



# Mackay North State High School



Junior Curriculum  
Year 9 Subject Guide

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# YEAR 9 STUDIES

The third year of the Junior Secondary Phase of Learning at Mackay North State High School introduces students to a reduced number of subject offerings from Year 8. These include five Australian Curriculum subjects plus three Elective Subjects.

## **Generally, this third year will:**

- enable students to further explore and develop abilities in a wide range of studies.
- provide some specialised studies so that each student's course of study will begin to head in a particular direction (e.g. toward either a general area of employment and/or further study) by the completion of Year 10.
- further develop the student's skills of individual study, reliability and self-evaluation to prepare for the student's future study/work.
- afford opportunities for furthering the student's ability in developing teamwork by working with others in a variety of settings.
- allow for students to work in line with the Australian Curriculum requirements.

## **Year 9 Subjects Offered:**

All students will commence Year 9 with five Core Australian Curriculum subjects.

### **Core Subjects (Studied for the entire year)**

English – 3 lessons per week

Mathematics – 3 lessons per week

Science – 3 lessons per week

Humanities (History, Geography & Civics) – 3 lessons per week

Health & Physical Education – 2 lessons per week

The remaining three (3) subjects (each 2 lessons per week) are to be chosen from the available elective options below:

# YEAR 9 SUBJECT CHOICES 2024

## ELECTIVE SUBJECTS

Students are to choose only three (3) subjects from this section

### The Arts

Visual Art (ART)  
Dance (DAN)  
Drama (DRA)  
Music Excellence (MUS)  
Cheer and Dance

### Technologies

Economics & Business (ECB)  
Design and Technologies (DAT)  
Digital Technologies (DIG)  
Food Specialisation (TFD)  
Fibre Specialisation (Textiles, Fashion and Design)  
Media Art

### Other

Japanese (JAP)  
Science, Technology, Engineering and Mathematics (STM)  
Agriculture & Sustainable Living (ASL)  
Enrichment – Physical Education (EPE)  
Creative Writing (ECW)

*Special note (1): While every effort is made to ensure that students make informed choices and are placed in the subjects of their choice, classes can only be formed where student numbers, teacher availability and appropriate resources exist. There may be some students who are not able to make the selection of their choice, and there may be some students who will be counselled to alter their initial choice.*

*Special note (2): Junior Secondary Subjects (electives) have a fee which is reviewed annually.*

*For continuing students:*

*To access the subject selection process your student goes to the website: [oslp.eq.edu.au](https://oslp.eq.edu.au); the student is then asked for their school log-in details. They then click on the tab marked, “Careers” and then “Subject Selections” in the following window, and then follow the prompts to make their selections. Students will be shown how to do this at school, so they will be able to show you how to navigate through the process at home.*

# Australian Curriculum Subjects

These subjects are mandatory for all junior school students.

## 9 ENGLISH

### **What is the subject?**

Junior English is part of the Australian Curriculum in the Junior Secondary School and is compulsory for all students. Our course aligns with the National Curriculum.

The English program offers students challenging and practical language, literacy and literature experiences.

### **What is in the subject?**

Students will participate in a variety of language activities involving listening, speaking, reading, writing and viewing. They are given opportunities to develop their capacity to use language fluently, appropriately and effectively in a wide range of social contexts.

Students will experience a variety of units designed to develop their understanding of how language works and their appreciation of language and its use. Units of work are generally developed around literature texts (novels, short stories, plays and memoirs), mass media (print and electronic), a particular language purpose (to instruct, to persuade, to entertain) or a genre (speculative fiction).

Students will use a wide range of literary, non-literary and mass media resources significant to their needs and interests.

### **How is the subject assessed?**

Students will complete four assessment tasks over the year, including one spoken item (live or pre-recorded).

# 9 HEALTH & PHYSICAL EDUCATION

## **What is the subject?**

The Health and Physical Education course is an Australian Curriculum subject which will be studied by all students in Years 7, 8, 9 and 10 at Mackay North.

## **What is in the subject?**

The subject has both a theoretical and a practical aspect.

