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Key Staff – Year 9

Danielle Lambert - Year 9 Head of Year



Welcome to Year 9, your final year of Junior Secondary at Dalby State High School and an important stepping stone towards Senior School.

Having been the Head of Year for this cohort since Year 7, it has been a privilege to watch our students grow in confidence, maturity and independence. I look forward to continuing to support them throughout this important year as they prepare for the transition into Year 10.

As Head of Year, I work closely with the Year Level Coordinator, teachers and our support staff to ensure every student is known, supported and encouraged to achieve their personal best. Together, we monitor academic progress, attendance, wellbeing and behaviour, while working with students and families to remove barriers to learning and provide the support needed for success.

Year 9 is a time for students to challenge themselves, explore future pathways and develop the skills and resilience that will prepare them for Senior School. I am excited to continue working alongside our students and families as we support each young person to make a successful transition into Year 10 and beyond.

Amber Mann – 2027 Year 9 Coordinator



Welcome back to another year at DSHS.

I am delighted to be the Year 9 Coordinator for 2027. Having been a Care Class teacher for this cohort since they began at DSHS in Year 7, it has been a privilege to build strong relationships with our students and watch them grow in confidence, maturity and resilience over the past two years. In addition to my role as Year 9 Coordinator, I teach both Junior and Senior Mathematics. As Year Coordinator, I am committed to supporting our students as they continue their high school journey, helping them navigate challenges, celebrate successes and make the most of the opportunities available to them. I am here as a point of support for both students and their families throughout the year. As our students enter their third year at DSHS, we will continue to

encourage their development of life skills that will help them succeed both at school and beyond. I am excited to continue working alongside this wonderful cohort and look forward to seeing each student grow into a capable, confident and compassionate young person.

I look forward to another fantastic year with this amazing cohort!

Kristy Thomson – 2027 Year 9 Guidance Officer



Year 9 can bring new challenges and opportunities as students continue to develop their independence and prepare for future pathways. Guidance Officers are available to support students and families through counselling, psychoeducational assessments, and advice on educational, personal, and career-related matters. Students can be referred by teachers for support with learning, wellbeing, behavioural, or social concerns. Working closely with families and school staff, Guidance Officers help ensure every student has the support they need to succeed and thrive at school.

Year 9 Subject Selections 2027 (for students in Year 8, 2026)

The junior secondary curriculum offerings at Dalby State High School are based on a core program of Australian Curriculum¹ subjects. To complete your study program Year 9 students are able to select from a range of elective subjects (shaded below).

Learning Area	Year 7	Year 8	Year 9
English	Australian Curriculum Core	Australian Curriculum Core	Australian Curriculum Core
Mathematics			
Science			
HPE			
History			
Humanities			CIV – Civics and citizenship GEG – Geography ECB – Economics & Business
The Arts	ART – Visual Arts DRA – Drama MUS – Music MED – Media Arts	ART – Visual Arts DRA – Drama MUS – Music MED – Media Arts	ART – Visual Arts DRA – Drama MUS – Music MED – Media Arts
Technology	TTZ – Materials and Technologies Specialisation (Man Arts) TFD/TMT – Food Specialisation/Materials & Technologies Specialisation (Home Ec) DIG – Digital Technologies TFF – Food & Fibre Production	DIG - Digital Technology TTZ – Materials and Technologies Specialisation (Man Arts) TFD/TMT – Food Specialisation/Material & Technologies Specialisation (Home Ec) TFF – Food & Fibre Production	DIG - Digital Technology TTZ – Materials and Technologies Specialisation (Man Arts) TFD/TMT – Food Specialisation/Materials & Technologies Specialisation (Home Ec) TFF – Food & Fibre Production (Ag Science) (2 Electives to be studied for whole year. Select 7 in order of preference)
Languages other than English (Japanese)	Australian Curriculum Core	JPS – Japanese	JPS – Japanese

(2 Electives to be studied for whole year.)

GUIDE TO SELECTING SUBJECTS FOR YEAR 9 IN 2027

Consider the factors that could affect your choice:

- Ability levels and interest
- Previous experience
- Career aims

Consider the choices available:

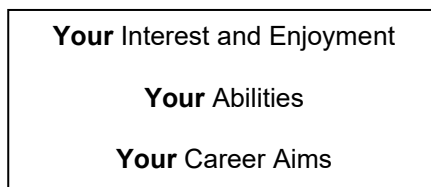
- Subject information – see subject elaborations in this booklet
- Time demands – both at school and at home
- The overall balance of your study program – Theory/Practical/Creative/Analytical etc.

