

2027



MACKAY NORTH STATE HIGH SCHOOL

YEAR 9 CURRICULUM 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) – 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 2027

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 *Audition Only

Technologies

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

Other

Japanese (JPS)
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; 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 Ver 9.0 subject which will be studied by all students in Years 7, 8, 9 and 10 at Mackay North SHS.

What is in the subject?

The subject has two focuses: Personal, Social Community Health, Movement and Physical Activity.

The Personal, Social and Community Health focus looks at the topics of Identities and Change, Interacting with Others and Making Safe and Healthy Choices.

The Movement and Physical Activity focus covers Learning Through Movement, Making Active Choices and Moving Our Bodies.

How is the subject assessed?

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

*Student Folios / Theory information will be delivered and assessed through the QLearn online platform: **it is essential that every student has a device to access these materials**

9 HUMANITIES (HISTORY & GEOGRAPHY)

Year 9 students study History in Term 1, 2 and 3 and Geography in Term 4.

Year 9 History

Term 1 - Making a nation

- The extension of settlement, including the effects of contact on First Nations Australians
- Experiences of non-Europeans in Australia prior to the 1900s
- Living and working conditions in Australia around the turn of the twentieth century
- Key people, events and ideas in the development of Australian self-government and democracy
- **Key historical skills – researching, analysing and evaluating sources, synthesizing information, using digital technology**

Term 2 - World War I (1914-1918)

- An overview of the causes of World War I and the reasons men enlisted to fight in the war
- The places where Australians fought and the nature of warfare during World War I
- The impact of World War I, with a particular emphasis on Australia including the changing role of women
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend

Term 3 – Japan 1750 – 1914

- Influence of the Tokugawa Shogunate on Japan's political, economic and social development
- Aspects of Japanese society that remained the same or changed during this period, especially as a result of contact with European powers
- The role of Emperor Mutsuhito, Commodore Matthew Perry, the Meiji Restoration and Satsuma Rebellion in Japan
- The influence nationalism and imperialism had on Japan around the turn of the 20th century.

Year 9 Geography

Term 4 - Biomes and Food Security.

- Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
- Human alteration of biomes to produce food, industrial materials and fibres
- Environmental, economic and technological factors that influence crop yields
- Challenges to food production
- The capacity of the world's environments to sustainably feed the projected future global population
- **Key geographical skills – evaluating sources, representing and interpreting data, using spatial technologies, proposing actions in response to challenges**

There are four pieces of assessment for the year. Assessment for Humanities subjects is a combination of examinations, source analyses and research assignments.

9 MATHEMATICS

What is the subject?

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.

What is in the Subject?

There are three (6) content strands in the Australian Curriculum, including:

Number (develops number sense and the ability to work effectively with numbers)
Algebra (provides a means for recognising patterns and structures and connects symbolic, graphical and numerical representations)

Measurement (develops ways of quantifying aspects of the physical world)
Space (develops ways of visualising and working with location, direction, shape, placement and transformation of objects)

Statistics (develops ways of collecting, understanding and describing data and its distribution)
Probability (develops ways of dealing with uncertainty and expectation, making predictions and characterising the chance of events occurring)

How will the subject be assessed?

During Year 9, students will complete a variety of assessment pieces each term, predominantly exams, and some investigation tasks requiring response by writing a mathematical report.

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.

The recommended pre-requisites for the senior science subjects are listed below:

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 Pass in HPE swimming 'the survival swim' An interest in the ocean & marine life. The ability to participate in numerous excursions as part of the assessment
Chemistry			
Marine Science		Agricultural Practices	Pass in Year 10 Science. Agriculture & Sustainable Living Elective preferred but not essential.
Psychology			
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 becoming increasingly 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. 'Australian Icons and Identity' are covered, and a large ceramic piece is created in response to this concept.

In Semester 2, 'The concept of 'Pattern in Nature' is explored leading to a folio of relief printmaking work. 'Skate Around the Issue' explores popular culture with students creating a skateboard in response to street art.

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 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.

Students will be marked on their skill competency.

Notes:

9 CREATIVE WRITING

What is Creative Writing?

In Creative Writing, students develop critical and creative thinking skills 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 Selecting 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

Students study four integrated aspects:

- Inquiring
- Generating
- Analysing
- Reflecting

These strands are embedded in each unit which is 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:

Creating and making (choreography)

Presenting and performing

Exploring 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.

Aim

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

Plastic fabrication and moulding

Assessment

Practical projects

Project booklets

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

The aim of Year 9 Digital Technologies is to equip students with the knowledge, skills, and confidence to use digital systems effectively, responsibly, and creatively in their everyday lives. Students develop the ability to inquire, create, communicate, and operate a wide range of ICTs while deepening their understanding of the social, legal, and ethical implications of technology use in modern society.

Throughout the course, students learn to:

- Apply efficient and purposeful digital practices to support learning across all subject areas
- Analyse problems and design digital solutions using computational thinking
- Create digital products such as data visualisations, converters, and coded systems
- Communicate ideas clearly using appropriate digital tools and conventions
- Evaluate the impact of emerging technologies on individuals, communities, and workplaces
- Demonstrate safe, ethical, and responsible behaviours when interacting online

These skills are immediately transferable to senior schooling, vocational pathways, and employment. By the end of Year 9, students will be capable, adaptable users of technology who can participate confidently in a rapidly evolving digital world.