The theory has 5 major topics which are covered over the course of study – Alcohol and other drugs, Food and Nutrition, Health Benefits of Physical Activity, Mental Health and Wellbeing, Relationships and Sexuality, and Safety.

In Years 9, the practical units covered are Court and Territorial Games, Fitness Activities, Modified Games and Sports and Environmental Challenges.

## **How is the subject assessed?**

The theory in Physical Education is assessed through the completion of booklets based around a particular topic. Within these booklets students may be asked to complete tables, write short answers or develop longer, more detailed responses. The theory mark assigned to each of these booklets is determined by the neatness, completeness and quality of the answers.

The mark given for each practical unit is determined through three criteria. These are personal and social skills, movement skills and strategies and knowledge of terminology and rules. Through these criteria we hope to not only strive for excellence in performance but also to encourage all students to participate to the best of their ability.

## **Parental Help and Guidance**

We encourage parents to take an active role with their student's schooling and to develop a working relationship with their student's teacher. This could take the form of monitoring theory work; ensuring appropriate clothing is worn to practical lessons and encouraging students to fully participate to the best of their ability during these lessons. The H.P.E. staff is available at all times to discuss student progress.



# 9 HUMANITIES (HISTORY & GEOGRAPHY)

## 9 GEOGRAPHY

All students undertake Geography for Term One.

### Geography Unit: Biomes and Food Security.

#### Key inquiry questions:

How do humans impact biomes to produce food?

What is food security and why is it important?

How is food produced globally?

How do biomes impact food security?

## 9 HISTORY

All students undertake History for three (3) terms.

### Term 2, 3 and 4: The Making of the Modern World (1750 – 1918)

#### The Making of the Modern World

Inquiry Questions:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Overview content for the making of the modern world includes the following:

- the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia
- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)
- the extent of European imperial expansion and different responses, including in the Asian region
- the emergence and nature of significant economic, social and political ideas in the period, including nationalism

#### Depth Study: Movement of Peoples (1750–1901)

- The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation
- Experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience
- Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia
- The short and long-term impacts of the movement of peoples during this period

#### Homework and assessment for Humanities

There are three (3) lessons per week. Homework is set each week to review or extend classwork learning. At times, progressing with current assignment work will be the set homework. Each semester, students will be assessed by means of tests and a written assignment. Most often, assignment tasks are designed to develop students' research skills.

# 9 MATHEMATICS

Junior Mathematics is part of the Australian Curriculum in the Junior Secondary School and is compulsory for all students. Our course aligns with the National Curriculum.

Mathematics is organised into two sets of strands. Proficiency strands describe the skills or “how”, of Mathematics and content strands describe the knowledge and understanding, or “what”, of Mathematics.

There are three (3) content strands in the Australian Curriculum, including:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

**There are four (4) Proficiency Strands, including:**

- Understanding
- Fluency
- Problem solving
- Reasoning

**Number and Algebra strand:**

- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships

**Measurement and Geometry strand:**

- Using units of measurements
- Geometric reasoning
- Pythagoras and trigonometry

**Statistics and Probability strand:**

- Chance
- Data representation and interpretation

During Year 9, students will be covering the Australian Curriculum in the three (3) strands mentioned above. Most students are expected to achieve to the national minimum standards, as evidenced by the National Assessment Program in Literacy and Numeracy tests, conducted in May each year. All classes will focus on a set of common topics, although some students will be given the opportunity to investigate some topics to a greater depth of understanding, whereas other students will be given a little more time to absorb the basic concepts.

In Year 10, the school will be preparing students for the transition into Year 11. As such, classes will be re-organised at the beginning of Year 10 to reflect the transition into either Essential Mathematics, General Mathematics, Mathematics Methods or Mathematics Specialist. The students will cover various aspects of the Australian Curriculum based on their ability. Students will be advised by their teacher at that time of their recommended placement into one of those classes. Parents and students are welcome to be involved in discussions about future Mathematics classes in Year 11 at that point. There will be room for negotiation during Semester 1 for students to change classes based on their results.



# 9 SCIENCE

## Year 9 Science

### What is the subject?

Science at Mackay North SHS is compulsory for students as part of the National Curriculum and is studied by all students in Years 7 -10.

### What is in the subject?

Students will experience both theoretical and practical components in the subject.

The units align with Australian Curriculum requirements and in Year 9 cover the following units:

Unit 1: Energy on the move	Unit 2: The changing Earth	Unit 3: Life in Balance	Unit 4: Chemical Patterns
Students will explore how energy can be transferred through different mediums. They will investigate heat, electrical, sound and light energy.	Students will explore the structure of the Earth, plate tectonics and the impact of geological activity on humans.	Students will investigate how internal body systems work together in balance to support life and how life is connected through ecosystems.	Students will explore concepts about atomic structure, chemical reactions and their applications in daily life.

### How is the subject assessed?

Students will be assessed in science through exams, experimental reports and research investigations.

### Beyond Junior Science

Junior science provides students an opportunity to develop an understanding of important scientific concepts and processes, practices used to develop scientific knowledge, of science's contribution to our culture, society and applications in our lives.

For those students wishing to continue their studies into senior, North provides students the opportunity to specialise their studies with a variety of Senior Science subject offerings. Entry into these senior subjects is strongly guided by the demonstrated success of students in their junior science studies. A strong foundation in junior science will open up a variety of opportunities for students in the future.

### So that students understand what they may be working towards, below are the current recommended pre-requisites for the senior science subjects:

Senior Science Subject Options & Pre-requisites			
General Subject	Year 10 result recommendation	Applied Subject	Year 10 Recommendation
Biology	'B' or higher in Year 10 Science Pass in Maths & English	Aquatic Practices	Pass in Year 10 Science. An interest in the ocean & marine life.
Chemistry			
Marine Science			
Psychology		Agricultural Practices	Pass in Year 10 Science. Agriculture & Sustainable Living Elective preferred but not essential.
Physics	'B' or higher in Science & Maths Pass in English		

# Elective Subjects

Students are to choose only three (3) subjects from this section:

## 9 AGRICULTURE & SUSTAINABLE LIVING

### **Why study Agriculture and Sustainable Living:**

Agriculture is the growing of plants and animals to provide food, fibre, shelter, medicines and a wide range of other products. Mackay and district is a rich agricultural area that offers a wide range of career pathways and employment opportunities for students.

Furthermore world communities are become increasing concerned about the source and quality of the food they eat, and the security of their food production for the future.

Agriculture and Sustainable Living aims to offer students the opportunity to acquire skills in basic agricultural practices such as horticulture, hydroponics and poultry. Sustainable and environmentally responsible practices will be firmly integrated into the course.

The subject will have approximately equal theoretical and practical components.

### **Who can take Agriculture and Sustainable Living?**

Any student with a keen desire to learn about food production and would like the opportunity to work in an “outdoor” classroom.

### **What will be studied?**

Horticulture (Growing of vegetables and fruits)

Poultry (egg production)

Hydroponics

Recycling/Composting

Agribusiness

### **Assessment**

Practical Assessment (50%)

Theoretical Assessment (exams, reports - 50%)

Homework - as applicable to the current unit of work

Notes:

## 9 ART (VISUAL)

### **What is Art?**

Art is about creating artworks around a theme, solving problems, experimenting with techniques, materials and ideas.

### **Who can take Art?**

This is for anyone who was successful in Year 8 Art and is keen to learn about different aspects of the subject. The classroom takes on more of a studio environment with guided practice, independent explorations and responses to topics.

### **What practical work is done in Art?**

Artworks focus around a central idea/concept and students create works in a variety of media.

In Semester 1, students explore “Disguise and Abstraction”, creating a folio of drawings, collage and painting pieces. The concept of ‘Pattern in Nature’ is explored leading to a folio of relief printmaking work.

In Semester 2, ‘Australian icons and Identity’ are covered and a large ceramic piece created in response to this concept. ‘Photographic shots and techniques’ are explored and a photographic portfolio created in response to a student selected topic.

### **What are our expectations?**

Every lesson, bring your Art book, fineliner, 2B pencil, ruler, watercolour pencils, eraser, homework diary and device (laptop and iPad).

Complete regular homework (½ - 1 hour per week) and assessment by the due dates.

### **Assessment**

Major Practical Artworks (Folio + Visual Art Diary) – 1 per term

Written Response (400-500 words) – 1 per Semester

Artist Statement – 1 per term

### **Who can tell me more?**

Ask the Head of Department or any of the Art Teachers.

Notes:

# 9 CHEER AND DANCE

## Description

Cheer is a unique team-based subject. This course aims to explore dance from the perspective of an athlete. This subject will have a cheerleading focus with an emphasis on:

- The development of physical skills including co-ordination, balance, flexibility and strength
- Healthy and safe preparation, rehearsal and performance practices
- High-energy activity (including tumbling, lifts and stunts)
- Participation in competitions where possible

Instruction for this subject will be provided by a registered Cheerleading coach.

## What benefits do students gain from this subject?

**Social skills** are highlighted with a focus on teamwork, cooperation, trust, peer support and problem solving.

**Emotional wellbeing** is often enhanced through increased confidence, personal and school pride and self-awareness.

**Personal attributes are celebrated** to explore how individual qualities can strengthen performance in a team.

## Pre-requisites

The course is offered from years 8 to 12. The subject is designed to support students who have existing dance or athletic sports (i.e. gymnastics) experience.

To be involved, there will be an application process followed by an audition. Beginners may be allowed to trial the subject but continued participation in the course will be subject to the discretion of the Head of Department.

## Assessment

**This subject will not be assessed. Students will not receive a report at any reporting juncture.**

This subject will focus heavily on performance and dance production. Students will be expected to participate in competitions. This is dependent on whether the team can safely participate.

Notes:

# 9 CREATIVE WRITING

## What is Creative Writing?

In Creative Writing, students develop critical and creative thinking through listening to, reading, viewing, creating and presenting texts. Through close analysis of texts, students critically analyse the opinions, perspectives and unstated assumptions embedded in texts. Students develop creative thinking skills by considering authors' innovations, and planning, exploring and creating ideas for imaginative texts.

## What benefits do students gain from the subject?

All Senior English subjects (English, Essential English and Literature) require students to write creatively so this elective is of benefit to all students. It will be of particular interest to students who intend on studying Literature in Years 11 and 12.

## Pre-requisites

Students electing Creative Writing should demonstrate:

- a C in Year 8 English
- an enjoyment of creative writing
- a willingness to complete creative writing tasks outside of the classroom.

## Description

Student's study four integrated aspects:

- Inquiring
- Generating
- Analysing
- Reflecting

These strands are embedded in each unit which will be organised around a form of creative writing.

## Assessment

There will be two assessment tasks each semester, one of which will be an oral task (presented live or pre-recorded). These tasks will include the following forms of creative writing: short story, dramatic monologue, poetry, and feature writing.

Notes:

## 9 DANCE

### **What benefits do students gain from this subject?**

Dance as a subject has a broad range of benefits.

Physical skills are developed including co-ordination, balance, flexibility and strength.

Social skills are highlighted with a focus on teamwork, co-operation, trust, peer support and problem solving.

Emotional wellbeing is enhanced through increased confidence, personal and school pride and self-awareness.

The course is offered in Years 9 and 10. Students are then encouraged to study Senior Dance in Years 11 and 12.

### **Pre-requisites**

There are no pre-requisites for the Study of Dance. It is an appropriate subject for both males and females as movements are not gender specific. Students who have not had previous dance experience as well as those who have training outside school will benefit from the individualised nature of the subject. Dance lends itself to catering to individual needs and levels of achievement. Advanced students can engage in extension activities and benefit greatly from peer teaching while students with little experience can develop skills very rapidly and achieve success in this subject.

### **Description**

This course aims to give students a chance to experience dance within three central organisers of Performance, Choreography and Responding.

### **Assessment**

Assessment tasks from each of the three organisers will be balanced over the two-year course.

Tasks include: Creating dances, performing dances and writing about dance from a variety of styles e.g. Jazz, Hip-Hop, Contemporary and Social dance.

Notes:



# 9 DESIGN AND TECHNOLOGIES

DESIGN & TECHNOLOGIES is a hands-on practical subject where students learn to safely use tools & machines to make a variety of projects from various materials. It introduces practically oriented learning experiences, involves practical applications of mathematical and scientific principles and provides grounding for life in a technological age.

## **Aims**

To emphasise the necessity for safe working habits.

To apply and develop manufacturing skills and technical literacy.

To develop a knowledge and appreciation of materials, equipment, processes, work methods and technical skills.

## **Areas of study**

Project planning and design

Surface finishing

Sheet metal working

Metal fabrication and fitting

Wood working

Modern manufacturing techniques

Simple electronics

Plastic fabrication

## **Assessment**

Practical projects

Booklet Folio work

## **Where will this subject lead?**

Year 9 Design and Technology has laid the foundations of career opportunities in a host of areas including engineering, construction and manufacturing industries.

If students are considering traineeships / apprenticeships along these career paths it is advisable to continue into Year 10, 11 and 12 Engineering Skills, Industrial Technology Skills, Building and Construction Skills, Industrial Graphics or apply to attend the Mackay Engineering College.

If you are considering further studies in engineering or other fabricating industries then studies within the Design and Technology department would assist these studies.

Notes:

# 9 DIGITAL TECHNOLOGIES

## **Aim**

Technology is changing the world and it is important to have a proper foundation in using technology and how technology works. Employers of the future will expect their employees to be able to communicate, collaborate, work in teams, problem solve and most of all, be creative using technology. With that in mind, the aim of the course is to give students the skills to efficiently use technology to assist them in their daily dealings with technology or better known as information, communication and technology (ICT) during their school years and beyond. Students will inquire, create, communicate and operate ICTs as well as investigate the social and ethical implications of technology use. These skills are immediately applicable in all other subject areas as well as after their schooling career.

## **Assessment**

The majority of the course will be project based in that students will work individually and collaboratively using industry standard software to produce items or products for 'clients'. Product examples may include basic databases, websites, animated banners for websites, etc. Students will be enrolled in QLearn which is Education Queensland's secure eLearning environment. Students will join online virtual classrooms that allow 'anytime, anyplace' access to all class work and assessment tasks.

## **Topics covered in year 9 include**

Digital Systems – investigating, controlling and managing hardware and software  
Representation of Data – infographics, using data from various sources to represent solutions, facts, information about topics

Digital Coding – creating interactive solutions for clients such as quizzes, puzzles, converters etc. We will learn the fundamentals of coding using Visual Basic and Python. This will lead into year 10 robotics.

Project – combining the above units to create a product for a client. We will be using the Design, Development, Evaluation cycle to achieve the best product for our clients.

## **Other points to note**

Students will discover that Digital Technology is a hands-on subject where active participation is rewarded with success.

Virtual Classrooms support student learning and activities, homework, assessment, student research and inquiry by being accessible via the Internet, 24 hours a day, 7 days a week.

Although classes may be conducted in a school computer lab, it would be advisable that students have a laptop, preferably a Windows laptop that is capable of running Adobe Photoshop, Illustrator and Dreamweaver. The laptop's CPU should be an i5 or above so as to properly run the Adobe applications.

Notes:

# 9 DRAMA

## **What is Drama?**

Drama deals with the study of communication through a variety of dramatic forms. It develops creative expression, an appreciation of and control over the dramatic form and skills in functional communication.

## **What benefits do students gain from the subject?**

Being able to communicate effectively is a pre-requisite for success at school, in the outside world and in establishing and maintaining relationships. Students contemplating early childhood/primary/high school teaching, or any position where you need to 'perform' before an 'audience' will find Drama very useful.

## **Pre-requisites**

Students electing Drama should demonstrate:

an ability to work with others

self-discipline and readiness to perform in front of an audience

willingness to take direction.

## **Description**

The course is offered in Years 9 and 10. Students are then encouraged to study Senior Drama in Years 11 and 12. A sound level of achievement in Year 8 English is advisable for students undertaking this subject.

Students study three integrated aspects:

Forming

Presenting

Responding

These are organised thematically, with students undertaking activities such as script-writing, creating and presenting Theatre for Young People, developing dramatic movement, improvisation, collage drama and issues based drama.

## **Assessment**

The course is 50% practical and 50% theoretical. For practical assessment, students perform in groups, but are assessed individually. Assessments are based on creative writing, essay writing and performance. Students are expected to work on assessment tasks in class and at home.

Although it is not compulsory, students of Drama are encouraged to participate in extra-curricular activities within the Performing Arts.

Notes:

# 9 ECONOMICS & BUSINESS

## **Why study Business?**

By doing this subject you will obtain many useful skills which you can apply in the business world and in your own personal life. This subject will improve your financial literacy and give you a greater understanding of business.

## **Who can take ECB?**

Anyone who is interested in the world of business, money, managing personal finances and investing.

## **What is studied?**

Topics studied include:

- Financial Literacy/Employment
- Practical Accounting – Financial Transactions
- Consumer decisions and business productivity (marketing)
- Practical Accounting – Financial Reports

Additional skills taught throughout

- Excel (basic business applications)
- Word (Reports, Tables)
- Preparing and interpreting business documents, data and graphs.

## **Assessment**

Assignments will be set to develop individual and group research, thinking skills and teamwork. The remaining assessment will be in the form of exams, at the completion of the topic of study.

## **How much homework will there be?**

Homework generally involves completing practical exercises, revising content and/or assignment work.

## **Where does it lead after Year 9?**

Students may enrol in Business Studies in year 10.

Notes:

# 9 ENRICHMENT – PHYSICAL EDUCATION

## **What is the subject?**

This subject is a Year 9 Elective

The subject aligns with students who play or are interested in sport and are keen to improve their performance and athletic ability.

## **What is in the subject?**

The subject contains both a theoretical and a practical aspect.

The theory has 4 major topics which are covered over the course of study – Components of Fitness, Performance Analysis, Designing Training Plans and Basic Anatomy and Human Movement.

The practical units covered are Fitness Activities, Sport Specific Fitness, Delivering Fitness Sessions and Introduction to Weight Training

## **How is the subject assessed?**

The theory in Athletic Performance is assessed through a combination of booklet completion and assignment/project work. These may include activities, case studies, short answers, long answers, data analysis or program design. The theory mark assigned to each of these booklets is determined by the neatness, completeness and quality of answers

The mark given for each practical unit is determined through three criteria. These are knowledge of terminology and rules, movement concepts and strategies and personal and social skills in a sporting environment. Through these we hope to strive for excellence in performance but also participate to the best of their ability.

Students choosing this elective MUST also do HPE.

Notes:

	Practical	Theory
Term 1	<b>Fitness Activities</b> <i>Introduction to Sport Specific Fitness</i>  12 Lessons  Assessment – Practical Performance (knowledge of terminology and rules, movement concepts and strategies and personal and social skills in a sporting environment)	<b>Components of Fitness</b> <i>Training principles and components of  fitness relevant to athletic performance</i>  6 Lessons  Assessment – Booklet Completion
Term 2	<b>Sport Specific Fitness</b> <i>Improving and Refining Sport Specific  Fitness</i>  12 Lessons  Assessment – Practical Performance (knowledge of terminology and rules, movement concepts and strategies and personal and social skills in a sporting environment)	<b>Performance Analysis</b> <i>Reviewing, Assessing and Improving  Performance</i>  6 Lessons  Assessment – Booklet Completion
Term 3	<b>Delivering Fitness Sessions</b> <i>Delivering Fitness Sessions to Improve  Performance</i>  12 Lessons  Assessment – Practical Performance (knowledge of terminology and rules, movement concepts and strategies and personal and social skills in a sporting environment)	<b>Designing Training Plans</b> <i>Researching and Designing Fitness  Sessions</i>  6 Lessons  Assessment – Booklet Completion and Training Program Design
Term 4	<b>Introduction to Weight Training</b> <i>Performing and Coaching Fundamental  Movements</i>  12 Lessons  Assessment – Practical Performance (knowledge of terminology and rules, movement concepts and strategies and personal and social skills in a sporting environment)	<b>Basic Anatomy and Human  Movement</b> <i>Introduction to Human Anatomy and  How the Body Moves.</i>  6 Lessons  Assessment – Booklet Completion



# 9 TEXTILES & DESIGN

The Design Technology course has been designed to cater for students with a particular interest in textiles and clothing and are interested in sustainable futures.

