# GORDONVALE STATE HIGH SCHOOL

## JUNIOR SECONDARY SUBJECT INFORMATION BOOKLET YEAR 9 ~ 2026

Queensland Government

# ADMINISTRATION

| PRINCIPAL | DEPUTY PRINCIPALS |
|---|---|
| Geoff Moore | Davida Laney - Years 7 & 8 |
| | Ellie Taylor - Years 9 & 10 |
| | Jacinta Evans - Years 11 & 12 |

| HEADS OF DEPARTMENT | |
|---|---|
| English | Christopher Bowers |
| Humanities | Kristal Kinnane |
| Mathematics | Louise Barbour |
| Health and Physical Education | Matt Sperring |
| Sciences | Kylie Sheehan |
| Student Services 7 & 8 | Joel Jerome |
| Student Services 9 & 10 | Todd Chatterton |
| Student Services 11 & 12 | Jean Richter |
| Diverse Learning Centre (Special Education) | Caroline Elliott |
| The Arts & Technologies | Tennille Farnsworth |

| BUSINESS MANAGER |
|---|
| Sharlene Brosseuk |

| SUPPORT STAFF | |
|---|---|
| Guidance Officer | Kate Veronese |
| Community Education Councellor | Thecla Mathew & Allan Yeatman |
| Youth Support Coordinator | Tamara Sugden |
| School Based Youth Health Nurse | Shane Dustin |
| Clontarf | Rickki Sutherland |
| Industry Liason Officer/Executive Assistant | Lyndal Jones |

| SCHOOL CONTACT DETAILS | |
|---|---|
| Mailing Address | PO Box 66, Gordonvale QLD 4865 |
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## OFFICE HOURS

The school office is open Monday to Friday from 8:00am until 4:00pm.

Payments for school fees, excursions or camps may be made by cash, cheque or EFT-POS during office hours.

# SUMMIT

## JUNIOR SECONDARY ACADEMIC EXCELLENCE PROGRAM

The Gordonvale State High School SUMMIT Academic Excellence Program is a selective program designed for high-performing students who demonstrate exceptional ability, motivation, and a strong commitment to learning. The program provides a rigorous and enriching pathway that challenges students to achieve academic excellence while developing the skills and dispositions required for future success.

The four-year program (Years 7–10) supports students during the critical junior secondary phase, fostering advanced cognitive development alongside social and emotional growth. SUMMIT students are encouraged to set ambitious goals, demonstrate resilience, and persist through challenge as they work towards their academic potential.

The program focuses on extension and enrichment within the learning areas of English/Humanities and Mathematics/Science. Students may apply to participate in one or both academic pathways, depending on their strengths, interests, and aspirations. SUMMIT students combine with the remainder of their cohort for all other subject areas.

A defining feature of the SUMMIT Program is its emphasis on 21st Century Thinking Skills, including critical and creative thinking, collaboration, communication, and independent learning. Students engage in a range of extension opportunities such as academic competitions, inquiry-based projects, and enrichment experiences. In the early years of the program, particular emphasis is placed on individual learning projects, allowing students to explore areas of interest in depth while developing strong research, organisation, and self-management skills.

## ENROLMENT INTO SUMMIT

Students enrolling in SUMMIT can apply to be part of the Mathematics/Science strand or English/Humanities strand. Eligible students may enrol in both.

The school has high expectations of students offered places in the SUMMIT program and therefore their progress and behaviour is closely monitored. Students falling below the expected standards undergo a review and consultation process which may result in them being removed from the program. If places become available during the year, they may be offered to other students in the year level.

Access to the program is through a separate application process which is outlined on our school website.

# STUDENT RESOURCE SCHEME

The school operates a Student Resource Scheme (SRS) under Education Queensland guidelines. The scheme aims to provide all students with the necessary textbooks and associated learning materials at considerable savings to parents. Parents have a choice of either joining the scheme or privately purchasing all the various textbooks, novels and other materials as well as paying for all other items included in the scheme. Stationery items are provided to Year 7, 8, 9 & 10 students as part of the scheme. Year 11 & 12 students are required to purchased what is listed on the booklist on the Gordonvale State High School Website. For further information regarding the Student Resource Scheme (SRS) please see the school website. During mid 2026 the Student Resource Scheme (SRS) charges will be reviewed by the school and endorsed by our Parents & Citizens' Association. Excursions and Camp fees are not included in the Student Resource Scheme.

What are the costs involved? These are yearly fees and are correct as at 1st March 2026.

## YEAR 9

A single annual fee applies for all subjects studied- $324 less $164 (TRA) = $160

Plus Elective Subjects charge per Year

| | |
|---|---|
| Visual Art (ART) - | $50.00 |
| Food Specialisation (TFD) - | $94.00 |
| Materials and Technologies (TMT) - | $55.00 |
| Design and Technologies (DAT) - | $25.00 |

A full breakdown of individual subject costings can be found on our Gordonvale State High School Website at https://gordonvalehigh.eq.edu.au/enrolments/resource-scheme

TRA = Government Textbook & Resource Allowance

# DIVERSE LEARNING CENTRE

The Diverse Learning Centre (DLC) combines the traditional roles of Special Education and Learning Support units.

The DLC team supports students with verified disabilities, including Intellectual Disability, Autism Spectrum Disorder, Speech–Language Impairment, Physical Impairment, Hearing Impairment, and Vision Impairment, as well as students who require additional support to access the mainstream, age-appropriate curriculum.

The DLC can access support and training for students from a range of specialists and services, including Department of Education personnel such as Physiotherapists, Occupational Therapists, Speech Pathologists, Regional School Nurses, and Advisory Teachers (Hearing Impairment, Vision Impairment, Physical Impairment, and Alternative/Augmented Communication).

Most students supported by the DLC participate in mainstream classes for some or all of their lessons. Some students may access curriculum at a different year level, depending on their individual needs.

Other programs offered through the DLC include:

- ASDAN – A program designed to develop life skills and work-readiness.
- Cooking Program – Supports students to develop independent living skills by learning to prepare simple meals.
- Social Skills for Living – Focuses on communication, emotional regulation, and interpersonal skills.
- Work Experience – Opportunities for students to engage in workplace learning (availability dependent on workplace access and transport).

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 & 12 |
|---|---|---|---|---|---|
| **STUDENTS WITH DISABILITIES** | English<br>Maths<br>Science<br>Humanities<br>Electives | | | | *Queensland Certificate of Individual Achievement in most applied/essential subjects* |
| Core Subjects | Elective | | *Applied/Essential Subject* | | VET Certificate Course |

# FIVE STEPS TO CHOOSING YEAR 9 SUBJECTS

Choosing the right subjects in year 9 is important. These choices can directly affect your success at school and how you feel about your learning. Subjects in year 9 also lay the foundations for further choices in Year 10, Senior and your eventual career path. For this reason it is important to think carefully about your choices - to get yourself a plan.

**Your Plan**
As an overall plan, it is suggested that you choose subjects that you:
- Enjoy
- Have already had some success in
- Find relevant to your ideas of future careers and/or pathways
- Can develop skills and knowledge that will be useful in your future

This may sound complicated but by working through the following guidelines you should come up with a list of subjects which meet your needs.

## GUIDELINES

**1. Keep your options open:**
It is common to have thought a bit about your future when in Year 8, but there are still a lot of uncertainties. That's why it's wise to keep all options open. Choosing a wide selection of subjects is the best plan. That's the reason why our school prescribes exposure to all KLAs in Year 9 (except LOTE).

**2. Find out about what careers are out there:**
It is helpful to have some ideas about possible career choices at this stage, even though you may change plans later on (that's normal). If you want more ideas about possible careers visit www.myfuture.edu.au
This excellent site contains a great deal of information about possible career pathways. When checking through this information, come up with a list of subjects which are needed for the careers or courses or courses that interest you.

**3. Find out about the subjects our school offers:**
Even though you have studied a wide range of subjects in Year 9, it is important to read the subject selection book carefully.
You may also wish to:
- Ask the Heads of Departments and/or teachers of specific subjects about what is involved
- Look at textbooks and materials used by current students in those subjects
- Listen carefully to class talks and subject selection sessions
- Talk to older students already doing subjects
- Investigate extra details (like excursions, homework and assessment requirements etc.)

**4. Make a decision about a combination of subjects that suit you**. Think about what you want, avoid choosing a subject because:
- Your friends are choosing it
- It's considered a 'boy' or 'girl' subject
- You dislike or like a teacher

Be honest with yourself about your own interests and abilities. Generally, you will do better at a subject you enjoy than one you don't. We all have unique abilities - use them to your advantage.

**5. Always ask for help:**
If you need more help then seek it. Talk to the people who know you best - parents and relatives. Seek expert advice too, such as your current teachers, Heads of Departments, your Year Level Co-ordinator, and the Guidance Officer.

Take this process seriously, think carefully, and ask lots of questions. You will be doing yourself a favour.

# CORE SUBJECTS

ALL YEAR 9 STUDENTS STUDY MATHS, ENGLISH, SCIENCE AND HUMANITIES ALL YEAR.

ALL STUDENTS STUDY HPE FOR ONE SEMESTER.

# ENGLISH

Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

The English curriculum is presented in year levels from Foundation to Year 10. Content is organised under 3 interrelated strands:

- Language
- Literature
- Literacy

Literary texts that support and extend students in Year 7 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and historical genres. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and represent a variety of perspectives. Informative texts may present technical information and content from credible sources about specialised topics

Year 7 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical; for example, narratives, performances, reports, reviews and arguments for different audiences. They learn the mechanics of writing through a Functional Grammar approach.

***Specific Subject Requirements***: Nil

***Assessment***: Short response, Extended response, Examination, Multimodal presentation

<table>
<tr><th rowspan="2">ENGLISH</th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11 & 12</th></tr>
<tr><td colspan="3">English</td><td>English<br>Extension English</td><td>English Literature<br>Essential English</td></tr>
<tr><td>Core Subjects</td><td colspan="2">Elective</td><td>General Subject</td><td colspan="2">Applied/Essential Subject</td></tr>
</table>

# MATHEMATICS

In Year 9 Mathematics, students apply their knowledge of algebra, number and geometry to solve more complex problems. They explore linear relationships and graphing, indices, scientific notation and financial mathematics. Students investigate similarity, Pythagoras' theorem and introductory trigonometry, and apply measurement concepts in real-world contexts. Statistical investigations become more sophisticated as students interpret data, evaluate trends and consider probability in decision-making. Students are encouraged to justify their methods, analyse the reasonableness of solutions and use mathematics to model situations they may encounter in everyday life.

| Semester 1 | | Semester 2 | |
|---|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| Number and Geometry | Algebra and Linear Relations | Measurement, Pythagoras and Trigonometry | Probability and Statistics |

***Assessment***: Students in Maths are assessed by written exams, portfolios and/or a PSMT each semester.

| MATHEMATICS | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 & 12 |
|---|---|---|---|---|---|
| | Mathematics | | | Mathematics | **General Maths**<br>**Maths Methods**<br>**Specialist Mathematics** |
| | | | | Extension Maths<br>Short Course in Mathematics | *Essential Maths* |

Core Subjects | Elective | **General Subject** | *Applied/Essential Subject* | eLearning

# SCIENCE

Science is a dynamic, collaborative and creative human endeavor arising from our desire to make sense of our world.

Students are encouraged to engage and raise questions to inquire, explore through hands on activities, explain skills and concepts, elaborate by applying their knowledge to a new situation and evaluate by reviewing and reflecting on their learning. Many of the fastest growing occupations and emerging industries require Science expertise.

In Year 9 Science, students will cover:

- Biological Sciences (study of living things)
- Chemical Sciences (study of matter, its properties and reactions)
- Physical Sciences (study of the nature and properties of matter and energy)
- Earth & Space Sciences (study of the Earth's dynamic structure and its place in the cosmos).

| Semester 1 | | Semester 2 | |
|---|---|---|---|
| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| Chemical Sciences: Chemical processes, atomic structure, atomic rearrangement and mass changes with nuclear activity | Earth and Space Sciences: Interactions within the Earth's spheres and the carbon cycle | Physical Sciences: Energy conservation in simple systems, wave and particle models | Biological Sciences: Processes of reproduction which enable survival of the species |

**Assessment**: Students in Science are assessed with written exams, research investigations and student experiments.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 & 12 |
|---|---|---|---|---|---|
| SCIENCE | Science | | | Science<br>Science Extension | **Biology**<br>**Chemistry**<br>**Physics** |
| | | | | Aquatics | *Agricultural Practices*<br>*Science in Practice*<br>*Aquatic Practices* |
| Core Subjects | Elective | | **General Subject** | | *Applied/Essential Subject* |

# HUMANITIES

In Year 9, students will spend the year studying History, Geography, Civics and Citizenship and Economics and Business.

