, and collaboration — all of which support success in other senior subjects and future pathways beyond school. Completing the Senior Visual Art course would also give the student a strong folio of work that could be used towards entry into TAFE Art courses.

Contact Person

Doris Sung
Head of Department – The Arts & Languages

LOTE
(Language other than English)
ELECTIVES

JAPANESE

Introduction

Building on the foundation developed in Years 7 and 8, Japanese helps students continue to expand their Japanese language skills for everyday life. Through interactive activities and real-world communication, students improve their ability to speak, listen, read, and write in Japanese. Alongside language learning, they deepen their appreciation and understanding of Japanese culture, traditions, and customs, making their learning relevant and meaningful.

Japanese helps students to:

- communicate confidently in everyday situations using spoken and written Japanese;
- develop listening and reading comprehension skills through authentic materials;
- understand and appreciate Japanese cultural practices, traditions, and perspectives;
- build vocabulary and grammar knowledge progressively from prior learning;
- engage respectfully and effectively with Japanese-speaking communities;
- develop intercultural awareness and global citizenship skills through language learning.

Year 9 Japanese Entry Guidelines

In order to undertake Japanese in Year 9 it is highly recommended students have completed and passed Japanese in Year 8. An understanding of the following is highly recommended:

- Hiragana
- Katakana
- Key introduction, verbs and adjectives.
- Basic Kanji taught in Year 7 & 8
- Grammar patterns taught in Year 7 & 8

Year 9 Course Outline

YEAR 9			
	Unit	**Learning Experiences**	**Assessment**
1	**Life Stories**	Students explore personal narratives and biographical storytelling, practicing language skills to share life experiences.	Speaking/ writing/ listening
2	**Social Issues**	Students engage with contemporary social topics, developing vocabulary and expressions to discuss opinions and solutions.	
3	**Generation Gap**	Students examine differences and relationships between generations, enhancing communication about family and societal roles.	
4	**Global Connections**	Students learn about international relationships and cultural exchanges, expanding language skills to discuss global issues.	

Year 10 Course Outline

YEAR 10			
	Unit	**Learning Experiences**	**Assessment**
1	**Advertising**	Students explore language and techniques used in advertising, creating and analysing persuasive texts and media.	Speaking/ writing/ listening
2	**Occupations**	Students learn vocabulary and expressions related to jobs and workplaces, practicing communication about career choices and daily work life.	
3	**Environmental Conservation**	Students investigate environmental issues and sustainability, developing language skills to discuss causes, effects, and solutions.	

4	**Youth Subcultures**	Students examine different youth cultures and identities, expressing opinions and understanding social trends and influences.	

Year 9 & 10 Japanese Learning Experiences:
Students will have the opportunity to participate in:

- individual and group work;
- ICT activities, including Japanese typing, research activities, Japanese;
- excursions to improve their knowledge of Japanese culture, food and customs;
- activities to improve knowledge of the 3 Japanese scripts: Hiragana, Katakana & Kanji;
- extra-curricular activities such as our school tour to Japan and cultural activities.

Year 9 & 10 Japanese Course Requirements:
Textbooks (Provided by the Shared Resource Scheme):

- Textbook (approximately $60 each) and workbook (approximately $45 each)
- Japanese–English Dictionary (approximately $20)
- Kanji Dictionary (approximately $25)
- Katakana and Kanji booklets (school produced) - $5.00
- Unit booklets (School produced- one per term) - $5.00

Stationery – beyond the basic stationery requirements students studying Japanese will need:

- A4 Plastic sleeve folder
- 128-page notebook
- grid book
- earphones

Year 9 & 10 Japanese Excursions/School Study Tour:
Students may have the opportunity to attend excursions in Year 9 & 10. There is usually at least one excursion per year. Possible excursions include cultural performances or a visit to a Japanese restaurant. Excursions generally do not cost more than $50 each. Students will also be given the opportunity to have 'buddy students' with students from Japan during their study tour in Australia.

Progression to Senior
Successful completion of Japanese in Years 9 and 10 provides students with the opportunity to continue studying Japanese in Years 11 and 12, through both General and Applied pathways. This continued study allows students to deepen their language proficiency and intercultural understanding, preparing them for real-world communication in personal, academic, and professional contexts.