## **Year 9 – Semester 1**

### **Sustainable Fashion**

Students are introduced to the textiles design process through a series of activities to begin their exploration of the fashion and clothing industry with a focus on sustainable practices.

Students look at the many decisions and factors that influence the use of textile fibres.

Students will produce a garment/textile item with a design emphasis on sustainable practices e.g. recycling, reusing, reimagining.

## **Year 9 – Semester 2**

### **Fashion for the Sun**

This unit allows students to use their creative flair in taking on one or more exciting design challenges aligned to the theme of creating items that promote physical activity in the sun, while being health conscious. Students will use sewing machines, printing, and other embellishment techniques during this unit.

## **Homework**

Students will be required to complete unfinished work from class time as well as set weekly review tasks.

## **Assessment**

Each Semester students will complete at least  
class test  
written research assignment  
practical skills demonstration

## **Where will this subject lead?**

To the senior subjects of Home Economics and Hospitality. Skills developed in this subject may assist in occupations such as textiles/fashion designer, artist, milliner, costume designer, sewing machinist.

Notes:

# 9 FOOD SPECIALISATION

The “Food Technology” Home Economics course has been designed to cater for students with a particular interest in food preparation and nutrition. All food and the necessary take-home containers are supplied to students.

## **Year 9 – Semester 1**

Food The building blocks

Students are introduced to the food design process through a series of activities to begin their exploration of food.

Students look at the many decisions and factors that influence food choices.

Students look at the different foods from each food group and learn how to make healthy choices from these selections.

Students produce foods involving a variety of cookery techniques over both terms.

## **Year 9 – Semester 2**

Food on a budget

Students focus on factors that influence food choices specifically budget and availability.

Students look into the concepts of food literacy and food security.

Students prepare and evaluate a variety of budget conscious and nutritious food items using a range of practical cookery skills.

Students look at diet related diseases and food intolerances

## **Pre-requisites**

An interest in practical cookery and investigating nutrition issues that impact on teenagers and their families.

## **Homework**

Using practical skills developed in class at home and completion of work plans for practical cookery lessons. Students will be required to complete unfinished work from class time as well as set weekly review tasks.

## **Assessment**

Each Semester students will complete at least

class test

written research assignment

two practical exams

## **Where will this subject lead?**

To the senior subjects of Home Economics and Hospitality. Skills developed in this subject may assist in occupations such as dietician, health care workers, nurse, teacher, hospitality worker.

Notes:

# 9 JAPANESE

## **What work will be covered?**

In Year 9 Japanese students will investigate Japan, its people and their culture through the medium of the Japanese language.

## **The following topics will be covered:**

Personal History

What Languages do you speak?

Is Fast food healthy?

Where do you shop?

Recreational Activities

Students will learn the four skills of listening, speaking, reading and writing through a range of activities. They will review Hiragana and Katakana (two of the Japanese scripts), in addition to learning approximately fifteen new Kanji (characters of Chinese origin) per term.

In 2024, North High will re-commence its biennial tour to Japan.

## **Why study a language?**

Students who do a second language often find links easier to understand in other subjects.

Relations between Australia and Japan have flourished for many years and they are one of our most important trading partners. As such, it is advantageous to have a second language in many areas, including business, banking, education, hospitality, travel and tourism, media, journalism and the arts.

## **What kind of assessment?**

The four skills (listening, speaking, reading and writing) will each be tested at least once per semester. Each skill is weighted equally. Students will be required to complete both exams and assignment work.

## **Who can take Year 9 Japanese?**

Anyone who is interested and has achieved at least a 'high achievement' in Year 8.

Anyone who wishes to expand their employment opportunities to an international level and anyone who enjoys a challenge.

Students are required to purchase iiTomo Activity Book 3-4 to use for both year 9 and 10.