Consider your own circumstances:

¹ For more information about the Australian Curriculum go to <http://www.australiancurriculum.edu.au/>

- Consideration of preparation for Years 10, 11 and 12
- Balance of learning – ensuring a broad-based general education
- Discuss subject choices with your family, teachers and Heads of Department, who are familiar with the subjects offered and units included
- If required, discuss your plan with a Guidance Officer and talk about career aims

The correct choice of elective subjects is critical to your happiness at school, your success in studies and the range of vocational opportunities in the future. The three main determinants in deciding on subjects selected should be:



In making a selection, it is very important for you to find out what the offerings are really about in order to make a sensible decision.

- Do not select subjects simply because your friends are doing them, or because your older brothers or sisters did them.
- No Junior Secondary elective subjects are needed as pre-requisites for their corresponding Senior Secondary subjects.

CAREER AWARENESS

During Junior Secondary, you will probably begin to specialise in some subjects because of your interests, abilities and future career goals.

- You will achieve your best in subjects you like and which suit your particular strengths and learning styles.
- Be aware of the future options and career information available.
- Heads of Department and the Guidance Officer can tell you more about specific subjects.
- An interview with the Guidance Officer for yourself and your family can be made by contacting the school.

There are many important decisions you have to make while at school. Some of the most important are concerned with your choice of subjects in Years 9 and 10 and later in Years 11 and 12. Your choices can directly affect your success at school and how you feel about schooling. As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have already had some success
- which will help you reach your career goals, or at least keep many options open
- which will develop skills, knowledge and attitudes useful throughout your life

This may sound difficult, but if you approach the decision calmly, follow the guidelines and seek advice when necessary, you should come up with a list of subjects that meet your needs.

Keep your options open. Like many students, you might have thought about the future, but haven't firmly decided on a career. It is wise to keep your options open. This means selecting subjects which make it possible for you to continue to think about your career choices.

Remember too, that your choices now may affect the choices you can make in Years 10, 11 and 12. While the selection of senior subjects does not rely on pre-requisites from Junior Secondary, it would be difficult to take up Languages or Music in the senior school without having studied the related subjects during Junior Secondary.

- Read—all the descriptions in the booklet.
- Ask—for more information from teachers, Heads of Department etc.
- Listen—to all the advice available.
- Plan—your choices carefully.

Be honest about yourself and your abilities and be realistic about your career aims. Little is to be gained from taking subjects that have proven difficult in the past. You are an individual with your own needs and experiences. It is not wise to select or reject a subject based on someone else's experiences with them, or what your friends are doing, and whether a particular teacher usually takes that subject. If you need more help—seek it out.

YEAR 9 CORE SUBJECTS

English (ENG)	
Subject Overview When studying English, students learn that: • literacy skills are essential in real life • language is a powerful tool that influences the way people think, feel, learn and understand. The study of English aims to develop a student's skills in the areas of: • literacy (grammar, spelling, punctuation) • reading comprehension • writing – explaining, persuading, analysing, creating • listening • viewing • speaking and presenting	
Course Content The Australian Curriculum for Year 9 English students is built around the three strands of language, literature and literacy. Students interpret, create, evaluate, discuss and analyse a range of texts including literature, informative, persuasive and media texts during their study of: • Speculative fiction concepts and narratives • The Only Witness documentary and 12 Angry Men play • <i>The Boy in the Striped Pyjamas</i> [novel] • Written, spoken and visual representations within Disney films	Assessment Summary There are five assessment tasks during the year: • one in-class exam • two written assignments • one multimodal presentation (spoken and visual)
Homework/Study Requirements Revising course content and practising literacy skills are highly recommended strategies. The preparation of assignments and presentations requires a commitment of time and effort beyond timetabled lessons.	Resources/Stationery Requirements • Texts and resources provided by the Resource Scheme • 2 x A4 notebooks • Student stationery items
Senior Secondary Pathway English is a compulsory subject in every year of secondary school. On the completion of Year 9, English is offered as two separate strands. Students who have completed 9 English successfully, preferably to at least a B standard, may choose to study 10 English (a core subject). English is also offered in Year 10 as a vocationally-oriented subject (10 English Foundation). Students who successfully complete 10 English are invited to study English (a General subject) in Years 11 and 12. Students who have not pursued an academic pathway in Year 10 study Essential English (an Applied subject) in Years 11 and 12.	

Mathematics (MAT)	
Subject Overview Mathematics is a compulsory subject in Year 9. Dalby State High School offers two levels of Mathematics study at a year 9 level; these are Year 9 Mathematics and STEM Academy Mathematics. The STEM academy is available to students by application only. Mathematics follows the Australian Curriculum requirements for Year 9 and prepares students to enter into General Mathematics or Extension Mathematics in Year 10.	
Course Content • Number • Scientific notation and Index laws • Measurement (length, area, surface area, volume and capacity) • Statistics and Data presentation • Geometry • Trigonometry • Algebra and Linear Functions • Finance • Probability	Assessment Summary • Homework tasks throughout each semester (approximately five are marked, feedback given and returned). • End of term exams • One assignment per semester which will be in the form of a report.
Homework/Study Requirements Regular homework (approximately 5 tasks per semester) and practicing of mathematics skills is important. Approximately one (1) hour of homework and revision is recommended each week.	Resources/Stationery Requirements • Texts provided through Resource Scheme • Online resources provided through Resource Scheme • Scientific calculator (TI30-XB) • Ruler and protractor • Stationary as advised on book list. • Student notebooks as advised on book list
Senior Secondary Pathway Mathematics is a prerequisite for both General Mathematics and Extension Mathematics in year 10. Students should pass (gain a C standard) in Year 9 Mathematics to be able to engage in the curriculum at a Year 10 Mathematics level. Students need to attain a B standard or higher in Year 9 Mathematics to be able to engage in the curriculum at a Year 10 Extension Mathematics level. Mathematics suits students with a variety of education and employment aspirations, including, military, apprenticeships, university and TAFE studies.	

Science (SCI)	
Subject Overview Students will learn scientific concepts, theories and issues, that will enable them to become thinking and informed citizens. This will help them make responsible decisions about issues which affect us. The emphasis is on students' use of the scientific method to solve problems and answer questions. They will also learn the skills of using scientific equipment, working in groups, information gathering, decision-making, critical thinking and communicating scientifically.	
Course Content Students will undertake studies on • Biological Science - students study sexual and asexual reproduction and the role of the body systems in functioning. • Chemical Science – students study the structure of atoms and the ways matter changes during chemical reactions. • Earth and Space Sciences – Students investigate how interactions between Earth's spheres — Students study the atmosphere, biosphere, hydrosphere and geosphere — influence the carbon cycle. • Physical Science – Students explore energy and motion by investigating how energy is transferred, transformed and conserved within physical systems.	Assessment Summary There are four assessment tasks during the year. They will be: • Examination – Earth and Space Science • Examination – Chemistry • Research Investigation – Biological Science • Student Experiment – Physical Science
Homework/Study Requirements Some homework should be attempted each night on set tasks or revision of class work.	Resources/Stationery Requirements • Text book supplied by the resource scheme • Two A4 exercise books • Standard stationery items
Senior Secondary Pathway In Year 10, Science is an elective. Students may undertake one or more Science subjects. These include: • Science Foundations, which focuses on more grounded exploration of scientific concepts in real world applications and prepares students for Year 11 Science in Practice. • Biology and Psychology with students completing 1 semester of each, which are extended into year 11 preparatory concepts. • Chemistry and Physics with students completing 1 semester of each, which are extended into year 11 preparatory concepts. These subjects will help students prepare to study the senior general subjects of Biology, Psychology, Physics and Chemistry in Years 11 and 12. Those not considering a pathway involving a general science subject can elect to study Science in Practice.	

Health and Physical Education (HPE)	
This subject provides a foundation for developing active and informed members of society, capable of managing interactions between themselves and their social, cultural and physical environments in the pursuit of good health. The curriculum maintains the focus on two important strands including Personal Social and Community health as well as Movement and Physical Activity.	
Course Content - Swimming and dimensions of health - Athletics and risk taking behaviour - Invasion games/striking games and ethics in sport - Invasion games/striking games and motor learning	Assessment Summary - Investigation report and physical performance - Project - health campaign aimed at raising awareness and physical performance - Integrated unit of ethics in sport and physical performance - Integrated unit of a motor learning and physical performance
Homework/Study Requirements Students should spend time at home reinforcing learning from class. Class time will be available for the development of formal assessment.	Resources/Stationery Requirements 128-page A4 exercise book (not a 5-subject book) - USB - School hat, sunscreen, water bottle - Sunsaferashie for the swimming unit - Pens and pencils
Senior Secondary Pathway In Year 10, students can elect to study Sport and Recreation, Physical Education and/or Health Education. These subjects link with the Senior subjects of Physical Education (General/ATAR subject), Health (General/ATAR subject) and Sport and Recreation (Applied subject).	