If students intend to study Japanese as part of their senior studies, it is highly recommended that they complete Japanese in Year 9 and 10. Future Career pathways include:

- Tourism
- Law
- Teaching
- Hospitality
- Medicine
- Science
- Business
- Politics
- Engineering
- Information
- Technology

Contact Person

Doris Sung
Head of Department – The Arts & Languages

Renae Duffy
Japanese Subject Coordinator

HUMANITIES ELECTIVES

BUSINESS STUDIES

Introduction
Business Studies addresses activities, knowledge, skills and values associated with the world of business and the individual. The course is a rich interactive learning experience, designed to give students the basic intellectual tools and aptitudes that can apply in the business world or in their personal lives. The subject also provides the opportunity to develop knowledge and skills using computers and will enable students to access, construct and publish information for particular purposes and audiences.

Course Outline – Year 9
Topics you may study include:
- spread sheeting;
- petty cash;
- Australian economics;
- Microsoft Word and Business documents;
- Tourism.

Course Outline – Year 10
Topics you may study include:
- business and trade laws;
- business creation – marketing;
- economics and Globalisation;
- franchises.

Learning Experiences
Business Studies aims to focus on understanding the importance of the economy and what operations required to keep a stabled economy. It also focuses on marketing techniques to run a small business and applying the knowledge and practices needed for successful enterprises. Students generate ideas for enterprises and ventures, develop business proposals and plans, undertake enterprises or ventures and evaluate the outcomes. The subject provides students with knowledge and skills that are transferable to other subjects and industry sectors.

Course Requirements
Textbooks (provided by the Shared Resources Scheme)
- Various booklets.

Excursions
Students may attend different excursions throughout the year (at an additional cost).

Assessment
Assessment will rely on a variety of techniques ranging from written assignments, conducting business enterprises, tests and group work.

Links with Senior Subjects
Authority Subjects
General Business

Non-Authority/Vocational Education Training (VET)
Information & Communication Technologies (ICT – Certificate II in Information Technology),
Business Ventures (Certificate II in Business).

Contact Person:

Jodi Hancock
Head of Department - Humanities

PHYSICAL EDUCATION ELECTIVES

SPORTS PERFORMANCE

Introduction
Year 9 Sport Performance focuses on improving performance in a variety of activities directly and indirectly related to sport. Students are required to submit an application for consideration into this course**.**

Course Outline
Topics covered in this course include:
· Gym techniques and routines
· Motor learning & Biomechanics
· Energy systems & Fitness
· Tactical Awareness
· Sport Psychology
· A range of sporting opportunities

Sports offered (Year 9 and 10)
· Rugby League/Oz tag
· Basketball/Netball and Volleyball

Learning Experiences
This course provides a balance of practical based activities with theoretical contexts with students developing skills in a variety of sports and developing strategies to enhance performance. An emphasis on applying theoretical knowledge in practical sporting contexts through participation will assist students to be successful in this subject. It is highly recommended that students applying to enter into this course have a keen interest in sport and intend to participate to full potential in all practical and theoretical elements.

Assessments
· Training Programs
· Multimodal Presentation
· Investigation Reports
· Exam
· Self and peer assessments
· Performance demonstrations and evaluations
· Performance observations

Subject Levy
· TBC

Uniform Requirements
· Students will need to wear full sports uniform and appropriate footwear. All students are required to wear a hat for all physical activities undertaken outdoors and bring a towel for gym use.

Progression to Year 10
Students are encouraged to continue on with Sports Performance as an elective in Year 10. The learning experiences will continue to become more complex and physically demanding throughout Year 10 Sports Performance.

Progression to Senior
It is highly recommended that students entering into this course have a keen interest in pursuing Senior PED or Certificate III in Fitness studies.

Contact Person

Connor Taylor
Head of Department - Health & Physical education

SPORTS & RECREATION

Introduction

Year 9 Sport and recreation focuses on incorporating and improving a range of physical activity contexts to develop a foundation for efficient participation and performance in physical activity and sport.

Course Outline

Topics covered in this course include

· Teamwork and Leadership
· Outdoor recreation
· Australian sporting identity
· Event management, coaching and officiating
· World games
· A range of sporting opportunities

Learning Experiences

This is a heavily practical based subject with students developing a wide range of skills in a variety of physical activity and sporting contexts. Students will develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing while building confidence, teamwork and leadership skills. It is highly recommended that students entering into this course have a keen interest in sport and intend to participate to full potential in all components of the course.

Assessment

· Research assignments
· Self and peer assessments
· Performance demonstrations and evaluations
· Participation Observations

Subject Levy

· Nil

Uniform requirements

· Students will need to wear full sports uniform and appropriate footwear. All students are required to wear a hat for all physical activities undertaken outdoors.

Progression to Year 10

· Students are encouraged to continue on with Sport and recreation as an elective in Year 10.

Progression to Senior

· It is highly recommended that students entering into this course have a keen interest in pursuing Senior Sport and Recreation or Cert III in Fitness studies

Contact Person

Connor Taylor
Head of Department- Health & Physical Education

TECHNOLOGY ELECTIVES

DIGITAL TECHNOLOGIES – Subject levy $10.00

Introduction
Digital Technologies explores the world of computing, information systems, and emerging digital innovation. Through project-based learning, students investigate and create digital solutions using programming, robotics, data systems, cybersecurity, game design, 3D technologies and Artificial Intelligence.
Students develop computational thinking skills to design, create, and evaluate digital solutions that solve real-world problems. They learn how data is collected, transformed, and communicated through digital systems, while exploring the impact of technology on individuals, society, the economy, and the environment.
A strong emphasis is placed on safe, ethical, and responsible use of digital systems, including appropriate communication protocols, cybersecurity awareness, and legal practices in online environments.

Course Outline
Digital Technologies provides students with opportunities to explore and create across a range of computing, programming, and emerging technology areas. The course is project-based, with students designing and developing digital solutions that connect to real-world problems and user needs.
Topics may include information systems, cybersecurity, and cyber safety, as well as programming using languages such as Python and web development with HTML and CSS. Students also engage with physical computing and hardware systems including robotics, Arduino, and Raspberry Pi.
Through practical STEM-based projects, students apply design thinking and computational thinking skills in areas such as game design and development, 3D printing, and automation. Across the course, students learn to design, build, test, and evaluate digital solutions while considering the impact of technology on society.

Learning Experiences
Year 9

Unit 1 – Game Design	**Unit 2 – Website Design – HTML and CSS**	**Unit 3 – 3D Printing and Modelling**	**Unit 4 – Robotics**
Explore game development through the design and creation of a digital game. Students apply game design concepts and produce supporting documentation focusing on sprites, levels, and gameplay mechanics.	Create your own website using HTML and CSS. Plan your design, build your pages, and bring your ideas to life through coding and creativity.	Design it in 3D and bring it to life! Create digital models to solve real problems, then print and refine your designs while learning how 3D printing works.	Investigate the role of robotics in modern society and emerging technologies. Students design, program, and test robotic systems to complete a range of challenge-based tasks.

Year 10

Unit 1 – App Design	Unit 2 – Information Systems	Unit 3 – Python Programming	Unit 4 – Prototyping and AI
Create your own app to solve a real problem! Learn how to design user-friendly interfaces and build an app while documenting your ideas and design choices.	Learn how businesses store and use data every day. Design and build your own database and create a user-friendly interface to manage real-world information.	Learn to code with Python and build your problem-solving skills. Use loops, conditions, and objects to complete fun coding challenges and real-world problems..	Put your skills into action! Choose a real-world problem and create a prototype solution using everything you've learned across the course.

Course Requirements
Subject Levy - Due to the high cost of software and consumables used in this course, a subject levy of $10.00 per student per year is charged. Once the subject levy is paid, students will have access to all software and consumables. ***Levy must*** be paid by due date.

Software (provided by the Shared Resources Scheme)
- Pycharm & Python Interpreter
- TinkerCad
- Flashprint
- AppLab
- Grok Academy
- Visual Studio;
- Game Maker;
- Arduino IDE;
- Adobe suite
- Linux (via rasp pi)
- Raspian OS Lite
- Microsoft Office suite

Assessment
Students demonstrate their learning through a range of teacher-directed and student-negotiated tasks and projects. These are compiled into a digital folio that showcases progress, skills development, and final outcomes across the course.
The folio is used as the basis for assessment and provides evidence of students' ability to design, create, and evaluate digital solutions using a range of tools, technologies, and programming environments.

Future Pathways

Towards Senior Studies
Digital Technologies provides a strong foundation for senior schooling pathways in Information Technology, Engineering, and Applied Digital Technologies. Students may progress into subjects such as Software Development, Digital Solutions, or related vocational education and training (VET) courses. The skills developed in programming, systems thinking, and digital problem-solving prepare students for further study in emerging technology fields.

Towards Employment and Life Skills
This course develops practical, transferable skills that are highly valued across modern workplaces. Students build capability in problem-solving, critical thinking, creativity, and digital literacy, along with experience in programming, data systems, and emerging technologies. These skills support future careers in areas such as software development, cybersecurity, robotics, game design, and information systems, while also strengthening everyday digital confidence and capability in a technology-driven world.