Notes:

# 9 MEDIA ART

## **What is Media Art?**

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media and involves using cameras (still and video), digital and mobile technologies (including games), editing equipment, animation materials and special effects to make media products. It includes using, downloading, mashing, manipulating and posting material sourced from a variety of contexts including online copyright-free sources.

## **Who can take Media Art?**

This is for anyone who was successful in Year 8 Art. Media art is a digital arts subject which requires students to use applications in computers. Therefore, a working knowledge of using computers will be required. The classroom takes on more of a studio environment with guided practice, independent explorations and responses to topics.

## **What practical work is done in Media Art?**

As said before, media art is a digital arts subjects which requires students using computers. We will be representing and communicating stories, issues etc., through digital means from first nation people as well as Torres Strait Islander people. We will be ...

- Investigating graphic design for logos, posters, banners etc.
- Investigating digital sound, producing sound bites and commercials
- A documentary style short story for social media
- An animation on a topic relating to a story from first nation and Torres Strait Islander.

We will be using a number of applications to produce works for individuals and/or for clients. We will be using Adobe Photoshop and Adobe Illustrator for graphic design, Adobe Premier Pro for producing short videos and Adobe Animate for animation. We will also be using Audacity to produce sounds bites and commercials.

## **What are our expectations?**

Ideally, bring a laptop with a CPU of at least an i5 as the applications we will be using will not run properly on a i3 CPU.

The Adobe Suite which can purchased through the school for about \$10.50.

Assessment

Practical Media Artworks / Folio

Assignment – 1 per term

Who can tell me more?

Ask the Head of Department of Technology.

Notes:

# 9 MUSIC EXCELLENCE

What is music?

Music plays a critical role in our everyday life and our culture. Year 9 Music Excellence aims to **continue** students' skill and knowledge development related to music of distinct genres – including rock, film and music of the media. Students achieve this through playing and engaging with performance, composition and responding.

## What benefits do students gain from the subject?

All the current scientific evidence affirms that music certainly benefits the student in many diverse ways – including the thinking process; pattern recognition; developing confidence, language, teamwork, co-ordination and wellbeing. After Year 10, music can be continued into Years 11 and 12 and can be included in a student's ATAR score.

The study of music can lead to a wide variety of job opportunities e.g. students interested in early childhood/primary teaching find music very valuable.

## Pre-requisites

This course is best suited to students who have completed **Year 7 or 8 Music Excellence**. It is **highly recommended for all students in our instrumental program** and it is hoped that **ALL** students in this course will participate in one of our school cultural ensembles – e.g. concert band; vocal ensemble; dance troupe; percussion ensemble. Students definitely need to have some knowledge of reading and writing music in order to handle this course successfully. Students who are learning an instrument or voice privately are also ideally placed to handle this subject successfully.

## Description

The course focuses on the genres of rock, film soundtracks and music of the media. Students are involved in individual and group exploration of the stylistic features and playing relevant pieces on instruments of their choice, both as solos and in ensembles.

## Resources

The music department is equipped with a class set of acoustic guitars; keyboard lab with 15 keyboards; 15 computers plus an extensive array of performance instruments – all available to students in this course.

## Assessment

Each term students will have **one** performance assessment plus **either** a composition task or a responding task. From Term 2 onwards, students are free to choose their own performance pieces (subject to approval by the teacher).

Notes:

# 9 STEM

## **Why study STEM?**

STEM refers to science, technology, engineering and mathematics. The importance of STEM disciplines for the future economic and social well-being of Australia cannot be underestimated. International research indicates that 75 per cent of the fastest growing occupations require STEM skills and knowledge.

The main purpose of this STEM course is to better engage students in science, technology, engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry-based learning where students are encouraged to learn by doing.

## **Who can take STEM?**

To be successful in this subject you should be achieving at least a 'B' in English, Maths and Science.

## **What is studied?**

Topics studied in Year 9 include:

F1 in School Challenge

Rollercoasters

Solving the problem of worldwide bee colony collapse disorder

## **Assessment**

Research Essay

Project Work

Work Booklets

## **How much homework will there be?**

Homework generally involves completing practical exercises, revising content and/or assignment work.

Notes: