



# Year 9 Subject Handbook



Glenmore SHS students in Year 9 study English, Mathematics and Science for a full year as well as History and HPE for a semester each. To supplement this core education, students select two (2) electives to study each year.

Students are asked to select their top 2 preferences for their elective subjects. Every effort is made to place students in their most desired electives, however parents and students are reminded that electives can only run if sufficient students choose them, appropriate staff are available, and the operational requirements of the school are met.

This Subject Handbook gives an overview of the subjects Year 9 students will study.

## Core Subjects:

- English
- Health & Physical Education
- History
- Mathematics
- Science

## Elective Subjects:

- Dance
- Drama
- Digital Technologies
- Food Studies
- Geography
- Materials and Technologies Specialisation
- Media Art
- Tourism
- Visual Art
- Work Studies

Glenmore State High School

## Subject Selection Structure - 2024 - Year 9 Electives

Number of Lines: 2

Additional Preferences: 2

Mandatory KLAs:

Student Instructions:

Please select one (1) elective on each line. You cannot select the same elective on both lines. Please select one (1) additional preference on each line as your second preference.

Line 1	<input type="checkbox"/> Dance	<input type="checkbox"/> Geography	<input type="checkbox"/> Materials and Technologies Specialisations
	<input type="checkbox"/> Media Arts	<input type="checkbox"/> Work Studies	<input type="checkbox"/>
Line 2	<input type="checkbox"/> Digital Technologies	<input type="checkbox"/> Drama	<input type="checkbox"/> Food Specialisations
	<input type="checkbox"/> Tourism Program	<input type="checkbox"/> Visual Arts	<input type="checkbox"/>

## ENGLISH (ENG)

**Subject Overview:** The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade

**Assessment:** By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

## HEALTH & PHYSICAL EDUCATION (HPE)

Students will study concepts related to the senior subject options of Health, Certificate III in Fitness, Sport and Recreation and Physical Education by learning in, through and about physical activity. Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. The units of physical education include dimensions of health, ethics and integrity, tactical awareness, fitness programming and body systems.

**Assessment:** Assessment items include project folios, investigation reports, examinations including combination response and extended written essays.

**Links to Senior:** Senior studies include Health Education, Physical Education as General options, Sport and Recreation studies as an Applied option and Certificate III in Fitness as a VET option.



# HISTORY (HIS)

**Subject Overview:** In History you will explore the making of the modern world and Australia from the industrial revolution to the present. The emphasis will be on Australia and its place in the world.

## Topic included in this course of study include

- Colonisation and different experiences of it
- The journey to Federation and the factors that came together to make a nation
- Australia's involvement in World War 1 and the impact on Australian society

## What do you do?

- analyse primary sources
- conduct research using digital sources available on the internet
- investigate the perspectives of people of the past.

## What skills do you develop?

You will learn skills in:

- chronology, historical terms and concepts
- formulating historical questions and conducting research
- the analysis and use of sources
- historical perspective-taking
- interpretations of history
- historical explanation and communication.

**Assessment:** Assessment items include, investigation reports, examinations including combination response and extended written essays.

**Links to Senior:** Senior studies include Ancient History, Modern History and Legal studies as General options, Social and Community Studies, Business Studies and Tourism as applied options.



## MATHS (MAT)

**Subject Overview:** The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

**Assessment:** By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

## SCIENCE (SCI)

### Subject Overview:

Science provides an empirical way of answering interesting and important questions about the biological, physical, and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social, and economic lives. Science aims to ensure that students develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live. In year 9 science, you will learn a wide range of knowledge and practical skills that are advantageous in understanding how things work.



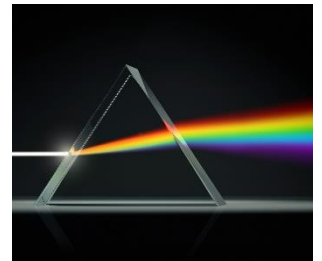
### Assessment:

You will undertake a range of assessment items such as:

- Written response examinations
- Research tasks
- Extended experimental investigations

Each of these assessment tasks will be used to assess your knowledge on the following topics:

- Biology – Body systems
- Earth – Plate tectonics and ecosystems
- Chemistry – Elements and Reactions
- Physics – Sound, Light, Electricity and Heat





# DANCE (DAN)

## Unit 1: Dance Through Time

Would you like the opportunity to learn how your Parents, Grandparents and even your Great Grandparents may have danced when they were teenagers? Choose dance to experience Dance through the ages! In your first semester you will experience dance styles and techniques ranging from 1920's Charleston, 1970s Disco and Hip-Hop from the 1990s (think baggy pants and backwards caps!). You will learn specific steps and characteristics from each style as well as gain an understanding of the social and cultural contexts of the decade. In assessment you will perform a teacher-devised routine, choreograph your own routine from your favourite dance era as well as complete a responding task analysing and evaluating a specific dance style.



## Unit 2: Dance as Art

In your second semester you will develop your expressive skills as you explore the world of Dance through Musical Theatre (yes, think “Hairspray” and “High School Musical”) and Contemporary Dance. You will understand and experience how Dance can tell a story and connect with audiences through performing, choreographing and analysing Musical Theatre Dance in term 1 and Contemporary Dance in term 2. You will experience a range of practical classes to improve your technique as well as moments of theory to appreciate and interpret the art of Dance to communicate and connect to an audience.



## DRAMA (DRA)

If you like everything about onstage performance, acting and directing, and stage design; then drama is the subject for you! This is where you can learn confidence in performance and in making and creating drama.

In drama you will learn how the elements of drama are essential ingredients used to create dramatic action, both in comedy and dramatic texts. You will learn the acting skills required to perform on stage and also learn how to direct and create dramatic action in scripted and student-devised texts. In making, you will learn the skills of improvisation (making up the drama on the spot), learn how to write and extend scripts, and perform in a polished piece to a specific audience. You will also learn how to respond to dramatic texts (live theatre performance) to evaluate the performance making judgements about how successful the director has been in creating dramatic action. In semester one the unit is called **The Show Begins** and may involve the class being involved in the Scene Project with Queensland Theatre Company – an exciting project where you get to work with industry professionals and other schools involved in the project. As well students may be involved in performing for the annual Theatre Restaurant or Variety Night. It's all about getting stage ready and performing. In semester 2 the unit is called **Break a Leg** and again the focus is on getting practice at performing and polishing those acting skills and presenting to a live audience. As well we focus on learning the skills of director and scriptwriter to make and shape dramatic plays for a young audience.



## DIGITAL TECHNOLOGIES (DIG)

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

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

Topics include programming, coding, digital modelling, databasing, robotics and artificial intelligence.

**Assessment:** Assessment will include written and non-written responses, exams and project-based folio of work both independently and collaboratively.



# FOOD STUDIES (TFD)

## SEMESTER ONE: FIT AND HEALTHY FOR LIFE PART 1

Do you love cooking??? Do you love to eat??? Then this is the subject for you.



Do you want to learn how to prepare food safely and know what foods to eat to keep us fit and healthy for the stages of our life? Do you want to learn to use the tools of the trade in cooking and apply the knowledge, understanding and skills to confidently complete the cooking tasks? Then this is the subject for you, you won't be disappointed.

In Food Studies you will develop your taste buds by analysing and evaluating the foods you prepare each week. You will learn about food presentation and how to serve foods for different occasions. You will work individually and in small groups to collaborate on cooking projects with focus on learning about nutrition to stay fit and healthy for life.

## SEMESTER TWO: FIT AND HEALTHY FOR LIFE PART 2

This semester we continue to develop skills in working through the design process to safely and hygienically plan and prepare food involving the correct choice and use of equipment including knives. We investigate the Australian Dietary Guidelines and ways in which we can make healthy adjustments to our family's diet to promote a healthy future for all. We investigate the principles of event menu planning, table setting, meat, eggs and fish cookery, along with the principles of vegetable, rice and pasta cookery. As a class we research and create a food item for a special occasion based on being a suitable low cost, nutritious and balanced meal that suits the needs and dietary requirements of family members whilst improving individual cooking skills.

We also explore the use of specialist cookery equipment, menu terms, menu planning, styles and order of service as well as what information is necessary for an invitation. We investigate the principle of meat and vegetable cookery to retain nutrient content, and as a class we also develop our pasta and rice cookery skills. These skills are then implemented into our research for creating, planning and designing a menu that suits the tastes and nutritional requirements for a particular group whilst considering environmental, economic and sustainability factors.





## GEOGRAPHY (GEO)

**Unit - Biomes and Food Security:** Students will investigate the role of the biotic environment and its role in food and fibre production. They will examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

**Unit - GEOGRAPHIES OF INTERCONNECTIONS:** Students will investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places.

**ASSESSMENT:** Students will complete a range of assessment pieces which will include a response to stimulus exam, and report.

**PATHWAYS:** This subject provides students with the foundation knowledge and skills to be successful in senior Humanities and Science subjects. Geography is an excellent foundation subject for students wishing to pursue tertiary study as it develops the necessary skills of communication, research and analysis which underpin all university courses

## MATERIALS AND TECHNOLOGIES SPECIALISATIONS (TMT)

**Subject Overview:** In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to create products. The Materials and Technologies Specialisations elective (TMT) makes up part of the Design Technologies curriculum that spans across years 9 and 10. In this elective, students learn about how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products and services. Students will manufacture a variety of items designed for specific purposes. Through this process, they learn about how to effectively design items for identified needs or opportunities, and understand that various tools, materials and technologies can be used to achieve these designs. Throughout the design and manufacturing process, students establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. Students learn to effectively communicate and document projects, including marketing for a range of audiences. TMT builds students' capacity to work in a team environment, and gives them hands on experience in following procedures that relate to manufacturing workplaces such as interpreting design specifications and safety protocol around tools and machinery.



**Assessment:** Students undertake a variety of production projects to demonstrate practical skills using metal and wood. They also undertake design projects, integrating their knowledge of design, production processes, practical skills and product evaluation.

**Links to Senior:** 9TMT links directly to the senior industrial design and technology skills subjects. It provides foundational skills needed to perform in subjects such as Building and Construction, Engineering, Furnishing Skills and Automotive, all of which are offered in year 11 and 12. It also provides an entry level knowledge of safety and workshop procedure for those students interested in TAFE or Apprenticeship/Traineeship pathways in their senior schooling.

## MEDIA ARTS (MED)

If you like to use technologies to consume and create videos that influence others, then Media Arts might be a subject for you.

In Unit 1 of **Year 9 Media Arts, Targeting Teens** - students will be learning about how Advertising media can manipulate and influence audiences. Students will analyse and evaluate the impacts ads have on teen audiences, responding to a variety of television and print advertisements in feature articles. Students will collaboratively design and script to make an advertisement for a teen-related product or documentary for a teen audience. Students will work collaboratively in groups to film and individually edit their advertisements/documentary in Adobe Premiere, including a range of visual effects technologies to engage their audiences. Students will use cameras, props, costumes and green screening technologies to experiment and create media products that influence and make meaning.



In Unit 2, **Media Platforms** students will engage with a range of television genres and products in making and responding. Students will analyse how technologies, narratives and television formats have changed over the decades of television and they will evaluate how representations influence an audience.



Students will engage with a range of television genres and analyse how the opening credits of television shows are manipulated to create representations that are relatable and engaging for an audience. Genres students may engage with may include: crime dramas, sitcoms, children's television and reality television. Students will use technologies to create the opening credits sequence for a new concept TV show.



This subject develops digital technology skills, collaborative team work and communication skills to make and respond to Media Arts products.

## TOURISM PROGRAM (TPX)

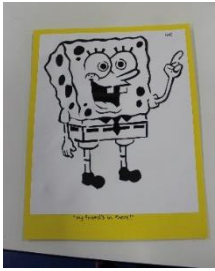
**Subject Overview:** Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism, and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism.

**Assessment:** Assessment items include project activities, investigation reports, and essays. Examinations including combination response and extended written essays.

**Links to Senior:** Senior studies include pathways into the applied subject area of Tourism. As well as pathways into the general subject of Geography

## VISUAL ART (ART)

Art is an exploration into the endless possibilities of our imagination, if you are someone that wants to think creatively and develop your art making skills, Year 9 Art is for you.



**UNIT 1 SNAP CRACKLE & POP:** This unit looks at the influential Pop Art movement from the 1960's. The unit is based around bright colours and bold designs and icons from current popular culture, like superheros, celebrities and iconic brand names. Students will engage in a variety of art making practices including sculpture, painting and printmaking skills. Assessment will be a variety of 2D and 3D making tasks and a written response to artists and their work.



### Unit 2 Art and Culture

This unit looks at Indigenous cultures across the ages and explores a variety of art making practices. Students will engage with a range of different media; such as ink work, printmaking and drawing. Assessment will be a variety of 2d and 3d making tasks and a written response to artists and their work. Students will have the opportunity to manipulate materials, techniques, technologies and processes to develop and represent their own artistic ideas and to develop their individual personal aesthetic.



## WORK STUDIES (WST)

Work Studies prepares students for the changing nature of work, employer expectations, contributing to the wider community, transitions in work and life and entrepreneurial behaviours.

Work Studies develops knowledge, understanding and skills for:

- lifelong learning,
- career management,
- communicating successfully
- and resilience across a range of changing work-related contexts.

During this course of study, the students will work through a range of different topics that could include:

- Contemporary work challenges and opportunities
- Enterprise project
- Work skills
- Career development and management
- Gaining and keeping work

### WORK STUDIES



**Assessment:** students will work on a range of different projects and with work collected into student portfolios