Links with Senior Subjects
Digital Solutions (General)
Information Communication Technologies (Applied)

Contact Person

Steve Harris
Head of Department – IT & Technology

FOOD & FIBRE PRODUCTION (HOME ECONOMICS)

Subject levy Year 9 - $120.00 Subject levy Year 10 - $120.00

Introduction

Food Technology provides students with the opportunity to investigate how food influences health, lifestyle, and society. Through practical cooking experiences and food investigations, students develop skills in food preparation, nutrition, food safety, and sustainable food practices. Students learn to apply scientific knowledge and problem-solving skills to create food solutions while gaining an understanding of industry standards, workplace safety, and emerging food technologies. The subject equips students with valuable life skills and pathways into hospitality, health, food science, and related industries.

Course Outline

Food Technology develops students' understanding of food, nutrition, consumer decision-making, food safety, and sustainable food practices. Students investigate the relationship between food choices, health, culture, and society while developing practical skills in food preparation, production, and presentation. The course also builds students' literacy, problem-solving, and critical thinking skills through both practical and theoretical learning experiences.

In Year 10, students further develop the knowledge and practical skills required for pathways into senior Hospitality and vocational studies such as Certificate III in Hospitality. Students gain experience in food preparation, kitchen operations, customer service, and workplace health and safety practices, reflecting real-world hospitality and food industry contexts.

Through a combination of practical cooking activities and theory-based investigations, students learn about food science, nutrition, menu planning, food service, and industry standards. While the course includes regular hands-on food preparation experiences, students should be aware that success in this subject also requires engagement with theoretical concepts, written tasks, research activities, and reflective learning.

Learning Experiences

Year 9

Unit 1 – Bite Sized Fame	**Unit 2 – Unbox and Cook**	**Unit 3 – Carnival Cravings**	**Unit 4 – Festive Flavours**
From viral recipes to food hacks, explore the world of social media food trends. Cook, taste, analyse, and redesign popular online creations while developing practical food preparation and nutrition skills.	Investigate how food moves from production to consumer. Compare homemade meal kits with large-scale food operations and discover how technology, automation, and economies of scale shape the food industry.	Step into the world of showbags, sweets, and baked delights! Learn the science behind baking while creating crowd-pleasing country fair foods and exploring sustainable food choices.	Celebrate culture through cuisine! Explore festive foods from around the world, uncover the stories behind holiday traditions, and discover how sustainable practices can shape the future of celebrations.

Year 10

Unit 1 – The Science of Delicious	Unit 2 – Flagstone MasterChef	Unit 3 – From Outback to Ocean – Aussie Food	Unit 4 – The High Tea Experience
Mix science with creativity as you uncover the secrets behind texture, taste, and food design. Experiment, innovate, and develop a food product that's as smart as it is delicious.	Aprons on, chefs! Explore global flavours, recreate dishes inspired by famous chefs, and battle it out in a MasterChef-style competition to earn the title of Flagstone MasterChef.	Celebrate the flavours of Australia. Explore native ingredients, coastal favourites, and classic Aussie dishes while discovering what makes our food culture unique.	Master the art of high tea by creating elegant pastries, savoury bites, and sweet treats. Explore food presentation, hospitality skills, and the traditions behind one of the world's most iconic dining experiences.

Assessment
Assessment combines practical cooking experiences with theory-based tasks. Students may complete food production challenges, investigations, design projects, presentations, written responses, and evaluations. Success in this subject requires both practical participation and engagement with theoretical concepts. Safe food handling and workplace health and safety practices are expected at all times.

Course Requirements
Complete Health and Safety requirements in On Guard

Subject Levy - a levy of $120 per year for Years 9 and 10 is required to cover the cost of food resources and ***must*** be paid by the due date. Food does not need to be brought from home.
* The subject levies listed in this book are proposed for 2026.

Other Requirements
- All students must wear fully enclosed leather shoes due to safety reasons (in accordance with our school uniform policy). Suede shoes do not meet WPH&S requirements for this course.

Future Pathways
Towards Senior Studies
Food Technology provides a strong foundation for further study in senior schooling. Students may choose to continue their learning through Certificate I/IIII in Hospitality, gaining nationally recognised vocational qualifications and industry-relevant skills. The subject also prepares students for Hospitality Practices and other senior subjects that focus on food production, customer service, workplace practices, and hospitality operations.
Towards Employment and Life Skills
Food Technology develops practical life skills that students can apply both at home and in the workplace. Students gain experience in food preparation, nutrition, food safety, teamwork, communication, problem-solving, and customer service. These skills support pathways into hospitality, tourism, food production, health services, retail, and other service industries, while also building confidence and independence for everyday life.

Links with Senior Subjects
Hospitality Practices
Certificate II/III Hospitality

Contact Person
Steve Harris – Head of Department – IT & Technology

DESIGN & TECHNOLOGIES (INDUSTRIAL TECHNOLOGY)

Subject levy Year 9 - $75.00 Subject levy Year 10 - $100.00

Introduction

Design & Technologies empowers students to become innovative thinkers, creative problem-solvers, and skilled makers. Students investigate real-world design challenges and apply the design process to create practical solutions using a range of materials, tools, technologies, and manufacturing techniques.

Through hands-on projects, students develop skills in designing, prototyping, manufacturing, and evaluating products while exploring industry practices, emerging technologies, and sustainable design principles. Students gain experience using digital design tools, workshop machinery, and specialised equipment to produce high-quality products.

This subject provides an excellent foundation for senior Technology and vocational pathways. A strong commitment to safe work practices, responsible decision-making, and teamwork is essential, as students work in authentic workshop environments using industry-standard tools and equipment.

Course Description

Design & Technologies develops students' creativity, problem-solving, and practical skills through hands-on design and manufacturing projects. Students investigate design challenges, generate ideas, and use the design process to create products that meet specific needs and criteria.

Working with a range of materials, tools, and technologies, students develop skills in designing, producing, and evaluating solutions while applying industry-standard workshop practices and workplace health and safety requirements.

The course provides a strong foundation for senior Technology pathways, vocational education and training (VET), apprenticeships, and trade-related careers.

Learning Experiences
Year 9

Unit 1 – Aluminium Tool Tray	**Unit 2 – Slice and Dice**	**Unit 3 – CO2 Dragster**	**Unit 4 – Storage Solutions**
Build your own aluminium tool tray from start to finish. Develop hands-on metal fabrication skills, learn to use industry-standard tools and equipment, and create a practical product designed to last.	From computer design to finished product, create a custom 3D-printed dice, handcrafted timber dice, and matching storage box.	Ready to race? Design and manufacture your own CO_2-powered dragster, then put it to the test as you explore speed, aerodynamics, and engineering principles.	Identify a real need and design a creative storage solution. Students investigate, develop, and manufacture a functional product while applying the full design process from concept to evaluation.

Year 10

Unit 1 – Laser Cut Phone Stand	Unit 2 – Folding Camp Stool	Unit 3 – Bike Spanner	Unit 4 – Folding 4x4 shovel
Combine digital design and modern manufacturing to create a laser-cut phone stand. Students develop CAD skills, apply design thinking, and produce a functional product using timber or acrylic materials.	Build your own folding camp stool from timber and canvas. Learn how to measure, cut, join, and assemble real products while developing practical workshop skills and design knowledge.	Design, prototype, and manufacture a universal bike spanner using both 3D printing and metal fabrication. Students apply digital design skills and workshop techniques to create a functional, industry-inspired tool.	Build a practical tool for real-world use. Learn sheet metal skills as you design, manufacture, and evaluate a folding 4x4 shovel using industry-style processes and workshop equipment.

Course Requirements
Complete Health and Safety requirements in On Guard
Wear required PPE in workshop

Subject Levy - due to the high cost of consumables used in Design & Technology, a subject levy of $70 a year for Year 9 and $110 for Year 10 applies to students enrolling in this subject. These ***must*** be paid by the required date.

Other Requirements - To be enrolled in this subject, a high-risk activities form must be completed, signed and return to the College.

Assessment
Students demonstrate their learning through a combination of practical projects, design folios, written tasks, and prototype models. Assessment includes teacher feedback and annotation, as well as opportunities for self and peer evaluation throughout the design and production process.
Safe work practices are an essential requirement of this subject. Students are expected to consistently apply Workplace Health and Safety (WHS) procedures, and all performance is assessed against expected industry and project standards.

Entry Guidelines
There are no prerequisites to enrol in Design & Technology. Students should be enrolling in this subject if they are considering studying Construction or Industrial Technology Studies in Year 11 & 12.

Links with Senior Subjects
- Certificate I in General Construction
- Industrial Technology Studies
- Certificate in Engineering
- Other certificate courses offered

Future Pathways

Towards Senior Studies
Students may continue their learning in senior schooling through Certificate I in Construction, Cert II Engineering, or Industrial Technology Skills gaining foundational vocational skills and nationally recognised competencies aligned to industry standards.

Towards Further Study
This subject provides pathways into TAFE, university, and other training providers. Students may progress into Certificate II and III qualifications (including traineeships and apprenticeships), as well as diploma and bachelor-level studies in related fields.

Towards Employment and Life Skills
Design & Technologies builds practical, transferable skills applicable to a range of technical and industrial

careers. Students develop workplace readiness, problem-solving abilities, and safe work practices, while gaining insight into industry expectations. Continued study in senior pathways also provides opportunities to achieve vocational certification and credit towards further training in related fields.

Contact Person

Steve Harris
Head of Department – IT & Technology