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## Key Staff – Year 9

### Annie Young – Year 9 Head of Year



Welcome to Year 9, and your final and most important year as a junior student at Dalby State High School. As a person who has lived in Dalby and worked at Dalby State High School for many a year, you as a student and a family are attending a school that can offer numerous future career pathways. Over the past years as the Head of Year 9 I have seen students grow and progress from a young junior to one who is preparing themselves to have success as a year 10 student and their first year as a Senior student. In year 9, my goal is to work with the year coordinator to monitor students' academic progress, identify those who might be struggling, and offer appropriate interventions. This also includes working together with all DSHS staff as a team to identify those who might be struggling, and offer appropriate interventions.

This can include coordinating with teachers to provide extra academic support, such as tutoring or study groups, to help students improve their performance. This role allows me to monitor attendance and behaviour patterns as another important aspect of the role to help assist with barriers that prevent students attending. I also address disciplinary issues and work towards maintaining a positive and respectful school environment for all staff and students. One aspect of my role that I enjoy and have the pleasure of working with a vast team of support staff to address emotional and behaviour needs as life of a young adolescent can be very daunting at times. This collaborative effort ensures a comprehensive and holistic approach to student well-being. As part of my role, I believe the team work with the year coordinator and all staff is an essential team role to nurturing a supportive and conducive learning environment where students can thrive academically, socially, and emotionally in Year 9 This collaboration allows us to support students and families to set our junior students up for success going forward into Year 10.

### Izzy McCafferty – 2024 Year 9 Coordinator



Welcome back to another year at DSHS. I am the Year 9 Coordinator in 2024. I started my role as Year Coordinator for this cohort in Term 3 of 2022, and it has been an incredible experience getting to know the students over the past 2 years. Other than being a Year Coordinator, I also teach Music and English, and am lucky enough to have taught almost every student in our cohort. As part of my role, I will guide and support the students through their next year of high school as they continue to grow in this DSHS community. They can look to me as a support staff member, as can you as their parents and/or guardians. As this is their third year here at DSHS, we will continue to develop their resilience, perseverance, and 21st century skills and I can't wait to see them develop further into capable, confident, and strong adults.

## Year 9 Subject Selections 2024 (for students in Year 8, 2023)

The junior secondary curriculum offerings at Dalby State High School are based on a core program of Australian Curriculum<sup>1</sup> 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
<b>English</b>	Australian Curriculum Core	Australian Curriculum Core	Australian Curriculum Core
<b>Mathematics</b>			
<b>Science</b>			
<b>HPE</b>			
<b>History</b>			
<b>Humanities and Social Sciences</b>			
<b>The Arts</b>	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
<b>Technology</b>	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)  <b>(2 Electives to be studied for whole year. Select 7 in order of preference)</b>
<b>Languages other than English (Japanese)</b>	Australian Curriculum Core	JPS – Japanese	JPS – Japanese

(3 Electives to be studied for whole year. Select 7 in order of preference)

### GUIDE TO SELECTING SUBJECTS FOR YEAR 9 IN 2024

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

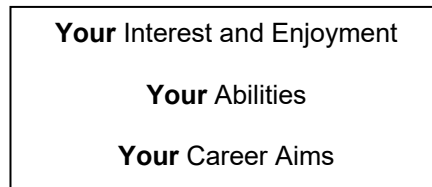
<sup>1</sup> For more information about the Australian Curriculum go to <http://www.australiancurriculum.edu.au/>

- The overall balance of your study program – Theory/Practical/Creative/Analytical etc.

Consider your own circumstances:

- 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

<b>English (ENG)</b>	
<p><b>Subject Overview</b></p> <p>When studying English, students learn that:</p> <ul style="list-style-type: none"> <li>• literacy skills are essential in real life</li> <li>• language is a powerful tool that influences the way people think, feel, learn and understand.</li> </ul> <p>The study of English aims to develop a student's skills in the areas of:</p> <ul style="list-style-type: none"> <li>• literacy (grammar, spelling, punctuation)</li> <li>• reading comprehension</li> <li>• writing – explaining, persuading, analysing, creating</li> <li>• listening</li> <li>• viewing</li> <li>• speaking and presenting</li> </ul>	
<p><b>Course Content</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• speculative fiction concepts and narratives</li> <li>• written, spoken and visual representations of Australia and Australians</li> <li>• <i>The Boy in the Striped Pyjamas</i> [novel]</li> <li>• <i>Twelve Angry Men</i> [play script]</li> </ul>	<p><b>Assessment Summary</b></p> <p>There are five assessment tasks during the year:</p> <ul style="list-style-type: none"> <li>• one in-class exam</li> <li>• three written assignments</li> <li>• one multimodal presentation (spoken and visual)</li> </ul>
<p><b>Homework/Study Requirements</b></p> <p>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.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Texts and resources provided by the Resource Scheme</li> <li>• 2 x A4 notebooks</li> <li>• Student stationery items</li> </ul>
<p><b>Senior Secondary Pathway</b></p> <p>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.</p>	

<b>Mathematics (MAT)</b>	
<p><b>Subject Overview</b>            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.</p> <p>Mathematics follows the Australian Curriculum requirements for Year 9 and prepares students to enter into General Mathematics or Extension Mathematics in Year 10.</p>	
<p><b>Course Content</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Scientific notation and Index laws</li> <li>• Measurement (length, area, surface area, volume and capacity)</li> <li>• Statistics and Data presentation</li> <li>• Geometry</li> <li>• Trigonometry</li> <li>• Algebra and Linear Functions</li> <li>• Finance</li> <li>• Probability</li> </ul>	<p><b>Assessment Summary</b></p> <ul style="list-style-type: none"> <li>• Homework tasks throughout each semester (approximately five are marked, feedback given and returned).</li> <li>• End of term exams</li> <li>• One assignment per semester which will be in the form of a report.</li> </ul>
<p><b>Homework/Study Requirements</b>            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.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Texts provided through Resource Scheme</li> <li>• Online resources provided through Resource Scheme</li> <li>• Scientific calculator (TI30-XB)</li> <li>• Ruler and protractor</li> <li>• Stationary as advised on book list.</li> <li>• Student notebooks as advised on book list</li> </ul>
<p><b>Senior Secondary Pathway</b></p> <p>Mathematics is a prerequisite for both General Mathematics and Extension Mathematics in year 10. Students need to 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.</p>	

<b>Science (SCI)</b>	
<p><b>Subject Overview</b> 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.</p>	
<p><b>Course Content</b> Students will undertake studies on</p> <ul style="list-style-type: none"> <li>• Biological Science – students study coordination and control, and ecosystems.</li> <li>• Chemical Science – students study atomic structure and chemical reactions.</li> <li>• Earth and Space Sciences – a study of plate tectonics.</li> <li>• Physical Science – a study of energy transfer.</li> </ul>	<p><b>Assessment Summary</b> There are four assessment tasks during the year. They will be:</p> <ul style="list-style-type: none"> <li>• tests</li> <li>• a research task</li> <li>• an experimental investigation</li> </ul>
<p><b>Homework/Study Requirements</b> Some homework should be attempted each night on set tasks or revision of class work.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Text book supplied by the resource scheme</li> <li>• Two A4 exercise books</li> <li>• Standard stationery items.</li> </ul>
<p><b>Senior Secondary Pathway</b></p> <p>In Year 10, all students will study Science again. Students can apply to do STEM Science in Year 10. There will also be an Extension Science elective to further prepare students to study the senior general subjects of Biology, Physics and Chemistry in Years 11 and 12. Junior Science will also be important for students wishing to do any of the Agriculture subjects in the senior years, in particular the senior general subject Agricultural Science.</p>	

<b>Health and Physical Education (HPE)</b>	
<p>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.</p>	
<p><b>Course Content</b></p> <ul style="list-style-type: none"> <li>• Striking games and equity in sport</li> <li>• Athletics and dimensions of health</li> <li>• Invasion games and skill acquisition</li> <li>• Swimming and cyber bullying</li> </ul>	<p><b>Assessment Summary</b></p> <ul style="list-style-type: none"> <li>• Investigation report and physical performance</li> <li>• Project - health campaign aimed at raising awareness and physical performance</li> <li>• Integrated unit of a motor learning plan and physical performance</li> <li>• Exam and physical performance</li> </ul>
<p><b>Homework/Study Requirements</b></p> <p>Students should spend time at home reinforcing learning from class. Class time will be available for the development of formal assessment.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• 128-page A4 exercise book (not a 5-subject book)</li> <li>• USB</li> <li>• School hat, sunscreen, water bottle</li> <li>• Pens and pencils</li> </ul>
<p><b>Senior Secondary Pathway</b></p> <p>In Year 10 students study a core course of Health &amp; Physical Education for one semester. In addition, they can elect to study Sport and Recreation, Health or Physical Education. These subjects link with the Senior subjects of Physical Education (General/ATAR subject), Health (General/ATAR subject) and Sport and Recreation (Applied subject).</p>	



## History (HIS)

### **Subject Overview**

The Year 9 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 skills exam, and knowledge exam and a research assignment

### **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.

## YEAR 9 ELECTIVE SUBJECTS

### HUMANITIES AND SOCIAL SCIENCE

<b>Civics and Citizenship (CIV)</b>	
<p><b>Subject Overview</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p><b>Course Content</b></p> <p>A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> <li>• What influences shape the operation of Australia's political system?</li> <li>• How does Australia's court system work in support of a democratic and just society?</li> <li>• How do citizens participate in an interconnected world?</li> </ul>	<p><b>Assessment Summary</b></p> <ul style="list-style-type: none"> <li>• Students will complete assessment appropriate to the topic being studied.</li> </ul>
<p><b>Homework/Study Requirements</b></p> <p>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.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Texts and resources provided by the Resources Scheme</li> <li>• A4 notebook</li> <li>• Student stationery items</li> </ul>
<p><b>Senior Secondary Pathway</b></p> <p>The study of Civics equips students with the skills to study the General subjects of Modern Geography, Legal Studies and Economics.</p>	

## Economics and Business (ECB)

### **Subject Overview**

In Economics and Business students explore the real world of enterprise and develop skills in financial management, working within an organisation and interacting with business as a responsible consumer. Students will grow in confidence as they develop other important skills of leadership and communication, to become innovative, enterprising and astute decision-makers.

### **Course Content**

Topics include:

- Planning and operating a small business
- Personal investing (playing the ASX Schools Sharemarket Game); managing financial risk and rewards
- Roles and responsibilities in the workplace
- Business ownership structures
- Introduction to accounting

### **Assessment Summary**

There are four assessment tasks during the year. Assessment tasks include:

- Preparation of a business plan
- Evaluation of class enterprise
- Test
- ASX Sharemarket Game Assignment

### **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).

## 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. It is anticipated that students would spend approximately ½ hour per day either completing set tasks or revising the day's work.

### **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 Economics in Year 10 as most of the skills are similar. This then leads to the General subjects of Geography, Modern History, Ancient History, Legal Studies and Economics in Years 11 and 12.

## 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:

- What are oral traditions?

In this unit, students will explore Japanese folk tales and legends developing their cultural knowledge and understanding.

- What's for dinner?

In this unit, students will explore Japanese cuisine, customs, table manners and restaurants. Students will engage in cuisine and cultural experiences.

- What are life stories?

In this unit, students explore the significant events and experiences that contribute to their life story, and the life stories of famous, young, Japanese people

- What are social issues?

In this unit, students will explore issues that relate to teenagers in Japan

**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.

## SCIENCE/TECHNOLOGIES

<b>Food and Fibre Production (TFF)</b> (previously referred to as Agricultural Science)	
<p><b>Subject Overview</b></p> <p>This course aims to introduce students to the scientific and practical aspects of agriculture. Students will learn the importance of agriculture to our future food security and consequently, a core theme of the course will be sustainability of food production. Students will be involved in some plant trials and learn many aspects of food production. Some of the lessons will be spent at the Bunya Campus Agriculture facility.</p>	
<p><b>Course Content</b></p> <p>Students will undertake studies on</p> <ul style="list-style-type: none"> <li>• Plant Science</li> <li>• Cotton production</li> <li>• Sheep</li> <li>• Technology in Agriculture</li> </ul>	<p><b>Assessment Summary</b></p> <p>There are four assessment tasks during the year. They will be:</p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Experiment report</li> <li>• Research tasks</li> </ul>
<p><b>Homework/Study Requirements</b></p> <p>Some homework should be attempted each night on set tasks or revision of class work.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Text book supplied by the resource scheme</li> <li>• Two A4 exercise books</li> <li>• Standard stationery items.</li> </ul>
<p><b>Senior Secondary Pathway</b></p> <p>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 which involves completing certificate courses.</p>	

## TECHNOLOGIES

### 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.

<b>Food Specialisation (TFD) and Material and Technologies Specialisation (TMT)</b> (previously referred to as Home Economics - Selected as one subject and studied as a semester each of TFD and TMT)	
<p><b>Subject overview:</b> When studying Food Specialisation (TFD) and Material and Technologies Specialisation (TMT), students learn to:</p> <ul style="list-style-type: none"> <li>• Cook using a variety of foundational cookery skills to modify and prepare family friendly meals</li> <li>• Cook hygienically and safely</li> <li>• Sew using a variety of foundational sewing skills, including sewing on a button, ribbons, beads/sequins, inserting a zip and applique stitches</li> <li>• Investigate, plan, produce and evaluate using design principles in relation to sustainability.</li> </ul>	
<p><b>Course Content</b> In the TFD cookery unit 'Mighty Meals', 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.</p> <p>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.</p>	<p><b>Assessment Summary</b> Assessment In the cookery unit students will be assessed on:</p> <ul style="list-style-type: none"> <li>• work plans</li> <li>• practical cookery skills</li> <li>• written assessment in the form of a journal.</li> </ul> <p>In the textile unit students will be assessed on:</p> <ul style="list-style-type: none"> <li>• practical sewing skills</li> <li>• written assessment in the form of a journal including decision making</li> </ul>
<p><b>Homework/Study Requirements</b> All work can be completed in class time. Students may wish to help at home to expand their cookery skills.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Workbooks are printed for students</li> <li>• Student stationery items</li> </ul>
<p><b>Senior Secondary Pathway</b> Subjects in senior include Hospitality Practices (Applied Subject) and Fashion (Applied subject).</p>	

## THE ARTS

<b>Drama (DRA)</b>	
<p><b>Subject Overview</b> 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.</p>	
<p><b>Course Content</b> 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:</p> <ul style="list-style-type: none"> <li>• Elements of Drama</li> <li>• The power of the voice</li> <li>• Characterisation and Melodrama</li> <li>• Theatre for teenagers</li> </ul>	<p><b>Assessment Summary</b> Drama is assessed in the strands of making and responding.</p> <ul style="list-style-type: none"> <li>• Making – Devising Students will be assessed on their skills in improvisation and character development/scriptwriting.</li> <li>• Making – Performing Students will use their voice and body to create characters and perform scripted text for an audience of their peers.</li> <li>• Responding Students will write about drama. They will analyse the elements of drama and evaluate live theatre performance.</li> </ul>
<p><b>Homework/Study Requirements</b> 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.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Play texts and resources provided by the Resources Scheme</li> <li>• Notebook as per booklist</li> <li>• Student stationery items e.g. black and red pen, ruler, set of highlighter pens, USB</li> </ul>
<p><b>Senior Secondary Pathway</b> Subjects in senior include Drama (General / ATAR pathway) and Drama in Practice (Applied subject).</p>	



<b>Media Arts (MED)</b>	
<p><b>Subject Overview</b> 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.</p>	
<p><b>Course Content</b> 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:</p> <ul style="list-style-type: none"> <li>• <i>Selling It: Advertising</i></li> <li>• <i>Up, Up, Down, Down, Left, Right, B, A: Gaming</i></li> <li>• <i>Beats: Music video creation</i></li> <li>• <i>Five Stars: Film Reviews</i></li> </ul>	<p><b>Assessment Summary</b> Media Arts is assessed in two ways, making and responding.</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Responding Students write about media by analysing their own work and that of others (Critique)</li> </ul>
<p><b>Homework/Study Requirements</b> 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.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Texts and resources provided by the Resources Scheme</li> <li>• Notebooks as per booklist</li> <li>• Student stationery items e.g. black and red pen, ruler, set of highlighter pens</li> <li>• USB for storing and transporting work</li> </ul>
<p><b>Senior Secondary Pathway</b> Film, TV &amp; New Media (General/ATAR subject) is offered in Years 11 and 12.</p>	

<b>Music (MUS)</b>	
<p><b>Subject Overview</b> In music, students use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work.</p> <p>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.</p>	
<p><b>Course Content</b></p> <p><b>Pop song writing and production</b> (Song structure, Lyric writing, understanding texture) Students will create an integrated project involving both analysis and composition.</p> <p><b>Music from the Movies</b> (Analysis of film scores and arranging a computer-generated composition of an original film track) Students will listen to a variety of film tracks to gain an understanding of how music elements have been manipulated. They will apply this knowledge to their own composition/arrangement.</p>	<p><b>Assessment Summary</b> Music is assessed in the strands of making and responding.</p> <ul style="list-style-type: none"> <li>• Making – Composing</li> </ul> <p>Computer-generated composition/ arrangement</p> <ul style="list-style-type: none"> <li>• Making – Performing</li> </ul> <p>Solo or group performance – instrumental or vocal for a live audience</p> <ul style="list-style-type: none"> <li>• Responding</li> </ul> <p>Students will write about music. They will analyse the elements of music in a project and write an extended written response (exam).</p>
<p><b>Homework/Study Requirements</b> 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.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Music texts provided by the Resources Scheme</li> <li>• Display book</li> <li>• Manuscript paper</li> <li>• General student stationery</li> <li>• USB device</li> <li>• Earphones</li> </ul>
<p><b>Senior Secondary Pathway</b> Music (General/ATAR subject) is offered in Years 11 and 12.</p>	

<b>Visual Arts (ART)</b>	
<p><b>Subject Overview</b> 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.</p>	
<p><b>Course Content</b> Practical Tasks focus on drawing, printmaking, sculpture, painting and design. Theoretical understanding will explore various Art related topics.</p> <p><b>Current Unit topics:</b></p> <ul style="list-style-type: none"> <li>• “The Head” – exploring the dimensions of the human head/skull through drawings and clay sculpture</li> <li>• “Self” - printmaking focusing on self through symbolism, utilising the etching process.</li> <li>• “This is a Tribute” - explores the Mexican Day of the Dead Festival, creating paper cuts, sugar skulls and mixed media drawing</li> <li>• “Painting Techniques” - develops a strong foundation in painting techniques.</li> </ul>	<p><b>Assessment Summary</b> Visual Arts is assessed in the strands of making and responding.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Responding Students will describe, analyse and evaluate their own art works and the work of others.</li> </ul>
<p><b>Homework/Study Requirements</b> Students will be researching and designing their artworks in their Visual Diary outside of class time.</p> <p>Students are expected to be preparing for assignments and exams in their own time when necessary.</p>	<p><b>Resources/Stationery Requirements</b></p> <ul style="list-style-type: none"> <li>• Texts and class resources provided by the Resources Scheme</li> <li>• A4 visual diary</li> <li>• You may need to source your own resources for specific artworks</li> <li>• Artline pen (fine black 0.4 mm)</li> <li>• HB, 4B, 2B pencils</li> <li>• Eraser, 30cm ruler (maximum size), ballpoint pen</li> </ul>
<p><b>Senior Secondary Pathway</b> Subjects in senior include Visual Art (General / ATAR pathway) and Visual Arts in Practice (Applied subject).</p>	



### Year 9 Subject Selections 2024 (for students in Year 8, 2023)

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
Maths	MAT – Mathematics	MAF – Math Foundation	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	SCF – Science Foundation	General - Biology
	Apollo academic extension strand: STEM Academy (by application only)	SCI – STEM Academy	General – Biology Physics Chemistry Psychology Applied – Science in Practice
		SCX – Science Extension	
	TFF – Food & Fibre Production (Ag Science)	TFF – Food & Fibre Production (Ag Science & Ag Practices)	General – Agricultural Science Applied – Agricultural Practices
Humanities and Social Sciences	HIS – History	HIS – History	General – Ancient History Modern History
		COY – History Elective	
	CIV – Civics & Citizenship	CIV – Legal Studies	General – Legal Studies
		GEG – Geography	General – Geography
	ECB – Economics and Business	ECB – Accounting & Business	Applied – Business Studies General – Accounting

<b>Health and Physical Education</b>	HPE – Health and Physical Education	HPE – Health & Physical Education	As below
		XRP – Sport & Recreation Elective	Applied – Sport & Recreation
		YPE – Physical Education Elective	General – Physical Education
		YPE – Health Education Elective	General – Health Education
<b>The Arts</b>	ART – Visual Arts	ART – Visual Arts	General – Visual Art
		ART – Visual Arts in Practice	Applied – Visual Arts in Practice
	DRA – Drama Apollo academic extension strand: Aeschylus (by application only)	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
<b>Technologies</b>	TTZ – Materials & Technologies Specialisation (Man Arts)	TTZ Materials & Technologies Specialisation (Man Arts)	Vocational Training – Manufacturing, Engineering & Construction
		TES – Industrial Graphics Skills	Applied – Industrial Graphics Skills Industrial Technology Skills
		TES - Design	General – Design
	TFD/TMT – Food Specialisation / Materials & Technologies Specialisation (Home Ec)	TFD – Hospitality	Applied – Hospitality Practices
		TMT – Fashion	Applied – Fashion
		DIG – Digital Technologies	Applied – Information Communication Technologies
<b>Languages</b>	JPS – Japanese	JPS – Japanese	General – Japanese