## HISTORY

Having previously studied Ancient History, the focus in Year 9 is about the making of the modern world and then an examination of how global conflict shaped the modern world. In was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism with the colonisation of Australia part of the expansion of European power. Students will examine wartime experiences during World War I which was meant to be 'the war to end all wars' and World War II focusing on conflict in the Asia Pacific Region.

## GEOGRAPHY

Geography is combination of the physical environment that surrounds us along with the interconnections people have with places. The effect of human alteration on natural biomes to produce food and materials with a focus on sustainability is studied. An Australian context of the Murray-Darling basin is utilised. Globalisation over the past century means that places and people are interconnected with other places through trade in goods and services, communication and technology. A case study of iphone production is investigated. "Biomes and food security" and "Geographies of interconnections" are the two units of study.

## CIVICS & CITIZENSHIP

Students explore how Australia's political system enables change. They examine the ways political parties, interest groups, media and individuals influence government and decision- making processes. Students investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society. Through the study of civics & citizenship, students develop skills of inquiry along with values that enable them to be active and informed citizens. "Functioning of Australia's political and legal systems" and "Citizen participation in democracy and political life's" are the units.

# ECONOMICS & BUSINESS

As students get older it is likely you will enter the workforce thus gaining a degree of independence in accumulating and managing money. Making decisions about goods and service, understanding legal rights in the workplace and participating as a member in the economy are all concepts studied that apply to daily life. Understanding the concept of financial rewards come with risk so therefore utilising diversification and insurance strategies is important is studied along with the concept that Australia has a trade relationship of importing and exporting goods from all parts of the world. “Financial risk and reward” and “Developing a competitive advantage in the global economy” are the units of study.

***Assessment***: short response exam, assignment with choice of mode, multimodal presentation

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 & 12 |
|---|---|---|---|---|---|
| HUMANITIES | History<br>Geography<br>Civics & Citizenship<br>Economics & Business | | History<br>Geography<br>Civics & Citizenship<br>Economics & Business | History<br>Civics & Citizenship<br>Geography<br>Economics & Business | **Ancient History**<br>**Modern History**<br>**Legal Studies**<br>**Business**<br>**Aboriginal & Torres Strait Islander Studies**<br>*Social & Community Studies*<br>*Business Studies*<br>Certificate II in Workplace Skills<br>Certificate II in Tourism<br>Certificate III in Conservation & Ecosystem Management |
| Core Subjects | Elective | **General Subject** | | *Applied/Essential Subject* | VET Certificate Course |

# HEALTH AND PHYSICAL EDUCATION

The Years 9–10 curriculum builds on each student's prior learning. During this time, students refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people's choices in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation.

Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

Topics in Year 9 include:

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Theory: Relationships<br><br>Practical: Net & Court/ Striking | Theory: Responsible decision making<br><br>Practical: Athletics | Theory: ATODs<br><br>Practical: Invasion Games | Theory: Growth and Development<br><br>Practical: Student Wellbeing |

***Specific Subject Requirements:*** Appropriate footwear for practical lessons (as per Gordonvale State High School uniform policy) and a hat for outdoors practical lessons

***Assessment***: Students will complete a variety of theory and practical assessments including, but not limited to, research reports, in class exams, movement tasks, and projects.

# RECREATION & FITNESS PROGRAM

This Year 9 Recreation and Fitness Program subject encompasses aspects of the application of fitness programing and recreation activities to maintain and/or improve the fitness, health and wellbeing of themselves and others. They will engage in learning experiences which cover fitness and training principles aligned to strength and conditioning protocols for how to most effectively build and implement a program for themselves or their peers. Physical activity is a mandatory aspect of the subject.

This is an excellent subject for those who wish to pursue the Senior Recreation subject and Certificate III in Fitness course in years 11 and 12 or post-school careers such as: personal training, strength and conditioning coach, fitness/gym instructor, Sport scientist.

| HPE | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 & 12 |
|---|---|---|---|---|---|
| | HPE | HPE | HPE<br>Fitness | Health Education<br>Physical Education<br>Recreation & Fitness | **Health**<br>**Physical Education**<br>*Sport & Recreation*<br>Certificate III in Fitness |
| Core Subjects | Elective | **General Subject** | | *Applied/Essential Subject* | VET Certificate Course |

# ELECTIVE SUBJECTS

ALL YEAR 9 STUDENTS CAN CHOOSE 3 ELECTIVES.

EACH ELECTIVE IS STUDIED FOR 1 SEMESTER.

# THE ARTS

## DRAMA

Year 9 Drama is a practical and engaging subject that builds students' confidence, communication, and collaborative skills. The subject builds a range of transferable skills valued across many future pathways, fostering creative thinking, expressive communication, and an understanding of diverse performance styles.

Students explore voice, movement, performance and stagecraft while learning to devise, interpret, and create dramatic works.

Students are also encouraged to participate in school drama activities such as concerts, festivals, workshops, and live performance events. Drama supports creative expression and provides valuable skills for a wide range of future pathways.

**Assessment**: Drama students will have a performing and written assessment in each unit.

## MEDIA

Year 9 Media Arts is an engaging subject that explores how media and technology are used for creative and stylistic communication. Students investigate and create a range of media products—including film, television, advertising, and online content—that aim to entertain, inspire, and inform audiences.

Throughout the course, they develop practical production skills using industry-standard software such as Adobe Premiere Pro, along with ethical and social awareness, problem-solving strategies, and collaborative approaches. These skills build a strong foundation in media technologies and support a variety of future pathways.

**Assessment**: Students will be assessed by a practical element (video/image production) and a written element (script, treatment, analysis).

## MUSIC

The study of Music supports the development of innovative thinking, concentration, coordination, memory, creativity, and self-expression. Students are encouraged to cultivate an ongoing interest in music, whether for leisure or as a future career pathway. Throughout the course, students analyse and evaluate a broad range of musical styles and apply their understanding through performance, composition, listening activities, and music knowledge tasks.

Students have access to a variety of instruments, allowing them to develop practical skills on their instrument of choice and strengthen their musicianship in a supportive environment. A key component of the program also includes the use of music technology, where students learn to compose, edit, and arrange music using Digital Audio Workstations (DAWs) and other contemporary digital tools, building industry-relevant creative skills.

Students are encouraged to engage with the wider musical life of the school, with opportunities such as instrumental lessons, community performances, stage band, school events, visiting live performances, and other extra-curricular experiences.

**Assessment**: Music students will have a performing, composing and written assessments.

# VISUAL ART

In Year 9, Art focuses on developing stronger technical skills, creative thinking, and personal expression. Students explore a wider range of mediums—such as acrylic painting, printmaking, mixed media, sculpture, and ceramics—while learning more advanced techniques. They investigate how artists communicate ideas, experiment with different styles, and begin to form their own artistic identity. Students will plan and refine artworks through a more thoughtful design process, learning to evaluate and improve their work. They also study contemporary and historical art to understand how culture, technology, and social issues influence creativity. Overall, Year 9 Art encourages independence, innovation, and confident visual communication.

Areas studied in Year 9 include:

- Drawing
- Ceramic sculpture
- Painting
- Mixed media

***Assessment***: Art students will have a making and written assessment in each unit.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 & 12 |
|---|---|---|---|---|---|
| THE ARTS | Drama<br>Media<br>Music<br>Visual Art | | Drama<br>Media<br>Music<br>Visual Art | | **Drama**<br>**Film & Television**<br>**Music**<br>**Visual Art** |
| | | | | | *Visual Arts in Practice*<br>*Media Arts in Practice*<br>*Music in Practice* |
| Core Subjects | Elective | **General Subject** | | *Applied/Essential Subject* | VET Certificate Course |

# TECHNOLOGIES

## FOOD & FIBRE PRODUCTION

Year 9 Food & Fibre Production is an engaging subject that focuses on environmental sustainability and sustainable agriculture. The course provides a strong foundation in modern food and fibre systems, with an emphasis on sustainable design and responsible production. Students investigate real world agricultural challenges and develop design solutions, continually evaluating and modifying their ideas to meet the needs of a given scenario. The unit includes formal lessons to build theoretical understanding, alongside a variety of practical tasks completed both individually and in groups to apply and extend their learning.

***Specific Subject Requirements:*** hat, sunscreen
***Assessment*:** Students in Technologies will be assessed by practical skills performed, investigations & written work (folios).

## MATERIALS & TECHNOLOGY SPECIALISATION

This is a design based practical technology subject where students use a variety of materials to develop and produce their own projects. Students will use the design process to generate design ideas and learn practical skills as they create a range of quality products and prototypes. The main focus of the subject is the safe and effective use of hand and power tools throughout the design and production process. Assessment will include students' practical projects, design folios, workshop safety, and project evaluations. The practical skills gained in this subject provide valuable life skills that help students solve everyday problems and prepare them for future vocational pathways or apprenticeships involving hands on, practical work.

***Specific Subject Requirements*:** Leather upper shoes, shirt tucked in, hair tied back. Safety glasses provided.
***Assessment*:** Students in Technologies will be assessed through their practical projects and design folio.

## FOOD SPECIALISATION

Year 9 Food Specialisation develops students' knowledge and skills to safely and hygienically plan, prepare, and produce a variety of food products in the school kitchen. Students extend their practical abilities while learning about food preparation techniques, nutrition, and the importance of making informed, healthy, and sustainable food choices. Throughout the course, they generate and adapt design ideas, explore production processes, and refine solutions to meet specific design criteria. Students apply the design process to plan their dishes, justify their decisions, and evaluate the outcomes. The subject balances theoretical understanding with practical learning, giving students confidence and competence in working with food and in making responsible choices about what they eat.comes. The subject balances theoretical understanding with practical learning, giving students confidence and competence in working with food and in making responsible choices about what they eat.

***Specific Subject Requirements*:** Covered in shoes, hair tied back.
***Assessment*:** Students will be assessed through their practical projects and design folio

## DIGITAL TECHNOLOGIES

Year 9 Digital Technologies provides students with practical opportunities to apply design thinking and become innovative developers of digital solutions. Students will use mark-up languages and style sheets to design and build a prototype data-driven website that addresses an identified problem. Throughout the course, they will analyse existing examples, explore the software development life cycle, and investigate how big data is used to inform solutions in areas such as transportation and government.

The subject focuses on collecting, managing, and analysing data; defining and decomposing complex problems; implementing interactive website features; evaluating digital solutions; and collaborating effectively on digital projects. Students will develop essential skills in time management, resource use, computational and design thinking, website development, and the evaluation of end products.

***Assessment***: Students in Digital Technology will be assessed through their digital projects and folio work.

## DESIGN & TECHNOLOGY

Students in this subject develop the knowledge and skills needed to generate, communicate, and refine design ideas through graphical representations and functional prototypes. They will build competency in sketching, interpreting and producing technical drawings, and using CAD (computer aided design) software to model and test solutions to design problems. The unit emphasises the iterative design process, enabling students to analyse needs, create digital 3D models, and produce physical prototypes through 3D printing. Learning experiences may include technical drawing, developing 3D virtual models, and manufacturing 3D printed components as part of a complete design solution.

***Assessment***: Students in Technologies will be assessed through their practical assessment and written/digital work (folio).

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 & 12 |
|---|---|---|---|---|---|
| TECHNOLOGY | Technology | | Design & Technology<br>Digital Technology<br>Materials & Technology Specialisation<br>Food & Fibre Production<br>Food Specialisation | | *Agricultural Practices*<br>Cert II Engineering<br>Cert II Hospitality<br>Building and Construction |

Core Subjects  Elective  **General Subject**  *Applied/Essential Subject*  eLearning  VET Certificate Course

# LANGUAGES

## JAPANESE

The focus of study in year 9 Japanese is to view Japan as a travel destination. Students will study about scheduling, reading and interpreting schedules. Developing a plan that includes costs, flights and transport, accommodation, food/meals, and conversion into Japanese currency are concepts explored across the semester.

***Assessment***: Students in LOTE are assessed by the following tasks: speaking, writing, listening and reading.

| LANGUAGES OTHER THAN ENGLISH (LOTE) | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 & 12 |
|---|---|---|---|---|---|
| | Japanese or Intercultural Studies | | Japanese | Japanese | Japanese |
| Core Subjects | | Elective | | **General Subject** | eLearning |


## CONTACT INFORMATION

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