History (HIS)	
In Semester 1, students study Year 9 History knowledge and skills. In Semester 2, students study Year 10 History knowledge and skills. The Australian Curriculum mandates that students study History up until the end of Year 10. Dalby State High School runs the four mandatory units in Year 9 so that students can select subjects in Year 10 appropriate for their pathway. Subject Overview The Year 9 and Year 10 curriculum provides a study of the history of the making of the modern world from 1750 to our modern Rights and Freedoms. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. It was also a time of redefining the borders of many countries with two World Wars as well as shaping new world orders. Individual rights and freedoms were also being redefined from 1945-onwards. The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.	
Course Content • Unit 1: Making A Nation • Unit 2: World War 1 • Unit 3: World War 2 • Unit 4 Rights and Freedoms	Assessment Summary • Students will complete a variety of assessment types appropriate to the unit of work of work studied.
Homework/Study Requirements Students are expected to complete homework tasks and revise work done in class.	Resources/Stationery Requirements • Texts and resources provided by the Resources Scheme • A4 notebook • Student stationery items
Senior Secondary Pathway The study of History equips students with the skills to study the General subjects of Modern History (General subject) and Ancient History (General subject) in Years 11 & 12, and Year 10 History Extension.	

YEAR 9 ELECTIVE SUBJECTS

HUMANITIES AND SOCIAL SCIENCE

Civics and Citizenship (CIV)	
Subject Overview By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life. When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.	
Course Content Students will study the following units: • Government and Democracy • Australia's Legal System • Australia's Government and Legal System • Systems of Government in the Asian Region and implications for global citizenship	Assessment Summary • Students will complete assessment appropriate to the topic being studied.
Homework/Study Requirements Students are expected to complete homework tasks and revise work done in class during the lesson. They are expected to spend approximately ½ hour per day revising or completing tasks.	Resources/Stationery Requirements • Texts and resources provided by the Resources Scheme • A4 notebook • Student stationery items
Senior Secondary Pathway The study of Civics equips students with the skills to study the General subjects of Modern Geography, Legal Studies and Economics.	

Geography (GEG)

Subject Overview

In Year 9, students will build on previous studies of society and environment. They will understand that societies involve concepts that are related to geographic, social, political, economic and cultural changes and interpretations of them from different perspectives. By the end of the course students will understand the value of inquiry, identify broad topics and be able to design their own research focus and guide questions. They will be able to identify and work with primary and secondary sources to gather information and evidence in order to make connections, construct arguments, draw conclusions and make justifiable decisions.

Course Content

- Unit 1 – Biomes
- Unit 2 – Interconnections
- Unit 3 – Hazards
- Unit 4 - Conflict

Assessment Summary

- Assessment is a variety of types including knowledge exams, research assignments and essays
- There are four pieces of assessment, one for each unit

Homework/Study Requirements

Students are expected to complete assessment tasks and homework tasks over the course of the unit.

Resources/Stationery Requirements

- Texts and resources provided by Resource Scheme
- A4 notebook
- Student stationery items

Senior Secondary Pathway

Study of Geography in Year 9 leads to the study of Geography, History, Law and Business in Year 10 as most of the skills are similar. This leads to the General subjects of Geography, Modern History, Ancient History, Legal Studies and Business studies in Years 11 and 12.

Economics and Business (ECB)

Subject Overview

In Economics and Business, students explore how businesses create competitive advantage, how countries utilise trade with other nations and how to improve their personal financial management and are introduced to accounting.

Course Content

Topics include:

- Investigate strategies businesses use to create a competitive advantage
- Australia as a trading nation
- Personal investing (playing the ASX Schools Sharemarket Game); managing financial risk and rewards
- Roles and responsibilities in the workplace
- Introduction to accounting

Assessment Summary

There are four assessment tasks during the year.

Assessment tasks include:

- Business report
- Investigative report
- Financial Management Exam
- Accounting exam

Homework/Study Requirements

To be successful, regular practice and revision is encouraged.

Resources/Stationery Requirements

- Texts and resources provided by SRS
- A4 notebook
- Calculator
- Student stationery items
- Plastic document wallet

Senior Secondary Pathway

Year 9 Economics and Business leads to Year 10 Economics and Business and then Year 11 and 12 Accounting (General subject), Economics (General subject) and Business Studies (Applied subject) and Business (General subject).

LANGUAGES

LOTE - Japanese (JPS)	
Subject Overview The study of languages aims to develop students' interpersonal skills in the target language and to further develop understandings of other cultures. Having the skills in another language will provide opportunities to experience life through a variety of careers including international business and tourism.	
Course Content Topics of study: • Holidays: Students explore special events in Australia and Japan, and talking and writing about things which happened in the past. • Class Time: Students learn how to understand and give instructions in a Japanese classroom, and ask about rules. Students also learn how to talk about the subjects they study and their school timetables. • Travel: Students explore talking about unusual experiences and travel memories, and make travel posters in Japanese to send to our sister school in Hamamatsu. • High School: Students reflect on their experiences as high school students through surveys, letter writing and practise telephone conversations. Students also learn about the Japanese school system.	Assessment Summary Students will be assessed on their language competence in the four macroskills of writing, listening, speaking and reading.
Homework/Study Requirements To be successful, regular practice and revision is required.	Resources/Stationery Requirements • 1 x A4 exercise book, • 1 x document wallet.
Senior Secondary Pathway Japanese links with Japanese as an elective in Year 10 and Japanese (General) in Year 11 and 12.	

TECHNOLOGIES

Agriculture - Food and Fibre Production (TFF)

Subject Overview

This course aims to introduce Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce solutions to the technological, sustainable and practical aspects of agriculture. Students learn importance of agriculture to future food security. One lesson per week will be a practical lesson which will take place at the Bunya Campus Agriculture facility.

Course Content

Students will undertake studies on

- Livestock Nutrition and Rationing
- Factors Affecting Cotton Production
- Meat Sheep production
- Aquaculture

Assessment Summary

There are four assessment tasks during the year. They will be:

- Investigation – Creating Rations
- Investigation – Designing Technology
- Exam – Scenario based meat sheep production
- Applied Design Project – Digital package

Homework/Study Requirements

Some homework should be attempted each night on set tasks or revision of class work.

Resources/Stationery Requirements

- Textbook supplied by the resource scheme (if participating)
- Two A4 exercise books
- Standard stationery items.

Senior Secondary Pathway

In Year 10, students can choose an academic or a practical pathway to continue their agriculture studies. In Year 10, 11 and 12 the academic subjects are called Agricultural Science, and the practical subjects are called Agricultural Practices. In Year 11 and 12, students can also choose Innovate Ag, an immersive agriculture program focusing on the completion of Certificate III in Agriculture and student attainment of QCE.

Materials and Technologies Specialisation (TTZ) (incorporating ITD, Graphics & Design – previously referred to as Manual Arts)	
Subject Overview Design and Technologies (previously referred to as Manual Arts or ITD) refers to the procedures and techniques used to combine the Design Process, Graphical Representation and Processing Materials into useful products. The Design component focuses on the application of design thinking process to envisage creative products, services and environments in response to human needs. It is a complex and sophisticated form of problem solving that uses divergent and convergent thinking strategies that can be practiced and improved. The Graphical Skills section focuses on the underpinning industry practices and production processes required to produce the technical / workshop drawings used prior to the processing of materials. Once the above sections are completed students will use a range of materials including wood, metal, plastics, and associated technologies to produce take-home products. Students undertake the development of products from design through manufacturing to process evaluation. In addition, students will develop practical hand skills and tool manipulation useful across a range of future personal and professional settings.	
Course Content • Design in Practice • Exploring design processes • Sketching Processes & Practices • Production graphics • Inventor (Computer Aided Drafting) • Additive Manufacturing (3D Printing) • Woodworking techniques • Metal skills	Assessment Summary • Ongoing subjective assessment of all class activities and tasks • Work folios • Project Completion
Homework/Study Requirements This is a highly practical course and homework is limited to completion of research tasks and classwork.	Resources/Stationery Requirements • USB Storage Device / Memory Stick • 2H Pencils / 0.5 Pacer Pencil
Senior Secondary Pathway This subject prepares students for the relevant preparatory subjects in Year 10 and the General and Applied subjects and Vocational Certificates in Years 11 and 12. The course components break into the following: • Design will form a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture. • Industrial Graphics Skills will form the basis for further education and employment in a range of roles and trades in the manufacturing, engineering, and construction industries. • In addition, students will develop practical hand skills and tool manipulation useful across a range of future personal and professional settings.	

Food Specialisation (TFD) and Material and Technologies Specialisation (TMT) (previously referred to as Home Economics - Selected as one subject and studied as a semester each of TFD and TMT)	
Subject overview: When studying Food Specialisation (TFD) and Material and Technologies Specialisation (TMT), students learn to: • Cook using a variety of foundational cookery skills to modify and prepare family friendly meals • Cook hygienically and safely • Sew using a variety of foundational sewing skills, including sewing on a button, ribbons, beads/sequins, inserting a zip and applique stitches • Investigate, plan, produce and evaluate using design principles in relation to sustainability.	
Course Content In the TFD cookery unit 'The Balanced Bite', students extend their cookery skills from Year 7 and 8, as well as analyse the nutritional value of meals to determine recipe adjustments to suit family needs regarding dietary diseases. In the TMT textile unit 'Terrific Textiles', students learn about characteristics of fabrics and experiment with a variety of machine techniques. Students design and create a pencil case and cushion cover that have zip closures, attachments and decorative stitches.	Assessment Summary Assessment In the cookery unit students will be assessed on: • work plans • practical cookery skills • written assessment in the form of a journal. In the textile unit students will be assessed on: • practical sewing skills • written assessment in the form of a journal including decision making
Homework/Study Requirements All work can be completed in class time. Students may wish to help at home to expand their cookery skills.	Resources/Stationery Requirements All costs, including booklets, ingredients and sewing resources, are covered by the Resource Scheme.
Senior Secondary Pathway Subjects in senior include Hospitality Practices (Applied subject) and Fashion (Applied subject).	

Digital Technologies (DIG)

Subject Overview

Digital Technologies provides students with practical opportunities to use design thinking and helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Course Content

- Manage data using spreadsheets
- Game Design
- Update websites using HTML, CSS and JavaScript
- Design and implement a variety of digital solutions

Assessment Summary

Students are assessed by a project, investigation or exam each term.

Homework/Study Requirements

Whilst students do not need to have access to computer equipment at home, access would be beneficial to practise skills learned and to work on projects.

Resources/Stationery Requirements

- Texts and resources provided by the Resources Scheme
- Plastic document wallet
- Headphones
- USB that can be shared with other subjects

Senior Secondary Pathway

Year 9 Digital Technologies leads to Year 10 Digital Technologies and Year 11 and 12 Information and Communication Technology (Applied subject) and Digital Solutions (General subject).

THE ARTS

Drama (DRA)	
Subject Overview Team work, problem solving, communication and initiative are intrinsic aspects of Drama. As well as developing creative intelligence and personal confidence, Drama develops very employable skills that can be directly used in the working world. Drama students have the potential to understand the world we live in, empathise with human nature and develop skills to function usefully in society.	
Course Content There is an emphasis on practical skill development, and students will undertake a variety of fun and interesting activities including team building, improvisation, play building and character building. Students learn the importance of their voice and their body in conveying meaning to others. Students who choose Drama must realise that it is a performance subject and they will develop skills to help them perform in front of the class. Unit topics include: • Comedy • Physical theatre • Play for teens	Assessment Summary Drama is assessed in the following strands. Creating and Making Students will be assessed on their skills in improvisation and character development/ scriptwriting. Presenting and Performing Students will use their voice and body to create characters and perform scripted text for an audience of their peers. Exploring and Responding Students will write about drama. They will analyse the elements of drama and evaluate live theatre performance.
Homework/Study Requirements Because of the nature of the subject, out of class rehearsals, learning of lines and gathering of costumes and props will be necessary at home. Written assessment tasks will also need to be written, drafted and edited carefully.	Resources/Stationery Requirements • Play texts and resources provided by the Resources Scheme • Notebook as per booklist • Student stationery items e.g. black and red pen, ruler, set of highlighter pens, USB
Senior Secondary Pathway Subjects in senior include Drama (General / ATAR pathway) and Drama in Practice (Applied subject).	

Media Arts (MED)	
Subject Overview Media Arts aims to promote a critical awareness of visual and media literacy and an appreciation of the impact moving images and technology have in our everyday lives. Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.	
Course Content In Junior Secondary there is an emphasis on creating awareness and understanding of the media and communication. Students will undertake a variety of fun and interesting activities spanning theoretical and practical elements. Current units: • <i>Mise-en-scene – Media’s language within film</i> • <i>Superheros in Society – How heroes reflect our world</i> • <i>Video Games and their Audiences – Audience participation in online communities</i> • <i>Short Film Creation – From pre-production to post, full realised short films</i>	Assessment Summary Media Arts is assessed in two ways, making and responding. • Creating and Making Students must participate fully to be able to plan and propose their own works (Design) and develop and create their own original work (Produce). • Exploring and Responding Students write about media by analysing their own work and that of others (Critique)
Homework/Study Requirements Because of the nature of the subject, out of class development, preparation, research and production will be necessary at home. Written assessment tasks will also need to be written, drafted and edited carefully.	Resources/Stationery Requirements • Texts and resources provided by the Resources Scheme • Notebooks as per booklist • Student stationery items e.g. black and red pen, ruler, set of highlighter pens • USB for storing and transporting work
Senior Secondary Pathway Film, TV & New Media (General/ATAR subject) is offered in Years 11 and 12.	

Music (MUS)	
Subject Overview In music, students use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. Music units in Year 9 will build on basic skills including further development of guitar and keyboard skills; aural development; composition; performance and vocal skills. Throughout the course, emphasis is on developing each student's musical potential.	
Course Content Pop song writing and production Students analyse and evaluate the characteristics and features of pop music. They create a pop song in a lead sheet format, writing original lyrics and using a 4-chord progression. A pop song will be performed in a group. Music from the Movies and Gaming Analysis and evaluation of film and gaming scores: Students will listen to a variety of film tracks to gain an understanding of how motifs represent characters and are developed into theme music. They will apply this knowledge to their own composition/arrangement.	Assessment Summary Music is assessed in the strands of making and responding. Creating and Making Composing Pop Song: Character, Motif and Theme Presenting and Performing Solo and group performance – instrumental or vocal for a live audience Exploring and Responding Students will analyse and evaluate music in extended written response exams.
Homework/Study Requirements It is recommended that students should have completed some previous Music study. It is an advantage if students are music literate. Written assessment tasks will need to be written, drafted and edited carefully.	Resources/Stationery Requirements • General student stationery • USB device • 48 page A4 notebook
Senior Secondary Pathway Music (General/ATAR subject) is offered in Years 11 and 12.	

Visual Arts (ART)	
Subject Overview Visual Arts involves the exploration and production of fine art works, through the use of two and three dimensional media. Students draw, paint, sculpt and design their own works and analyse the art works of others. By working on projects, students gain an appreciation of the range of cultures through the exploration of art forms and history. Students are expected to complete both practical and theoretical aspects of this unit.	
Course Content Etching for a brand – create artwork for a business inspired by the zodiac. Unit topics: • Metamorphosis Drawing – communicating ideas and meaning in a two-dimensional focus • Painting Techniques – creating artworks using a range of mediums • Heads Up – three-dimensional practical skill development	Assessment Summary Visual Arts is assessed in the strands of making and responding. Creating and Making Students are assessed on the development and refinement of techniques to represent ideas and subject matter in 2D and 3D artworks through the manipulation of materials, techniques and processes. Exploring and Responding Students will describe, analyse and evaluate their own art works and the work of others.
Homework/Study Requirements Students will be researching and designing their artworks in their Visual Diary outside of class time. Students are expected to be preparing for assignments and exams in their own time when necessary.	Resources/Stationery Requirements • Texts and class resources provided by the Resources Scheme • A4 visual diary • You may need to source your own resources for specific artworks • Artline pen (fine black 0.4 mm) • HB, 4B, 2B pencils • Eraser, 30cm ruler (maximum size), ballpoint pen
Senior Secondary Pathway Subjects in senior include Visual Art (General / ATAR pathway) and Visual Arts in Practice (Applied subject).	

IUP – Intercultural Understanding Program	
Subject Overview IUP is a unique subject where Indigenous students are immersed in their culture here at Dalby State High School. This subject separates male and female students in accordance with men's and women's business, which is customary in First Nations culture. Students are able to learn about specific parts of their heritage that is built around these traditions. The Indigenous staff here at DSHS lead these subjects and become an integral part of the student's journey throughout high school. In addition to learning about their culture, staff assist students with study habits, assessment and for those in year 8 and 9, resumes and job applications	
Course Content Intercultural understanding encompasses the behaviours and dispositions that students need to understand what happens and what to do when cultures intersect. Through learning to value their own cultural perspectives and practices and those of others, young people are supported to become responsible local and global citizens. They are equipped for living and working in an interconnected world. Intercultural understanding involves students developing the knowledge and skills needed to reflect on culture and cultural diversity, engage with cultural and linguistic diversity, and navigate intercultural contexts. The Intercultural Understanding learning continuum is organised into 3 elements: • Reflecting on culture and cultural diversity • Engaging with cultural and linguistic diversity • Navigating intercultural contexts Throughout Junior Secondary students go through parts of these elements to deepen student engagement and understanding of their own culture.	Assessment Summary There is no formal Assessment in this subject.
Homework/Study Requirements n/a	Considerations and Expectations Students must formally identify as ATSI and be signed up to the relevant program. Female students – Beyond the Broncos Male students – Clontarf Foundation

**Year 9 Subject Selections 2026 (for students in Year 8, 2025)**

The junior secondary curriculum offerings at Dalby State High School are based on a core program of Australian Curriculum subjects. The following table represents the subjects available and the relevant subject progressions into Years 10, 11 and 12

Learning Area	Year 9 Subject Name & Code	Year 10 Subject Name & Code	Years 11 & 12 Pathway
English	ENG – English	ENG – English	General – English
	Apollo academic extension strand: Aristotle (by application only)	ENF – English Foundation	Applied – Essential English
		ENX – English Ext	General – English
Maths	MAT – Mathematics	NUS – Numeracy Short Course	Applied – Essential Mathematics
	Apollo academic extension strand: STEM Academy (by application only)	MAT – Mathematics (General)	General – General Mathematics
		MAX – Mathematics Extension	General – Mathematical Methods/Specialist Mathematics
Science	SCI – Science	SCX – Chemistry & Physics	General – Physics Chemistry
	Apollo academic extension strand: STEM Academy (by application only)	SCF – Science in Practice	Applied – Science in Practice
		SCI – Biology & Psychology	General – Biology Psychology
	TFF – Food & Fibre Production (Ag Science)	TFF – Food & Fibre Production (Ag Science & Ag Practices)	General – Agricultural Science Applied – Agricultural Practices
Humanities	HIS – History	HIX – History Extension	General – Ancient History Modern History
		COY – History Elective	
	CIV – Civics & Citizenship	CIV – Civics & Citizenship	General – Legal Studies
		GEG – Geography	General – Geography
	ECB – Economics and Business	ECB – Accounting & Business	Applied – Business Studies General – General Business General – Accounting

Health and Physical Education	HPE – Health and Physical Education	YHE – Health Education	General – Health Education
		XRP – Sport & Recreation Elective	Applied – Sport & Recreation
		YPE – Physical Education Elective	General – Physical Education
The Arts	ART – Visual Arts	ART – Visual Arts	General – Visual Art
		ART – Visual Arts in Practice	Applied – Visual Arts in Practice
	DRA – Drama	DRA – Drama	General – Drama
		DRA – Drama in Practice	Applied – Drama in Practice
	MED – Media Arts	MED – Media Arts	General – Film, TV & New Media
	MUS – Music	MUS – Music	General – Music Applied – Music in Practice
	Apollo academic extension strand: Aeschylus (by application only)	ASP – Aeschylus	General – Music General – Drama
Technologies	TTZ – Materials & Technologies Specialisation (Man Arts)	TTZ Materials & Technologies Specialisation (Man Arts)	Vocational Training – Manufacturing Engineering
		TES – Engineering Principals & Systems	Applied – Industrial Graphics
		DAT – Design & Technology	General – Design
	TFD/TMT – Food Specialisation / Materials & Technologies Specialisation (Home Ec)	TFD – Hospitality	Applied – Hospitality Practices
		TMT – Fashion	Applied – Fashion
	DIG – Digital Technologies	DIG – Digital Technologies	Applied – Information Communication Technologies
Languages	JPS – Japanese	JPS – Japanese	General – Japanese