2025

HOLLAND PARK STATE HIGH SCHOOL

Strive for Excellence

Year 9 Subject Handbook

Principal's Welcome

Welcome to the Holland Park State High School Year 9 Subject Handbook!

We're excited to offer a wide range of subjects that will help you prepare for the future. Whether you're thinking about university, TAFE, apprenticeships, or going straight into the workforce, we have courses designed to set you on the right path.

It's important to approach all your subjects with an open mind and a willingness to try new things. The junior phase of learning is an opportunity to explore different subject areas and reflect on which experiences challenge and motivate you. You may even discover hidden talents and interests you didn't know you had!

Throughout these years, you'll develop a variety of skills and knowledge that will set you up for success in Senior subjects, while also building your essential literacy, numeracy, and 21st-century skills.

This Handbook contains everything you need to understand the subjects you'll experience and gives insight into where further study in these areas could lead. We want you to feel confident in your learning choices, and we're here to support you every step of the way, along with your parents or caregivers, to ensure you're on track for success.

We look forward to guiding you on this exciting next step of your learning journey!

PRINCIPAL

Bindi Lodge

DEPUTY PRINCIPALS

Leann Nichol (Years 7, 8 & 9)
Sonya Tremeer (Years 10, 11 & 12)

HEADS OF DEPARTMENT

English & Humanities - Fran Illot
Arts & Languages- Dean Fanning
Health & Physical Education - Craig Dawson
Mathematics - Greg Reinke
Science - Jason Chang
Senior Schooling/Home Economics – Elizabeth Cameron
Teaching & Learning - Elizabeth Lloyd
Technology - Mark Bretherton

BUSINESS MANAGER

Debbie Watkins

SCHOOL CONTACT DETAILS

PO Box 197, Holland Park West Qld 4121
Bapaume Road, Holland Park West
Ph: 3347 0111
info@hollandparkshs.eq.edu.au
www.hollandparkshs.eq.edu.au

OFFICE HOURS

The school office is open Monday to Thursday 8.15am to 4.00pm and Friday 8:15am to 3:30pm.

PAYMENTS
Payments for school levies, excursions or camps and the Student Resource Scheme may be made between **8.30am and 12:00pm Tuesday, Wednesday & Thursday** at the Admin Payment Window.

PAYMENT METHODS
BPOINT/ EFTPOS

BPOINT via internet:
Please click link below to take you to secure BPoint site. (https://www.bpoint.com.au/payments/dete)
You must have your CRN number and invoice number ready. Each invoice must be paid separately, otherwise the payment won't match.

BPOINT BY TELEPHONE:
Please call 1300 631 073 and have your CRN number and invoice number ready. Your CRN is located in the box on the bottom left hand side of your invoice or statement. Each invoice must be paid separately, otherwise the payment won't match.

STUDENT ABSENCES

If your student is **absent from school please contact the school directly on the 24/7 student absence line (3347 0160)** or email the school on info@hollandparkshs.eq.edu.au before 9 am to advise the reason for their absence. on the day of absence. *Text messages are sent between 10.00-10.30am for all unexplained absences.* For an extended leave of absence, parents should email Principal/Deputy Principal prior to the absence. Absences in excess of 10 school days require completion of "Exemption from Schooling" form to be completed and approval given by Principal.

If you **need to collect your student** during the day for an appointment, the process is:-
1. Advise the school (phone call) of the time and reason of early leave request prior to 9am.

2. Parent to **inform student to collect a "Leave Request" slip from Student Services Counter** to allow the student to leave their class. When **student is leaving the grounds they are to sign out and obtain a "Leave Pass"** from the Student Services Counter.

3. Lateness. Students arriving late ***must sign in and bring a note or a parent must phone the office***. It is a school expectation that time lost through lateness will be made up.

IF A STUDENT FEELS UNWELL

If a student feels unwell or needs first aid during the day they should ask their class teacher to direct them to report to sick bay located in the admin office. **They should not ring their parent.** Office staff will contact parents if the student's illness is prolonged or severe, so that parents can make arrangements to collect the student.

KEY DATES 2025

Tuesday 28 January – All Year Levels attend

Qld Term dates 2025		**Length**
Term 1	Tuesday 28 January – Friday 4 April	10 weeks
Term 2	Tuesday 22 April – Friday 27 June	10 weeks
Term 3	Monday 4 July - Friday 19 September	10 weeks
Term 4	Tuesday 7 October– Friday 12 December	10 weeks

Student free days for 2025

Friday 5 September

ENQUIRING ABOUT STUDENT PROGRESS

If you wish to enquire about student progress, teaching and learning, or set curriculum in a particular subject:

Firstly, please contact the subject teacher. This can be done by telephoning the school office or by email to info@hollandparkshs.eq.edu. If you have further questions, ***contact the Head of Department*** for the subject in question. The Head of Department can assist by providing further information or by helping to resolve concerns.

Parent teacher interviews are held twice per year. More information about these opportunities will be made available closer to the scheduled times.

LAPTOPS AT SCHOOL – BRING YOUR OWN DEVICE – BYOD PROGRAM

The BYOD program is offered to all students and allows students to bring a privately-owned laptop to school every day for use in class.

Our BYOD program assists students to improve their learning outcomes in a contemporary educational setting and recognizes the demand for seamless movement between school and home. By assisting students to become responsible digital citizens, the teaching learning process and the achievement of student outcomes are enhanced as well as the skills and experiences that will prepare them for their future studies and careers.

Access to the department's ICT network is through BYOX Connect, a Department of Education approved on-boarding system. Access is provided only if the laptop meets the department's security requirements which, at a minimum, requires that anti-virus software has been installed, is running and is kept updated on the device.

Steps to joining the BYOD Program:-

1. Ensure the device is suitable for connection to our network (please refer to the Schools Website for specific details).
2. Read and understand the BYOD Charter and the School Responsible Behaviour Plan (latest version available on the website).
3. Return the Responsible Use Agreement.
4. Attend an on-boarding appointment with technical staff (as advised through student morning notices).

BYOD will provide:-

- secure access and connection to the network
- ongoing network setup and maintenance
- initial on-boarding assistance
- school connection support
- some technical troubleshooting

READINESS CRITERIA FOR SENIOR SUBJECTS

YEAR 11 AND 12 SUBJECTS	Subject Category	**READINESS CRITERIA** Applied when selecting to study this subject at the commencement of Year 10.	**READINESS CONFIRMATION** Applied at the End of Year 10, when confirming course selection for Year 11.
Technologies & Business			
Certificate IV Crime and Justice	General	C in Year 9 English	C in Year 10 English C in Year 10 Business and Law
Design	General	C in Year 9 English	C in Year 10 English C in Year 10 Prep Design
Diploma of Business	Certificate	C in Year 9 English	C in Year 10 English C in Year 10 Prep Business
Engineering	General	C in Year 9 English C in Year 9 Math	C in Prep Engineering B in Mathematical Methods Prep
Industrial Graphics Skills	Applied	Completed Year 9 English Completed Year 9 Math	C in Industrial Graphics Skills
Industrial Technology Skills	Applied	Completed Year 9 English Completed Year 9 Math	C in Industrial Technology Skills
English			
English	General	C in Year 9 English	C in Year 10 English Prep
Essential English	Applied	Completion of Year 9 English	Completion of Year 10 Essential English Prep
Health and Physical Education			
Physical Education	General	C in Year 9 English C in Year 9 HPE	C in Year 10 Physical Education
Sport and Recreation	Applied	C in Year 9 English	C in Sport and Recreation
Certificate II in Sport & Recreation/ Certificate III in Fitness	Certificate	C in Year 9 English	C in Sport and Recreation C in Year 10 Physical Education
Home Economics			
Early Childhood Studies	Applied	C in Year 9 English	C in Year 10 Early Childhood Studies
Fashion	Applied	C in Year 9 English	C in Year 10 Fashion
Hospitality Practices	Applied	C in Year 9 English	C in Year 10 Hospitality

YEAR 11 AND 12 SUBJECTS	Subject Category	**READINESS CRITERIA** Applied when selecting to study this subject at the commencement of Year 10.	**READINESS CONFIRMATION** Applied at the End of Year 10, when confirming course selection for Year 11.
Humanities			
Ancient History	General	C in Year 9 English C in Year 9 History	C in Year 10 English C in History Prep
Modern History	General	C in Year 9 English C in Year 9 History	C in Year 10 English C in History Prep
Mathematics			
Essential Mathematics	Applied	Completion of Year 9 Math	Completion of Year 10 Math
General Mathematics	General	C in Year 9 Math	C in General Mathematics Prep
Mathematical Methods	General	B in Year 9 Math	B in Mathematical Methods Prep
Specialist Mathematics	General	B in Year 9 Math	B in Specialist Mathematics Prep
Science			
Aquatics	Applied	Completion of Year 9 English	C in Aquatic Practices
Biology	General	C in Year 9 Science	C in Year 10 Prep for Biology
Chemistry	General	C in Year 9 Science C in Year 9 Mathematics	C in Year 10 Prep for Chemistry C in Year 10 Mathematics
Physics	General	C in Year 9 Science C in Year 9 Mathematics	C in Year 10 Prep for Physics C in Year 10 Mathematics
The Arts			
Japanese	General	C in Year 9 Japanese	C in Year 10 Japanese
Music	General	C in Year 9 English	C in English Prep C in Music Prep
Music in Practice	Applied	C in Year 9 English	C in Music Prep
Visual Art	General	C in Year 9 English C in Year 9 Art	C in English Prep C in Art Prep
Visual Art in Practice	Applied	C in Year 9 English	C in Art Prep

Job Clusters

Today's job switching and career progression aren't random; people tend to move into roles that are related to their previous experiences and skills. However, this isn't always how young people are taught to think about their future careers. They're often encouraged to focus on a specific "dream job" and choose a narrow training path. Instead of planning their education and career around a single, lifelong occupation, young people could benefit from considering the broader types of work they're interested in and developing a diverse set of skills that open up multiple career options.

When choosing a career, young people should think not just about their first job, but about the range of roles it might lead to. In Australia, there are seven job clusters: ‘The Generators,’ ‘The Artisans,’ ‘The Carers,’ ‘The Coordinators,’ ‘The Designers,’ ‘The Informers,’ and ‘The Technologists.

During STRIVE students have been developing understanding of these clusters. The following clusters are informed by the 2017 Foundation of Young Australians in their New Work Mindset Report (https://www.fya.org.au/resource/new-work-order-research/).

OVERVIEW

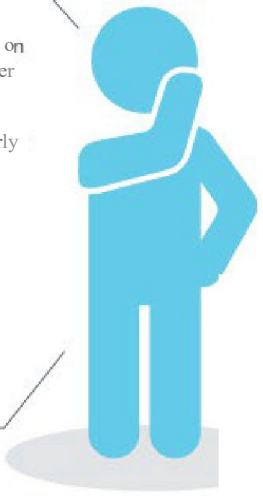
MOVING BEYOND JOBS TO SKILLS FOR THE NEW WORK ORDER

There are 7 new Job clusters in Australia

A young pers on...

could choose a job du">ter based on their interesl and strengths rather than focus on one dream job.

could gain experience through early career jobs in the job duster_



Job clusters require similar skills that are often portable across jobs

A young person...

could focus on developing a portfolio of technical and enterprising skills common to their chosen job duster.

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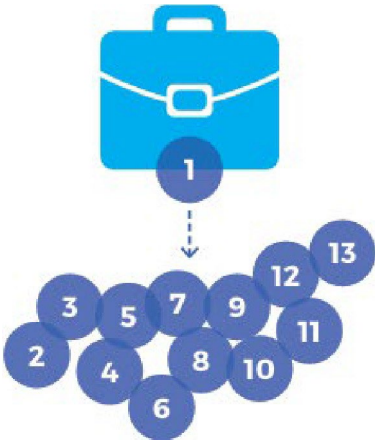
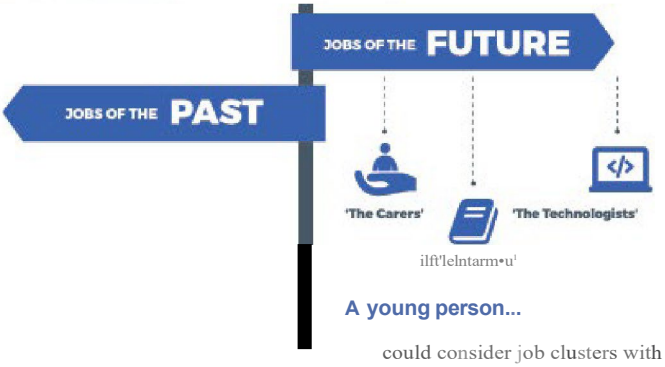
Jobs are more related than we realise...

When a person trains or works in 1 job, they acquire skills for 13 other jobs*



Some job dusters have stronger future prospects than others



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A young person...

could consider job clusters with strongest future prospects and jobs that are most likely to grow.

Holland Park Subject Offerings: By Job Clusters

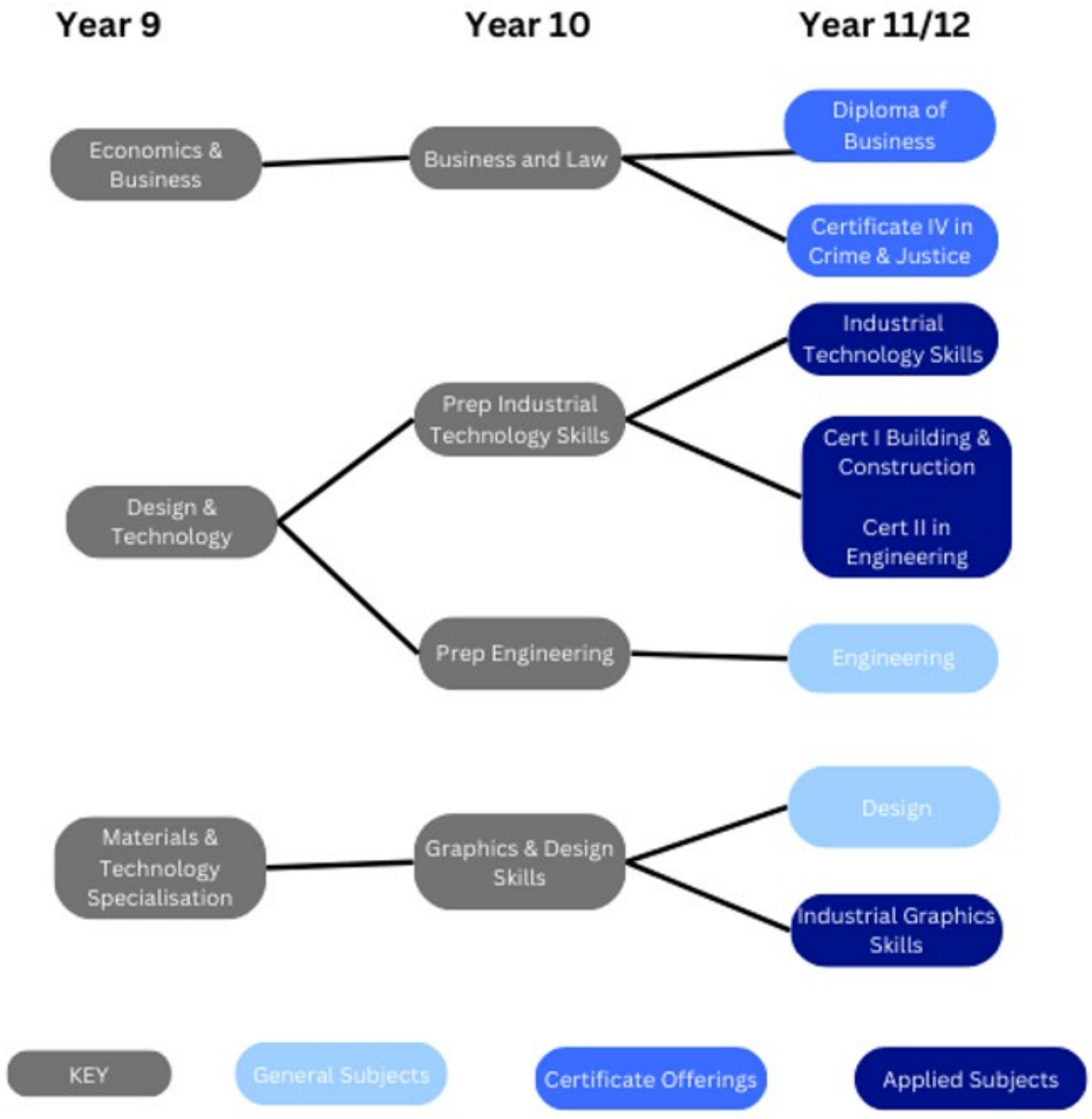
Department	Subject	Cluster
Health & Physical Education	Physical Education	Carers Informers
	Certificate II in Sport and Recreation Certificate III in Fitness	
English	Essential English English	Artisans Carers Coordinators Generators
Business & Technologies	Certificate IV in Crime & Justice	Coordinators Informers
Science	Biology	Coordinators Designers Generators Technologists
	Chemistry	
	Physics	
Mathematics	Essential Mathematics	Designers Informers Technologists
	General Mathematics	
	Mathematical Methods	
	Special Maths	
Business & Technologies	Design	Artisans Coordinators Designers Informers Technologists
	Engineering	
	Industrial Graphics Skills	
	Industrial Technology Skills	
	Business	Coordinators Generators Informers Technologists
	Diploma of Business	
Languages	Japanese	Generators Informers
The Arts	Visual Art	Artisans Carers Coordinators Generators
	Visual Art in Practice	
	Music	
	Music Extension	
	Music in Practice	

Department	Subject	Cluster
Humanities	Ancient History	Informers Carers
	Modern History	
Mathematics	Mathematical Methods	Technology Informers Designers
Mathematics	Specialist Mathematics	
Home Economics	Early Childhood Studies	Carers Coordinators Generators Informers
	Fashion	Artisans Coordinator Designers Generators Informers Technologists
	Hospitality Practices	Artisans Coordinators Designers Generators Informers

SUBJECT OFERINGS

YEAR 9

Business and Technologies Subject Map



DESIGN & TECHNOLOGY

Why Study Design & Technology?
In this subject students engage with the design process. They generate, develop and evaluate ideas and design, produce (make) and evaluate products, services and environments in a range of technologies contexts in home, community and global settings. Students take action and make ethical decisions about technologies, considering legal, economic, environmental and social implications. They learn about the process of design as well as different technologies contexts. They realise (make) solutions by working technologically using technologies processes and production involving their hands, tools, equipment and digital technologies, using natural and fabricated materials.

Aims:
Through studying Design & Technology students will:

- Design and devise both practical and visual solutions to design problems
- Learn skills with extension work possible
- Research theoretical components to investigate, test and evaluate artefacts.

What is studied in Design & Technology?
Year 9 is transitioning into the Australian National Curriculum and may include projects such as:

- Innovative Design research project
- New Product design portfolio
- CO2 Dragster design challenge

Assessment
A wide variety of assessment items are undertaken during this course. This includes.

- Preparing a design portfolio (theory and practical work)
- An understanding of the nature of materials, machinery and systems (theory work)
- Techniques used to manipulate materials or assembly controlling component systems (practical work).

Each student is given a copy of the task sheet or work booklet to complete for each project. Students will be required to complete and keep all design portfolios for submission and consideration for making of the project. Students are assessed on their theoretical work, design processes and quality of their practical work.

Subject Specific Requirements
Students will need a HB Pencil and display folder for project marking out and their theory work.
Students are required to contribute a levy towards the cost of their project materials. All projects are subsidized by 50% of costs. Student work where appropriate will be taken home at the completion of the project and upon payment of the contribution. Students may also supply additional material for projects that are design based or extension projects (design assignment work).

It is a workplace requirement that students wear shoes with **impervious uppers and with a non-slip sole**. Long hair must be tied back or enclosed in a hair net. Hats will not be accepted. Loose clothing should be secured or removed. Students must also abide by all Workplace Health and Safety requirements.

SUCCESS in DESIGN & TECHNOLOGY derives from:

- Applying and following design process to solve problems in different situations
- Manipulating tools and materials to produce a product
- Interpreting drawings and reading procedures
- Writing about processes and evaluating project efforts

DIGITAL TECHNOLOGIES

Why Study Digital Technologies?

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications, spreadsheet applications and on-line learning modules. Examples of the content of these modules includes introduction to algorithms and understanding digital systems.

Aims:

Through studying Digital Technologies, students will:

- Increase their understanding as to how digital systems work and shape our world.
- Comprehend how the binary system works and is used by computers to store text, images and sound.
- Use structured data to model objects and events that shape the communities they actively engage with.
- Identify the key elements of a problem and the factors and constraints at play.
- Broaden their programming experiences to include general-purpose programming languages.

What is studied in Digital Technologies?

- Interactive on-line learning modules
- Design user interface and interactive game using HTML
- Prototyping and development robotic coding using Sphero robots.

Assessment

Assessment items undertaken in this subject include:

- Projects
- Exams
- Portfolio

Subject Specific Requirements

eg. USB storage device, access to laptop computer at school and home, display folder.

SUCCESS in DIGITAL TECHNOLOGIES derives from:

- A strong ability to work independently
- Problem Solving Skills
- Logical Thinking
- Perseverance

ECONOMICS & BUSINESS

Why Study Economics and Business?
Students should have sufficient knowledge of the operation of the business sector to enable them to participate in society as a consumer or producer, while recognising the need for entrepreneurial skills for a successful life. It provides the opportunity for developing the skills to conduct an inquiry into business feasibility or improvement whilst utilising skills for developing questions to frame an inquiry, gathering and interpreting data, generating a range of responses and present reasoned solutions to the business problem.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to 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.

Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of their students.

Aims:
Through studying Economics and Business, students will understand:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- How is the performance of an economy measured?
- What strategies do governments use to manage economic performance?
- How do governments, businesses and individuals respond to changing economic conditions?

What is studied in Economics and Business?

- Financial responsibility
- Individual Business Success
- The Global Economy
- Shark Tank

Assessment
Assessment items undertaken in this subject include:

• Short response test
• Conducting an inquiry and proposing alternative activity options that will enable a business to achieve its objectives and future business success.

Subject Specific Requirements

USB, access to a computer at home, notebook

SUCCESS in ECONOMICS AND BUSINESS derives from:

• An inquiring mind
• An ability to work effectively in group situations

MATERIALS & TECHNOLOGIES SPECIALISATIONS

Why Study Materials & Technologies Specialisations?

Graphical communication is an important aspect of the construction, built environment, graphical design 3nd engineering industries. It is important for employees to be able to develop, read, and understand technical plans of objects and buildings that are going to be built. Any students aiming for a career as 3 builder, architect, draftsmen, graphic designer, or interior designer, should look to choose junior graphics 3S a subject This will provide them with the fundamental knowledge that they will need to pursue this career path. Selecting this subject will lead into Senior Design or Industrial Graphics, and then eventually into tertiary study or TAFE.

Aims:

Through studying Materials & Technologies Specialisations, students will:

- Research existing designs, and use this knowledge to formulate their own design solutions
- Use sketching techniques to generate design solutions
- Use CADD software to draw up final design solutions
- Prototype proposed final solutions

What is studied in Materials & Technologies Specialisations?

- Classwork activities eg: Freehand Sketching
- Industrial Design Folio
- Built Environment Folio
- Graphical Communication Folio eg: Freehand Sketching

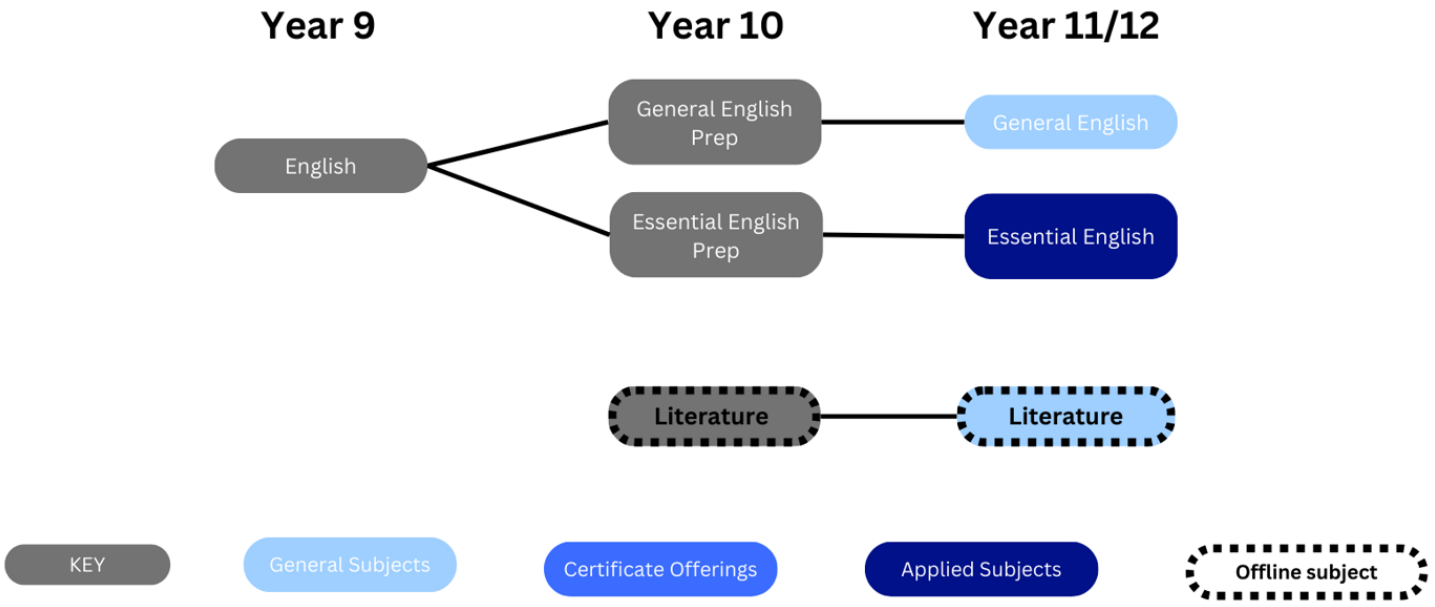
Assessment
A wide variety of assessment items 3re undertaken during this course including:

- Classwork activities to g3in an understanding of graphic terminology, drawing types. **3nd** applications
- Design folios demonstrating the design process
- Subject Specific Requirements
- L3ptop/BYOD device will be used. USB. A4 display book. Crayola colour pencil 24s. Fine point 2mm black markers.

SUCCESS in MATERIALS & TECHNOLOGIES SPECIALISATIONS derives from:

- The ability to use digital image enhancement techniques
- A strong ability to work independently
- Extensive reiteration and revision of work to create improved solutions

English Subject Map



ENGLISH

Why Study English?
The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Aims:
Through studying English, students will:

- develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating
- interpret, create, evaluate, discuss and perform a wide range of literary texts including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts
- develop a critical understanding of the contemporary media, and the differences between media texts.

What is studied in English?

- Unit 1: Australian Identity – students engage with a range of Australian literary texts and explore how events, situations and people can be represented from different perspectives.
- Unit 2: Reflecting on 'my place' – students engage with a range of memoir texts composed from personal experience and reflect on an event that has helped shape their life to date.
- Unit 3: One World Many Stories – students read a novel and study the way characters and theme are constructed, as well as the way that the author uses language to position the audience.
- Unit 4: Speculative Fiction – students examine short scientific articles and the purpose, language and structure of science fiction stories and films.

Assessment

A wide variety of assessment items are undertaken during this two (2) year course including:
a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

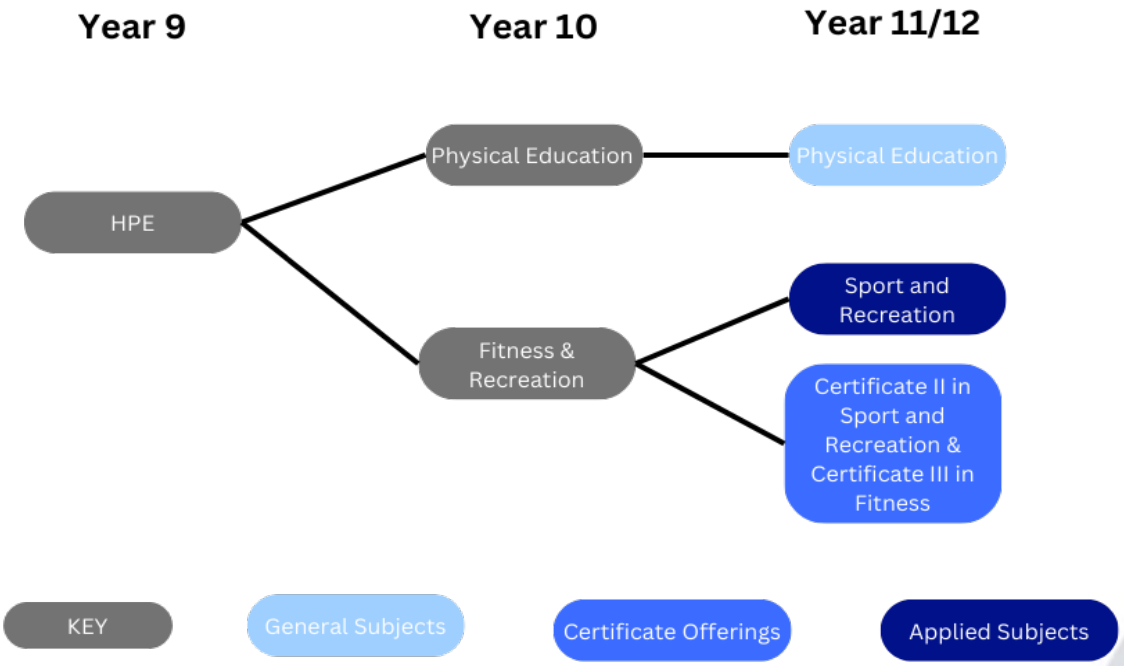
Subject Specific Requirements

- Laptop/BYOD device will be used..
- students will be required to purchase a copy of the approved English Activity Book at an approximate cost of $16-$18 through the Resource Hire Scheme.

SUCCESS in ENGLISH derives from:

- A regular engagement with texts via reading
- A strong ability to work independently
- Extensive drafting and revision of work

Health and Physical Education Subject Map



HEALTH & PHYSICAL EDUCATION

Why Study Health and Physical Education?
In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century.
The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Aims:
Through studying Health and Physical Education, students will:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

What is studied in Health and Physical Education?
In Year 9, Health and Physical Education is a core subject. Students study the subject for one semester.

- My Social Responsibility – Alcohol / Softball / Basketball
- Mental Health and Wellness – I am: ME / Volleyball

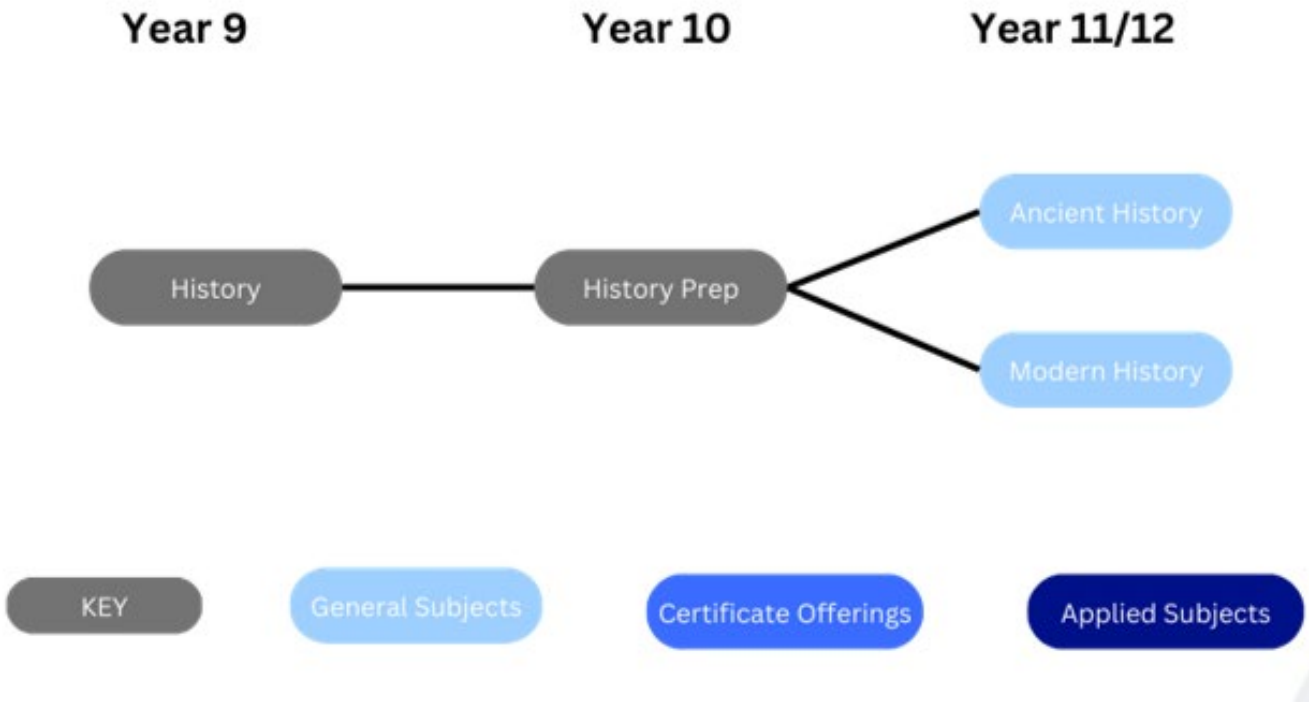
Assessment
A wide variety of assessment items are undertaken during this course including:
A range of physical performance tasks, multimodal presentations, research reports, analytical essays and exams.

Subject Specific Requirements
Students will be required to wear their sports uniform, hat, sunscreen and appropriate sports shoes.

SUCCESS in HEALTH AND PHYSICAL EDUCATION derives from:

- Thorough researching skills
- A strong ability to work independently
- Confidence to perform tasks in a physical environment

Humanities Subject Map



HISTORY

Why Study History?
History is a disciplined process of inquiry into the past that is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Aims:
Through studying History, students will:

- develop an interest in historical study for lifelong learning, including their capacity to be informed, active citizens
- develop knowledge, understanding and appreciation of the past and the forces that shape societies
- understand and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

What is studied in History?

- Making a better world – the nature and significance of the Industrial Revolution and how it affected living and working conditions.
- Australia and Asia – the extent of European imperial expansion, particularly in Australia, and its effects.
- World War I - the significant economic, social and political ideas in the period, including nationalism.

Assessment
A wide variety of assessment items are undertaken during this course including:

- short responses to historical sources exam
- historical essay based on research
- essay in response to historical sources exam

Subject Specific Requirements
Laptop/ BYOD device will be used.

SUCCESS in HISTORY derives from:

- Thorough researching skills
- A strong ability to work independently
- Extensive drafting and revision of work

JAPANESE

Why Study Japanese?
Japan has a very rich history and culture that is significantly different from our own. Studying Japanese teaches students an appreciation of a language and culture that is diverse and varied from our own. Students acquire an understanding that language and culture affect how we develop our own set of values, attitudes, and beliefs. Japan is a close trade and tourism partner of Australia, and specifically Queensland; with Japan being the number one travel destination for Australians, we share a strong history in these fields, which provides numerous opportunities for students to apply the skills taught in Japanese.

Students who undertake Japanese as an elective have the opportunity to host students from our sister school in Osaka, Tennoji, and to travel with the school to Japan depending on student interest.

Aims:
Through studying Japanese, students will:

- Develop practical communicative language skills to discuss real-life issues.
- Gain an understanding and appreciation of a different culture, lifestyle, and perspective
- Develop and expand upon communication skills
- Develop skills to problem solve and find ways of expressing themselves.

What is studied in Japanese?

- This is your life
- What's the problem?
- Local Layout
- Where in the world

Assessment
A wide variety of assessment items are undertaken during this course including:

- Exams
- Project work
- Audio-visual Presentations
- Assignments

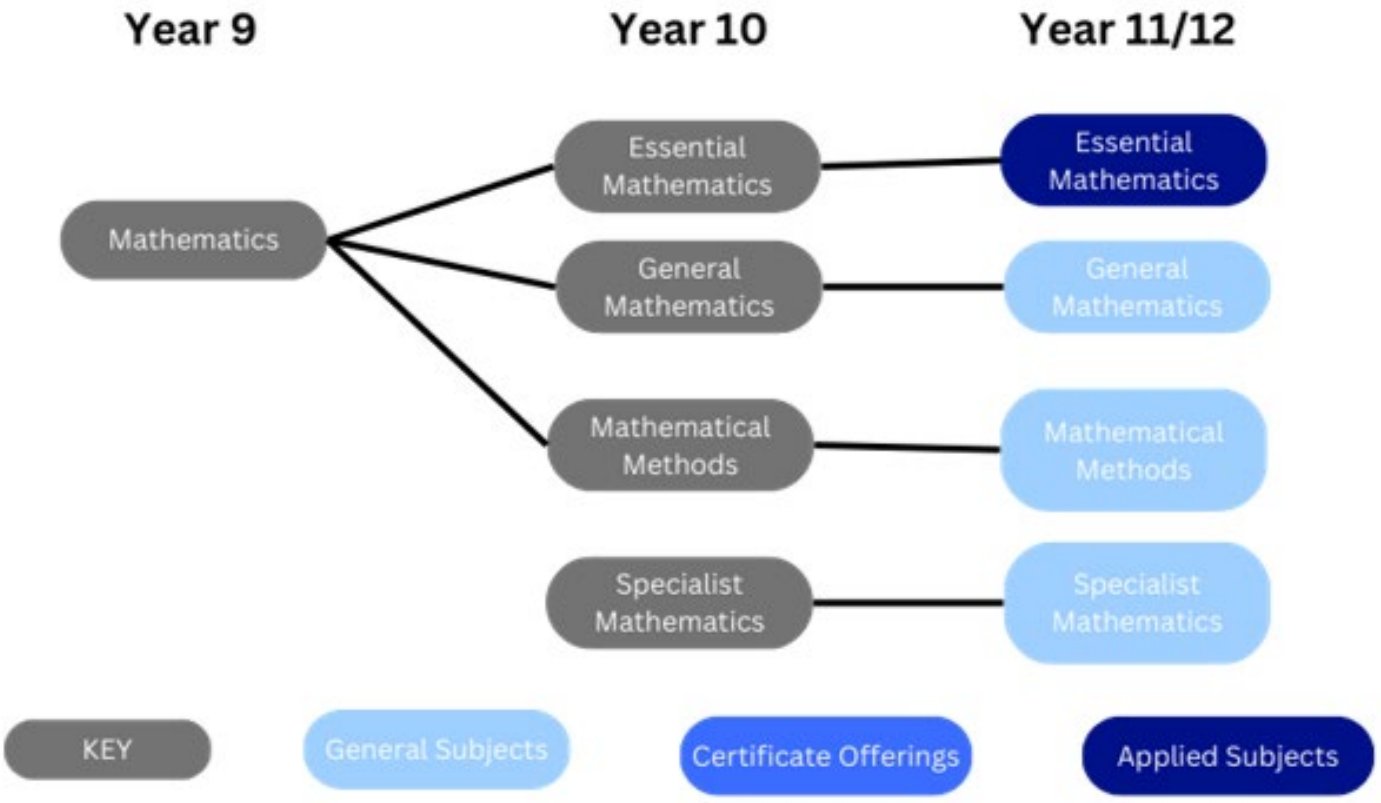
Subject Specific Requirements
An English-Japanese/Japanese-English Dictionary is recommended.

SUCCESS in JAPANESE derives from:

- Self-motivation and dedication to continually study of the covered material
- A strong ability to work independently and seek clarification where needed
- Applying skills beyond the classroom to furthering individual study

Proficiency Class Japanese
Students continue Proficiency level Japanese study as an elective for the entire year. All other subjects will be studied in English.

Mathematics Subject Map



MATHEMATICS

Why Study Mathematics?
The study of Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Aims:
Through studying Mathematics, students:

- can be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens,
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in all strands, and
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

What is studied in Mathematics?

The content strands of Mathematics are covered in various units in both Years 9 and 10:

Number and Algebra	Measurement and Geometry	Statistics and Probability
• Real numbers • Money and financial mathematics • Patterns and Algebra • Linear and non-linear relationships	• Using units of measurement • Geometric reasoning • Pythagoras and trigonometry	• Chance • Data representation and interpretation

Assessment
During this two (2) year course students complete assignments and investigations as well as a written exam each term.

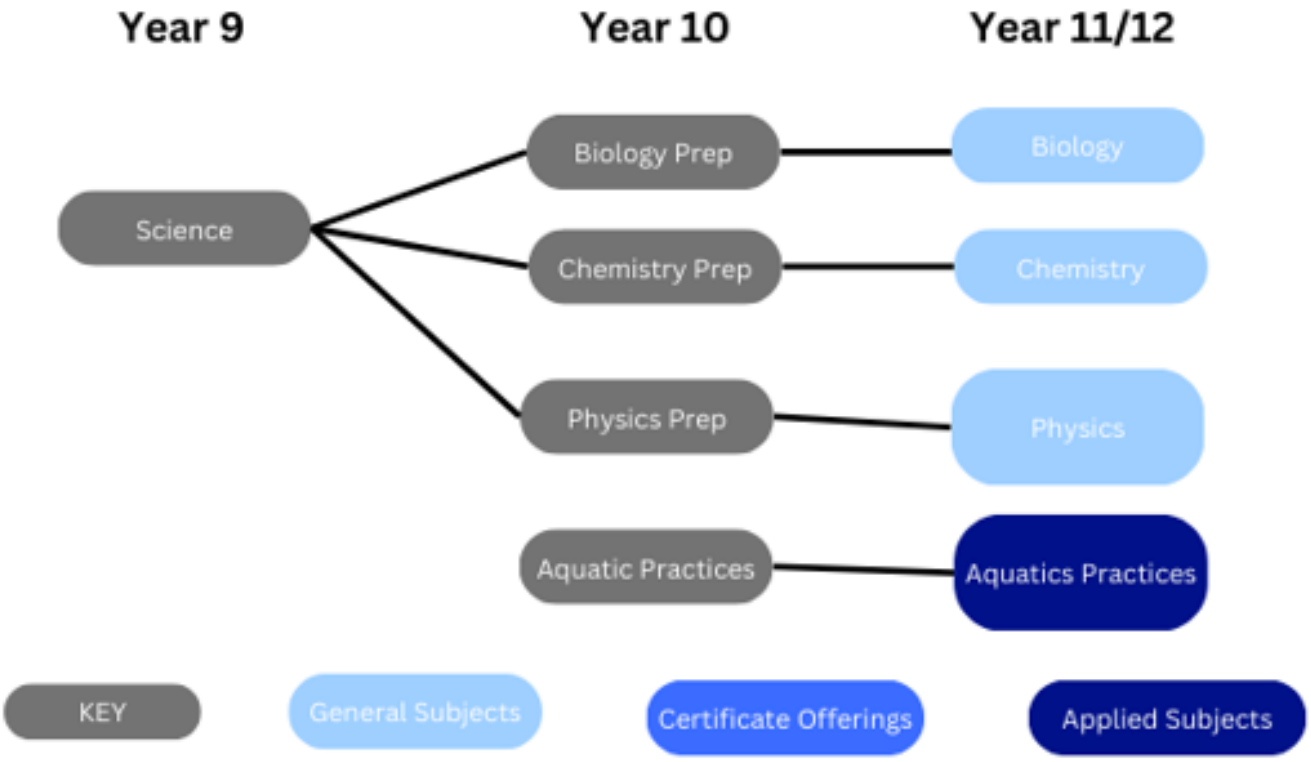
Subject Specific Requirements

- Students must bring a scientific calculator to class every lesson and a Kent set when required.
- All students are invited and encouraged to enter the Australian Mathematics Competition. The entry fee is approximately $6.00.

SUCCESS in MATHEMATICS derives from:

- Commitment to extensive practice and rehearsal of procedures at school and at home
- Challenging yourself with problem solving – simple through to complex

Science Subject Map



SCIENCE

Why Study Science?
In studying Science students will focus on real world science, conduct hands on investigations and develop higher order thinking skills. By developing scientific literacy students will be able to engage in making informed and justified decisions regarding the science of their everyday lives.

Aims:
Through studying Science, students will:

- be introduced to: Biology, Chemistry, Physics and Earth and Space Science
- begin to understand the nature, development, use and influence of Science
- develop skills in questioning and predicting, planning and conducting investigations, processing and analysing data and information, evaluating and communicating.

What is studied in Science?

Science Understanding	Science Skills	Science as Human Endeavour
Biology	Questioning & Predicting	Nature & Development of Science
Chemistry	Planning & Conducting	Use and Influence of Science
Physics	Analysing	
Earth & Space	Evaluating & Concluding	
	Scientific Communications	

Assessment
A wide variety of assessment items are undertaken during this course including:

- **Exams**
- **Research tasks**
- **Experimental investigations**

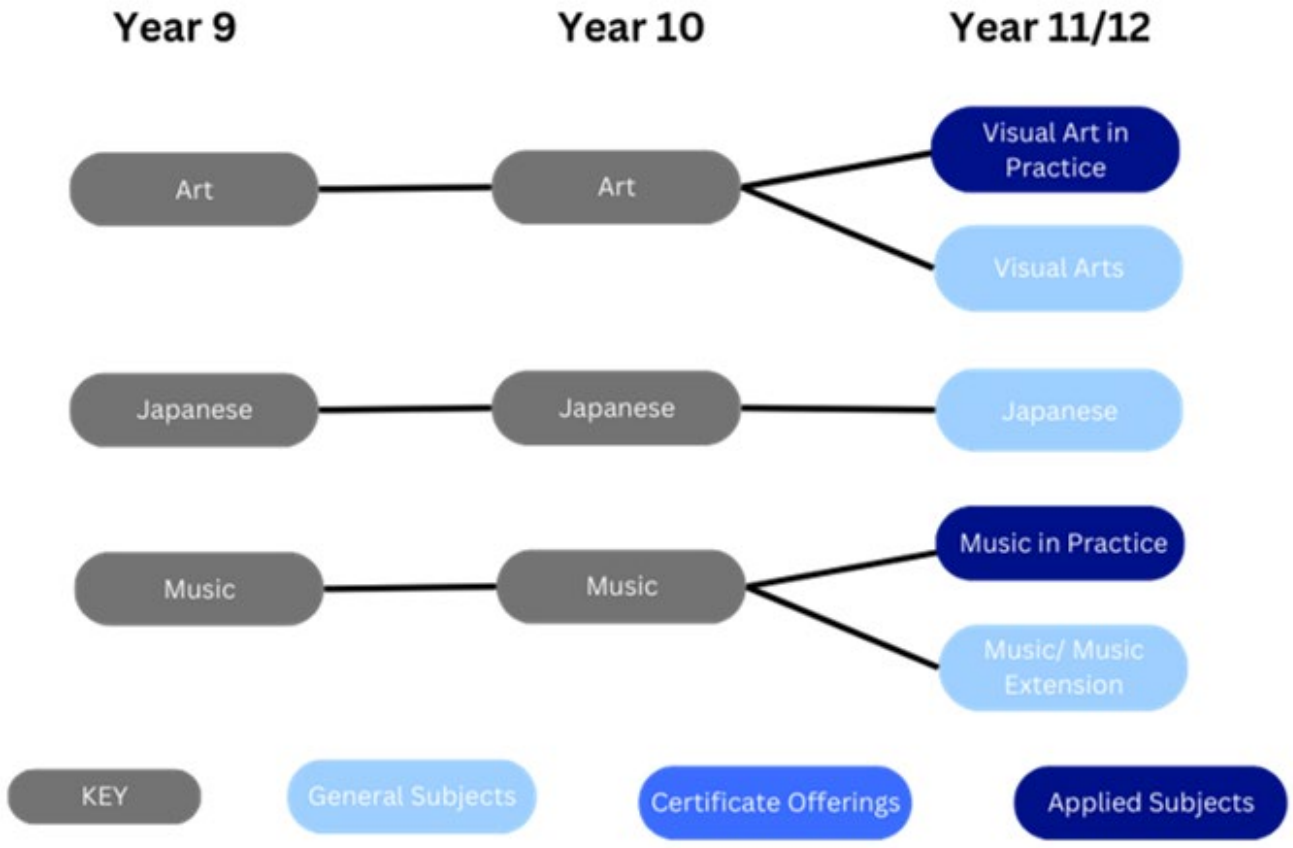
Subject Specific Requirements

Laptop/BYOD device will be used.

SUCCESS in SCIENCE derives from:

- Time management skills to ensure homework and assessment tasks are completed
- A strong ability to work independently
- Reading widely to gain a world view

The Arts/Japanese Subject Map



DRAMA

Why Study Drama?

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds.

Aims: Through studying Drama, students will develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

What is studied in Drama?

In year 9, students will focus on a variety of performance types, including but not limited to;

- Street Theatre
- Monologues
- Collage Drama
- Scripted Drama – (Australian Texts)

Assessment

A wide variety of assessment items are undertaken during this course including:

- Making strand includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- Responding strand includes exploring, responding to, analysing and interpreting artworks.

Subject Specific Requirements

Laptop/BYOD device will be used.

SUCCESS in DRAMA derives from:

- Critical reflection
- An ability to work both independently and part of a group
- Creative thinking
- Willingness to explore new situations and scenarios

MUSIC

Why Study Music?
Students study the many layers of music in year 9, allowing them to gain a deeper understanding and appreciation of Music. They encounter music of all genres, create and notate their own compositions and learn to listen to, respond to, perform in, and understand a wide variety of musical styles and forms. For those wishing to study music in year 11 and 12, it is recommended that this elective is taken across both year 9 and 10.

Aims:
Through studying Music, students will:

- Explore musical elements within a variety of contexts, genres and styles
- Gain performance experience with opportunities to use a number of different instruments, including voice
- Demonstrate composition techniques in the creation of their own works

What is studied in Music?

- Rock and its many styles
- Musical Theatre

Assessment
A wide variety of assessment items are undertaken during this course including:

- **Analysing Repertoire**: use visual and/or aural analysis to determine musical relationships
- **Composing**: combining musical elements and using compositional devices to create music
- **Performance**: play, sing or conduct music interpreting musical elements to communicate the music to audiences (real or virtual)

Subject Specific Requirements
Participation in the School Instrumental Music and/or Vocal Programs are highly recommended.

SUCCESS in MUSIC derives from:

- Consistent application in class to complete assigned task
- A strong ability to work independently and part of a team
- Creative thinking

VISUAL ARTS

Why Study Visual Arts?
Visual arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Aims:

Through studying Visual Arts, students will develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

What is studied in Visual Arts?

In year 9, students will focus on materiality in art. Art materials have their own inherent meaning and contexts. By looking at traditional mediums vs contemporary mediums, students will manipulate images to create a range of meanings. For example: analogue vs digital photography, acrylic vs digital painting, ceramics vs acrylic 3D cut outs.

Assessment
A wide variety of assessment items are undertaken during this course including:

- Making Tasks (physical art pieces)
- Responding Tasks (such as Artist's Statements, Short Response Paragraphs, Describing and Analysing artworks)
- Visual Diary (as a record of Making Tasks and experiments)

Subject Specific Requirements
Laptop/BYOD device will be used, Subject Levy, Visual Diary, Drawing pencil, extra printing credit.

SUCCESS in VISUAL ARTS derives from:

- A willingness to explore and develop ideas
- Experimentation with media and exploration of Artist's work
- Effective and regular use of Visual Diary

Home Economics Subject Map

FOOD SPECIALISATION

Why Study Food Specialisation?
The activities in this course of study will provide opportunities for students to develop skills and demonstrate outcomes from the Technologies Australian Curriculum. They will be required to trial and experiment with techniques and develop suitable proposals and quality products in response to design challenges as part of the portfolio development. This subject acknowledges the important role food plays in our lives. Food will be presented from a number of perspectives including cultural, legal, ethical, commercial and industrial.

Aims:
Through studying Food Specialisation, students will:

- Investigate, design, plan, manage, create and evaluate solutions
- Understand how technologies have developed over time
- Make informed and ethical decision about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- Engage confidently with and responsibility select and manipulate appropriate materials, tools and equipment when designing and creating solutions
- Analyse and evaluate problems or needs to identify and create solutions

Food specialisation 1 and 2 are separate units so can be studied individually or in any order.

What is studied in Food Specialisation 1

Perfect Parcels – Working in the kitchen: safety, hygiene; recipe basics introduction to basic food preparation techniques to investigate the wide range of food coverings to create a wide range of products.

Assessment

Design Briefs/portfolio development
Product development

What is studied in Food Specialisation 2

Food Trends – Working in the kitchen: safety, hygiene; recipe basics introduction to basic food preparation techniques to investigate the range of modern food and equipment trends which are changing what and how we eat and cook.

Assessment

Design Briefs/portfolio development
Product development

Subject Specific Requirements

- Where possible we support students with various nutritional requirements but in certain situations, students will need to provide ingredients for themselves.
- The school makes every effort to avoid the possible impact of allergic reactions but parents and students need to be aware that they may need to make alternative arrangements in the provision of utensils or consider subject selection.
- Workplace Health and Safety requirements for practical areas must be met, for students to participate in practical components. Enclosed impervious upper leather shoes with non-slip soles; hair tied back from the face; follow safety and hygiene regulations and procedures.
- Students may be required to bring ingredients, particularly for assessment, but practical lesson ingredients will be provided. Students are required to bring suitable containers to take their practical work with them.
- Each student will be required to pay a subject levy.
- Laptop /BYOD device will be required.

SUCCESS in FOOD SPECIALISATION derives from:

- consistent application in class to complete assigned written and practical tasks
- be able to work effectively independently and in groups
- completion of missed work or incomplete work at home

FOOD & FIBRE PRODUCTION

Why Study Food and Fibre Production?
The activities in this course of study will provide opportunities for students to develop skills and demonstrate outcomes from the Technologies Australian Curriculum. They will be required to trial and experiment with techniques and develop suitable proposals and quality products in response to design challenges as part of the portfolio development. This subject acknowledges the important role textile and food plays in our lives. Textiles and Food Studies will be presented from a number of perspectives including cultural, legal, ethical, commercial and industrial.

Aims:
Through studying Food and Fibre Production, students will:
- Investigate, design, plan, manage, create and evaluate solutions
- Understand how technologies have developed over time
- Make informed and ethical decision about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- Engage confidently with and responsibility select and manipulate appropriate materials, tools and equipment when designing and creating solutions
- Analyse and evaluate problems or needs to identify and create solutions

What is studied in Food and Fibre Production?

Food (1 term) Make it Simple Food parcels – Working in the kitchen: safety, hygiene; recipe basics introduction to basic food preparation techniques increasing the range of preparation techniques.
Textile (1 term) Funky Jazzy Jimmy Jams – review safe and appropriate sewing machines and equipment use, extend basic sewing skills create a personal textile product, develop knowledge about impact of choices on performance of product.

Assessment:
Assessment items are undertaken during this course including but not limited to:

- Design Briefs/portfolio development
- Product development

Subject Specific Requirements

- Where possible we support students with various nutritional requirements but in certain situations, students will need to provide ingredients for themselves.
- The school makes every effort to avoid the possible impact of allergic reactions but parents and students need to be aware that they may need to make alternative arrangements in the provision of utensils or consider subject selection.
- Workplace Health and Safety requirements for practical areas must be met, for students to participate in practical components. Enclosed **impervious upper leather shoes with non-slip soles**; hair tied back from the face; follow safety and hygiene regulations and procedures as instructed by the teacher. • Students may be required to bring ingredients, particularly for assessment, but practical lesson ingredients will be provided. Students are required to bring suitable containers to take their practical work with them. Basic materials will be provided for the textile units. Each student will be required to pay a subject levy. Laptop /BYOD device will be used.

SUCCESS in FOOD AND FIBRE PRODUCTION derives from:

- consistent application in class to complete assigned written and practical tasks
- be able to work effectively independently and in groups
- completion of missed work or incomplete work at home

TEXTILE STUDIES

Why Study Textile Studies?
The activities in this course of study will provide opportunities for students to develop skills and demonstrate outcomes from the Technologies Australian Curriculum. They will be required to trial and experiment with techniques and develop suitable proposals and quality products in response to design challenges as part of the portfolio development. This subject acknowledges the important role textiles plays in our lives. Textiles Studies will be presented from a number of perspectives including cultural, legal, ethical, commercial and industrial.

Aims:
Through studying Textile Studies, students will:

- Investigate, design, plan, manage, create and evaluate solutions
- Understand how technologies have developed over time
- Make informed and ethical decision about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- Engage confidently with and responsibility select and manipulate appropriate materials, tools and equipment when designing and creating solutions
- Analyse and evaluate problems or needs to identify and create solutions

What is studied in Textile Studies?
This subject would suit those students interested in extending their textile production skills (sewing) and further develop their creativity.

Review safe and appropriate sewing machines and equipment use, extend basic sewing skills create a personal textile product for a specific purpose; develop knowledge of fibre and fabric characteristics to make informed choices.

Assessment:
Assessment items are undertaken during this course including but not limited to:

- Design Briefs/portfolio development
- Product development

Subject Specific Requirements

- Where possible we support students with various nutritional requirements but in certain situations, students will need to provide ingredients for themselves.
- The school makes every effort to avoid the possible impact of allergic reactions but parents and students need to be aware that they may need to make alternative arrangements in the provision of utensils or consider subject selection.
- Workplace Health and Safety requirements for practical areas must be met, for students to participate in practical components. Enclosed **impervious upper leather shoes with non-slip soles**; hair tied back from the face; follow safety and hygiene regulations and procedures.
- Students may be required to bring ingredients, particularly for assessment, but practical lesson ingredients will be provided.
- Basic materials will be provided for the textile units.
- Each student will be required to pay a subject levy.
- Laptop/BYOD device will be used.

SUCCESS in TEXTILE STUDIES derives from:

- consistent application in class to complete assigned written and practical tasks
- be able to work effectively independently and in groups
- completion of missed work or incomplete work at home