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

Unit 1: Cyber safety – Looking at online safety and digital footprint.

Unit 2: Representation of Data – Digital Systems – investigating, controlling and managing hardware and software

Unit 3: Digital Systems - investigating real-life digital systems on how they are operated.

Unit 4: Digital Systems - Coding – Compression - creating interactive solutions for clients to calculation resolutions, colour depth, converters etc. We will learn the fundamentals of coding using Visual Studio (C#) and Python.

Other points to note

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

Students are to have their **own** laptop for this course. A Windows laptop with a **minimum CPU of an Intel i5 (or equivalent)** is advised to ensure it can run industry-standard software such as Adobe Photoshop, Illustrator, and Microsoft Visual Studio effectively. Having a capable personal device will allow students to work efficiently in class and at home and will support the project-based nature of the course.

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:

Creating and making

Presenting and performing

Exploring and 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?

The role of Australia's financial sector and the interdependence of participants in the global market and the effect on economic decision-making by individuals and businesses.

Practical Accounting – Transaction Tables, General Journal, Ledger and Trial Balance, Statement of Profit or Loss and Statement of Financial Position.

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 Economic & 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 are interested in developing a deeper understanding of the theory and practical elements of their performance and athletic ability.

What is in the subject?

The subject contains a **major focus** on theoretical concepts which are then applied in a practical area.

The theory has 4 major topics which are covered over the course of study – Components of Fitness, Coaching Methods (skills), Designing Training Plans and Sports Psychology.

The practical units included are Fitness Activities, Application of Coaching Skills, Delivering Fitness Sessions and Non-traditional games and Sports.

How is the subject assessed?

The theory component / concepts are assessed through a combination of folio 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 items is determined by the completeness and quality of answers.

The mark given for each practical area 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 and participation.

Students choosing this elective **MUST** also do HPE.

Prerequisite: please note that there are limited numbers within this elective and acceptance into this subject is dependent on high participation levels and academic success in both Year 8 H.P.E. and English.

Student Folios / Theory information will be delivered and assessed through the QLearn online platform : **it is essential that every student has a device to access these materials**

Notes:

	Practical	Theory
Term 1	<p>Fitness Activities</p> <p><i>Introduction to Sport Specific Fitness</i></p> <p><i>Assessment – Practical Performance (knowledge of terminology and rules, concepts and strategies and personal and social skills in a sporting environment)</i></p>	<p>Components of Fitness</p> <p><i>Training principles and components of fitness relevant to athletic performance</i></p> <p><i>Assessment – Exam</i></p>
Term 2	<p>Coaching</p> <p><i>Applying Coaching skills in a practical environment</i></p> <p><i>Assessment – Practical Performance (knowledge of terminology and rules, concepts and strategies and personal and social skills in a coaching environment)</i></p>	<p>Coaching Skills</p> <p><i>Theory around skills coaching – coaching methods and techniques for skill acquisition</i></p> <p><i>Assessment – Coaching session plan designed to improve skill acquisition</i></p>
Term 3	<p>Delivering Fitness Sessions</p> <p><i>Delivering Fitness Sessions to Improve Performance</i></p> <p><i>Assessment – Practical Performance (knowledge of terminology and rules, concepts and strategies and personal and social skills in a fitness environment)</i></p>	<p>Designing Training Plans</p> <p><i>Researching and Designing Fitness Sessions</i></p> <p><i>Assessment – Booklet Completion and Training Program Design</i></p>
Term 4	<p>Non-Traditional Games and Sports</p> <p><i>Applying Sports Psychology Techniques in Games and Sports</i></p> <p><i>Assessment – Practical Performance (knowledge of terminology and rules, concepts and strategies and personal and social skills in a sporting environment)</i></p>	<p>Sports Psychology</p> <p><i>Introduction to Sports Psychology</i></p> <p><i>Assessment – Personal Journal</i></p>

9 TEXTILES

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

Folio and Fashion

‘Sustainability in 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

Cultural Expression

‘Safety in 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
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 SPECIALISATIONS

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 recommenced student tour of Japan, which is offered every two years. North High has a strong commitment to providing students with opportunities to experience the rich culture of modern and historical Japan. Students studying Japanese are given priority for selection in the limited number of tour places.

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 several 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?

Students are to have their own laptop for this course. A Windows laptop with a minimum CPU of an Intel i5 (or equivalent) is advised to ensure it can run industry standard software such as Adobe Photoshop, Illustrator, Premier Pro and Animate effectively. Having a capable personal device will allow students to work efficiently in class and at home and will support the project-based nature of the course. 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 may include:

Design thinking, problem solving, critical and creative thinking.

CAD (computer aided design)

Force, energy and motion

Technology such as drones, 3d printing, manufacturing equipment

Scientific observation and data analysis

Making calculations for decision making

Assessment

Research essay

Project work

Individual and group work

How much homework will there be?

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

Notes: