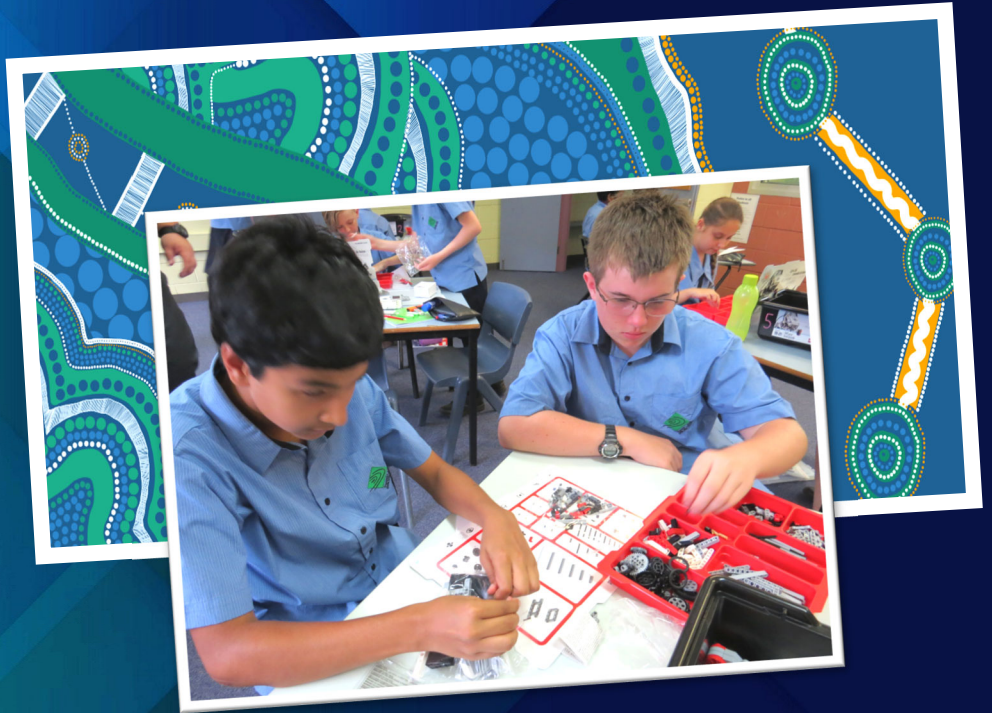


# FOREST LAKE SHS

# YEAR 9 - 2026



## CURRICULUM HANDBOOK



Prepared | Respectful | Inclusive | Dedicated | Engaged



# Table of Contents

<b>INTRODUCTION.....</b>	<b>4</b>
Junior Secondary Leadership .....	5
Our Junior Secondary School .....	6
Junior Secondary Pods .....	7
<b>PROGRAMS of EXCELLENCE</b>	
Academic Program of Excellence .....	8
Dance Program of Excellence.....	8
Esports Program of Excellence.....	9
Instrumental Music Program of Excellence .....	9
Rugby League Program of Excellence .....	10
<b>INCLUSIVE EDUCATION</b>	
CARE Program; Student Support Services; EALD Support Services .....	11
Literacy and Numeracy Program; Personal and Social Capability Programs; Foundation Courses .....	12
Year 9 Curriculum.....	13/14
<b>CORE</b>	
English .....	15
Mathematics .....	16
Science.....	17
History and Geography .....	18
Health and Physical Education .....	19
<b>ELECTIVE—Humanities, Social Sciences, Languages &amp; Business</b>	
Business.....	20
Japanese.....	21
<b>ELECTIVE—HPE</b>	
Girls Sport Specialisation .....	22
Rugby League Excellence .....	23
<b>ELECTIVES—Design Technologies</b>	
Design .....	24
Industrial Technology .....	25
Food, Nutrition and Design .....	26
<b>ELECTIVES—The Arts</b>	
Dance.....	27
Dance Program of Excellence.....	28
Drama .....	29
Media Arts.....	30
Music .....	31
Visual Art .....	32
<b>ELECTIVES—Digital Technologies</b>	
Digital Technologies .....	33
Esports Program of Excellence.....	34



## ***Forest Lake State High School***

***– a first class education for every student in our community.***



**Sally Hawkes  
Principal**

Forest Lake SHS is a school with a contemporary approach to education. We have a wide range of study options, experiences and pathways for each of our students. We couple high expectations with high supports, ensuring impressive results and meaningful pathways for our cohorts, every year.

Through a new phase of digital learning our school continues to educate and empower students to become successful global citizens. We are committed to providing every student with an educational program that meets their personal learning needs and develops the 21st century skills they need to prepare them for the many opportunities beyond school.

The Junior Secondary School (years 7, 8 and 9) delivers the approved Australian Curriculum (ACARA V9), and ensures our students are on track for success whether in their classroom or their engagement in the wider community. Junior classrooms require a precise approach to appeal to our young people, their engagement and connections to their real world and each other as learners. We have a dedicated and highly skilled staff that ensure that your child is receiving the very best education in a safe supportive environment, grounded in positive interactions and relationships. We work in partnership with parents to support their young person's learning and wellbeing - two critical components of success – and we warmly welcome your involvement in our school.

As a whole school team, we commit to educating and empowering the future citizens of tomorrow.

I look forward to working in partnership with you and your young person on their educational journey, where they are supported to achieve learning success, personally thrive and connect in our school.

A handwritten signature in black ink, appearing to read 'Sally Hawkes'.

**Sally Hawkes  
Principal**





# JUNIOR SECONDARY LEADERSHIP

**PRINCIPAL**

**DEPUTY PRINCIPALS**

**HODS (2) | Junior Engagement**

**HOD | Teaching & Learning**

**HOD | Key Learning Areas**

**GUIDANCE OFFICERS**

**YEAR COORDINATORS**

# Our Junior Secondary School

Junior Secondary caters for students in years 7, 8 and 9.

Year 9 is the final year of Junior Secondary, the bridge between Junior Secondary and Senior School. Students demonstrate more independence and take on more responsibility for managing their learning.

## What does year 9 transition look like?

- Communication is still important between home and school. Parents are kept informed via Facebook, QParents, newsletters, text messages, our website and individual contact with staff as required. Parent-teacher interviews are held twice a year.
- Forest Lake State High School is a full uniform school and students are required to wear the formal uniform each day, except when they have HPE, Dance or Drama (sports uniform).

Junior Secondary provides a supportive classroom environment that develops students' skills, knowledge and confidence enabling them to transition and flourish in Senior School.



### Structure of the school day:

- school commences at 8:30 am
- four seventy minute lessons in the day
- school ends at 2:30 pm.

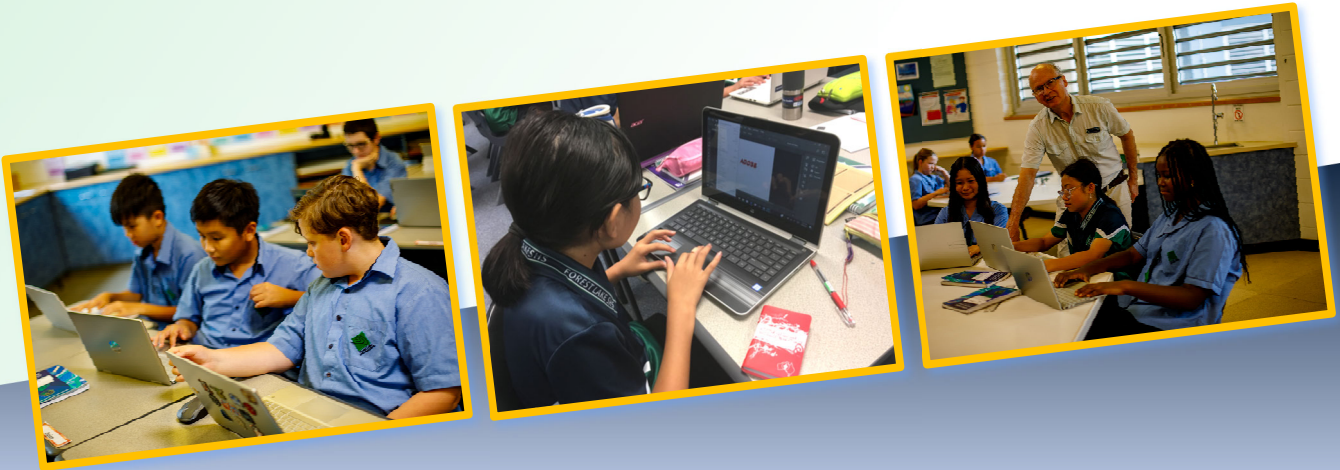
8:30am

2:30pm

## Junior Secondary

### Junior Secondary: 'purpose' built classrooms

- pod based Head of Department
- leadership opportunities
- we are a 'bring your own device' (BYOD) school



### All junior secondary students have access to:

- learning support and extension
- a variety of extra-curricular activities
- a diverse array of supervised lunchbreak activities
- senior mentors
- student support services
- year level coordinators
- ongoing transition and preparatory program CARE.
- Deputy Principal year 7; Deputy Principal year 8; Deputy Principal year 9, Deputy Principal Inclusion, 2 x Junior Engagement Heads of Department; Teaching & Learning Head of Department, and Heads of Department for each Key Learning Area.



# PROGRAMS of EXCELLENCE

## Academic Program of Excellence

<b>Aims</b>	The Academic Program of Excellence aims to develop lifelong learners by providing a rigorous, challenging and supportive learning environment with opportunities to participate in enrichment and extension activities. Curiosity, inquiry, creativity and critical thinking are tools to develop the scholarly behaviours of an Academic Program of Excellence learner. The program strives to develop a global mindset in our students whilst developing compassion and empathy, promoting respect within our school, the community and beyond.
<b>Selection Criteria</b>	Offering of Academic Program of Excellence placement is on the condition of: <ul style="list-style-type: none"> <li>• undertaking a placement test</li> <li>• a review of students' previous academic and behavioural reports, standardised testing results and extra-curricular participation.</li> </ul>
<b>Entry Requirements</b>	Interested students are invited to undertake academic testing during year 6 or identified through HOD Learning Enhancement if a current student. <ul style="list-style-type: none"> <li>• It is a condition of acceptance in the APEX class that students bring a Windows based laptop for school use every day. Refer to the school website for IT requirements.</li> </ul>

## Dance Program of Excellence

<b>Aims</b>	The Dance Program of Excellence aims to develop technical, expressive and creative skills for elite dance performance in Hip Hop, Jazz, Contemporary, Musical Theatre and Fusion dance styles. Students will work with professional choreographers creating strong networks for future pathways in the dance industry. Through quality feedback and instruction from qualified dance teachers in both studio and education contexts students will receive training in functional strength and conditioning, creative skills development for choreography, audition skills and performance psychology ensuring they are industry ready. The program provides opportunities for performance at dance competitions, community events and tours throughout Australia.
<b>Selection Criteria</b>	Students are selected to participate in the Dance Program of Excellence based on their motivation and dedication to developing their performance and choreographic skills in a range of dance genres. Applicants for this program need to demonstrate a high standard of dance performance skills and a strong commitment to working productively in a positive team environment.
<b>Entry Requirements</b>	To be eligible to participate in the Dance Program of Excellence, students must: <ul style="list-style-type: none"> <li>• Enrol in the curriculum subject - Dance Program of Excellence</li> <li>• Attend a formal audition, workshopping and performing set pieces of choreography to determine their skill level and work ethic</li> <li>• Demonstrate a commitment to outside of school hours rehearsals and performances across the full school year</li> <li>• The capacity to cover course costs.</li> </ul>

## Esports Program of Excellence

<b>Aims</b>	The aim of the Esports Program of Excellence is to provide students with the opportunities and pathways required to be successful participants in the esports industry. Through participation in the Esports subjects, extra-curricular club and external competitions, students are exposed to the emerging world of esports and empowered to explore multiple career pathways from elite athleticism through to casting/streaming, ICT support, team management, advertising, performance optimisation, business management and event organisation. Students will be involved with industry experts, university teams and inter-school events to enrich their understanding of, and success in, esports.
<b>Selection Criteria</b>	Students are selected to participate in the Esports Program of Excellence based on their desire to build career-ready knowledge and skills and an interest in the future of Australian esports. Applicants for this program need to demonstrate a high standard of esports performance skills and ability to work productively in a positive team environment. Report card must reflect excellent or very good in effort and behaviour. Academic results do not weigh into the selection process.
<b>Entry Requirements</b>	To be eligible to participate in the Esports Program of Excellence, students must: <ul style="list-style-type: none"> <li>• attend a formal tournament series, competing against other students to determine their skill level suitability to participate in esports</li> <li>• pay a program fee of \$50, which covers the cost of resourcing the subject</li> <li>• commit to a 3 year program from year 7 to year 9</li> <li>• minimum 90% attendance</li> <li>• satisfactory effort and behaviour in all subjects.</li> </ul>

## Instrumental Music Program of Excellence

<b>Aims</b>	The Instrumental Music Program of Excellence aims to provide opportunities for dedicated music students to develop instrumental music skills via weekly tuition and personal practice. Through participation in our ensembles (Concert Band, Jazz Band, Drumline and String Orchestra), students are able to cultivate their performance skills by performing and competing in a variety of concerts and events. Students who participate and engage in the Instrumental Music Program of Excellence receive a first class Music curriculum.
<b>Selection Criteria</b>	Students gain selection to participate in the Instrumental Music Program of Excellence based upon their desire and motivation to develop their instrumental music technique and performance skills. It is highly recommended that students accepted into the program enrol in a Performing Arts curriculum subject (Music, Dance or Drama) to supplement the skills they develop in the program (excluding year 7 applicants).
<b>Entry Requirements</b>	To be eligible for the Instrumental Music Program, all applicants should meet the following criteria: <ul style="list-style-type: none"> <li>• the return of a signed contract</li> <li>• commitment to before school and lunch time rehearsals as well as a rotating weekly lesson for the duration of the school year.</li> <li>• selection into the ensembles will be based on student's attendance, effort, technique and skill demonstrated in their weekly lessons</li> <li>• the capacity to cover course costs.</li> </ul>

## Rugby League Program of Excellence

<b>Aims</b>	<p>We aim to provide students with an opportunity to develop their skills and expose them to all elements of rugby league by:</p> <ul style="list-style-type: none"> <li>• providing quality coaching and feedback</li> <li>• developing discipline in all elements on and off the field</li> <li>• providing a realistic opportunity for students to realise their potential through the development of their rugby league skills</li> <li>• competing in elite competitions in rugby league across South East Queensland.</li> </ul>
<b>Selection Criteria</b>	<p>Students selected to participate in the Rugby League Program of Excellence will have experience playing rugby league, maintained an academic standard that reflects genuine effort and achieved a minimum academic report of satisfactory for behaviour and efforts in all subjects.</p>
<b>Entry Requirements</b>	<p>To be eligible for the Rugby League Program of Excellence, all applicants must possess and/or commit to the following qualities:</p> <ul style="list-style-type: none"> <li>• a high standard of rugby league skills and abilities</li> <li>• the ability to work productively in a positive team environment</li> <li>• the aspiration and work ethic to attain a satisfactory standard in all academic subjects at Forest Lake SHS</li> <li>• an exemplary record of attitude, effort and behaviour within the school community</li> <li>• a desire to demonstrate cooperation, courtesy and commitment at all times</li> <li>• the capacity to cover course costs.</li> </ul>



## INCLUSIVE Education

Forest Lake SHS provides support options for students experiencing difficulty with their studies through our curriculum structure. Appropriate support for individual students is based on student data and progress, and available school resources.

### CARE Program

<b>Description</b>	<p>All Junior Secondary students participate in one lesson per week of IRL studies. These lessons help students transition from primary to secondary school and from junior secondary into senior school.</p> <p><b>Year 7 focus:</b></p> <ul style="list-style-type: none"> <li>• knowledge of self</li> <li>• knowledge of others</li> <li>• developing social and emotional resilience with the GROWTH mindset</li> <li>• academic goal setting</li> </ul> <p><b>Years 8 &amp; 9 focus:</b></p> <ul style="list-style-type: none"> <li>• developing social and emotional resilience with the GROWTH mindset</li> <li>• educating students about maintaining their physical and mental health</li> <li>• career education: living a life of choice</li> <li>• academic goal setting.</li> </ul>
--------------------	---

### Wellbeing Hub

<b>Description</b>	<p>Forest Lake State High School provides a range of support services and accesses community support services, for students with personal or academic needs which impact on their schooling or inhibits their capacity to reach their individual and educational goals.</p>
--------------------	---

### English as an Additional Language or Dialect (EALD)/Support Classes

<b>Description</b>	<p>Students that are recent arrivals to Australia or from a non-English speaking background are supported through English as an Additional Language or Dialect Support Classes.</p>
<b>Learning Experiences</b>	<p>Within this subject, students will be provided with intensive language intervention to support their English language development as per EALD band scales. This will appear as English as Additional Language Program (EAP) on the student timetable.</p>
<b>Assessment</b>	<p>Formative assessment, including EALD bandscales are used to monitor student progress. There is no academic reporting for this subject.</p>

## Literacy and Numeracy Program (LNP)

<b>Description</b>	Literacy and Numeracy Classes may be suggested as option for students identified as achieving below national minimum standard in literacy and numeracy.
<b>Learning Experiences</b>	Within this subject students experience pre-teaching, consolidation and extra support for learning and assessment in their timetabled subjects.
<b>Assessment</b>	Formative assessment is used to monitor student progress. There is no academic reporting for this subject.

## Personal and Social Capability Programs

<b>Description</b>	Personal and Social Capability Classes may be suggested as an option for students with a disability or experiencing difficulties in a learning environment. Personal and Social Capability Classes are available for all year levels.
<b>Learning experiences</b>	Within this subject students experience pre-teaching, consolidation and extra support in their other subjects or disability based interventions that may include zones of regulation (self-regulation and de-escalation program), intensive literacy intervention, whole person planning and post school options.
<b>Assessment</b>	Formative assessment is used to monitor student progress. There is no academic reporting for this subject.

## Foundation Classes

<b>Description</b>	For students working well below their same age peers (with an endorsed Individual Curriculum Plan) and with a significant need for support to access this curriculum.
<b>Learning experiences</b>	Students experience the same curriculum as their peers with adjustments to the year level at which they are accessing the curriculum. For example: a year 7 student in term 1 will be working on the same unit as other year 7 classes but being taught and assessed at year 4.
<b>Assessment</b>	Students are assessed against the achievement standards within their parent endorsed Individual Curriculum Plan.

## YEAR 9 CURRICULUM

### CORE Subjects

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

### ELECTIVE Subjects

- Japanese
- Dance Excellence
- Rugby League Excellence
- Girls Sports Specialisation
- Design Technologies
- The Arts
- Digital Technologies
- Business

### PROGRAMS of EXCELLENCE

- Academic Program of Excellence (APEX)
- Dance Program of Excellence
- Esports Program of Excellence
- Instrumental Music Program of Excellence
- Rugby League Program of Excellence



## Year 9

Students may select TWO elective subjects from the list below. Students should select elective subjects that they find interesting, enjoyable and that offer them some challenge. (Subjects will be offered depending on availability of staff, prior academic suitability and on student numbers selecting the subjects). The students in programs of excellence (POE) for Dance, Esports and Rugby League must choose these subjects. These subjects are not available to students who are not currently enrolled in those programs of excellence.

Year 9 Curriculum						
Core	English	Science	Mathematics	Geography & History	Health & Physical Education	CARE Program
Electives	The Arts		Technologies		Other	
	Drama Dance Music Media Arts Visual Arts Dance Excellence (POE)		Industrial Technology Food Nutrition & Design Design Digital Technologies Esports Excellence (POE)		Business Japanese Girls Sports Specialisation Rugby League Excellence (POE)	

## Year 9 English

<b>Description</b>	In English, students further their language development by actively engaging in using language for a wide variety of genuine purposes and reflecting on its use. English in year 9 will prepare students for further study in year 10, and for the NAPLAN tests of reading, writing and language conventions (grammar, and punctuation and spelling). The course also prepares students for study in senior school. A major focus will be learning to write, particularly using the Writer's Toolbox framework.
<b>Learning Experiences</b>	<b>Core Curriculum</b> The Australian Curriculum for English is organised around: <ul style="list-style-type: none"> <li>• literature (prose, poetry, drama, film)</li> <li>• literacy</li> <li>• language.</li> </ul>
<b>Assessment</b>	Students read write and speak using a range of genre including: <ul style="list-style-type: none"> <li>• stories</li> <li>• plays</li> <li>• blogs</li> <li>• persuasion</li> <li>• essays</li> <li>• personal reflection.</li> </ul>
<b>Future Subjects</b>	Year 10: <ul style="list-style-type: none"> <li>• English or Essential English</li> </ul> Years 11—12: <ul style="list-style-type: none"> <li>• English—General</li> <li>• Literature—General</li> <li>• English as an Additional Language—General</li> <li>• Essential English—Applied.</li> </ul>
<b>Career Pathways</b>	English prepares students for every career. All students need to be able to use language accurately and appropriately in their work environment. For those in practical areas, being able to speak and write accurately and fluently is essential. For those heading to university, language use becomes much more complex. English, Literature and EAL prepare students to be able to write essays at university, to be able to manage complex texts, and to communicate in complex ways with an audience.





## Year 9 Mathematics

<b>Description</b>	<p>At Forest Lake State High School, we aim to give all students the essential mathematical skills they will need in their personal, work and civic life. Students can also explore the fundamentals of specialised and professional mathematics study. Mathematics has its own value and beauty and we want to help students appreciate the elegance and power of mathematical reasoning.</p> <p>Digital technologies are helping us to explore mathematical ideas in new ways and by using old and new technologies, we focus on developing skilled mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills.</p> <p>Students will see the way mathematics links together as well as the relationship between mathematics and other disciplines. While exploring these links students can develop critical skills and concepts and become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.</p>		
<b>Learning Experiences</b>	<p><b>Core Curriculum</b></p> <p>The mathematics program is based on the Australian Curriculum for Mathematics. This curriculum presents mathematics under the following three broad areas:</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• number</li> <li>• algebra</li> <li>• measurement</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• space</li> <li>• statistics</li> <li>• probability.</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• number</li> <li>• algebra</li> <li>• measurement</li> </ul>	<ul style="list-style-type: none"> <li>• space</li> <li>• statistics</li> <li>• probability.</li> </ul>
<ul style="list-style-type: none"> <li>• number</li> <li>• algebra</li> <li>• measurement</li> </ul>	<ul style="list-style-type: none"> <li>• space</li> <li>• statistics</li> <li>• probability.</li> </ul>		
<b>Assessment</b>	<p>A range of assessment techniques are used including:</p> <ul style="list-style-type: none"> <li>• written tests</li> <li>• short-answer questions</li> <li>• assignments</li> <li>• investigations.</li> </ul>		
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>• Mathematics or Mathematics Extension or Essential Mathematics</li> </ul> <p>Years 11—12:</p> <ul style="list-style-type: none"> <li>• General Mathematics — General</li> <li>• Mathematical Methods — General</li> <li>• Specialist Mathematics — General</li> <li>• Essential Mathematics — Applied</li> </ul>		
<b>Career Pathways</b>	<p>Mathematics is an essential aspect of every career choice.</p>		



# Year 9 Science

<b>Description</b>	<p>Science, within the national curriculum, provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.</p> <p>The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.</p>
<b>Learning Experiences</b>	<p>The Australian Curriculum for Science is organised around 4 key subject areas:</p> <ul style="list-style-type: none"> <li>• biological sciences</li> <li>• chemical sciences</li> <li>• earth and space sciences</li> <li>• physical sciences.</li> </ul>
<b>Assessment</b>	<p>Students are assessed using the following criteria:</p> <ul style="list-style-type: none"> <li>• science understanding</li> <li>• questioning and predicting</li> <li>• planning and conducting</li> <li>• processing and analyzing data and information</li> <li>• evaluating</li> <li>• communicating.</li> </ul> <p>These will be assessed using a variety of assessment instruments such as:</p> <ul style="list-style-type: none"> <li>• experimental investigations</li> <li>• research tasks</li> <li>• collections of work</li> <li>• supervised assessment (exams).</li> </ul> 
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>• Science electives</li> </ul> <p>Years 11 and 12:</p> <ul style="list-style-type: none"> <li>• Biology — General</li> <li>• Chemistry — General</li> <li>• Psychology — General</li> <li>• Physics — General</li> <li>• Science in Practice — Applied</li> </ul> 
<b>Career Pathways</b>	<p>Science provides students with numerous career pathways such as: engineering, environmental science, laboratory manager, research assistant, microbiologist, doctor, nurse, paramedic, pharmacist, industrial chemist and forensic scientist.</p>

# Year 9 History and Geography

<b>Description</b>	<p>Humanities and Social Science is broken into two core disciplines: History and Geography.</p> <p>In History, student learning will focus on the following themes:</p> <ul style="list-style-type: none"> <li>the making of the modern world.</li> </ul> <p>In Geography, student learning will focus on the following themes:</p> <ul style="list-style-type: none"> <li>biomes and food security and geographies of interconnection.</li> </ul>
<b>Learning Experiences</b>	<p>In History:</p> <ul style="list-style-type: none"> <li>reading, understanding and analysing a variety of historical sources</li> <li>paragraph and essay writing in response to historical evidence</li> <li>building a greater understanding of key historical events</li> <li>research skills and how to best use a library.</li> </ul> <p>In Geography:</p> <ul style="list-style-type: none"> <li>reading, understanding, analysing and interpreting geographic evidence including maps, graphs and other data</li> <li>using information and collecting data to create sources such as maps, tables and graphs</li> <li>writing responses using a range of geographic information</li> <li>building a greater understanding and appreciation of human systems and their interactions with their surrounding environment.</li> </ul>
<b>Assessment</b>	<p>Students will be assessed on the following criteria:</p> <ul style="list-style-type: none"> <li>knowledge and understanding</li> <li>questioning and researching</li> <li>interpreting and analysing</li> <li>communicating.</li> </ul> <p>These will be assessed using a variety of assessment instruments such as:</p> <ul style="list-style-type: none"> <li>short-response tests</li> <li>practical exercises</li> <li>response to stimulus essays</li> <li>reports</li> <li>written research tasks.</li> </ul>
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>Geography Specialisation</li> <li>History Specialisation</li> <li>Tourism and Community Specialisation</li> </ul> <p>Years 11 and 12:</p> <ul style="list-style-type: none"> <li>Modern History — General</li> <li>Ancient History — General</li> <li>Geography — General</li> <li>Social and Community Studies — Applied</li> <li>Tourism—Applied</li> </ul>
<b>Career Pathways</b>	<p>Skills learnt in History and Geography are beneficial for students looking to enter university. Students regardless of their ultimate career pathway gain research and analytical skills that can be used in any subject. Career options by studying Humanities and Social Science subjects through to year 12 include politics and public policy, occupations in law, teaching, foreign affairs and diplomatic posts, library and museum posts, tourism and research.</p>

# Year 9 Health and Physical Education

<b>Description</b>	In Health and Physical Education, students learn about promoting the health of individuals and the community. They develop concepts and skills for physical activity and work on their personal development. A significant amount of time is allocated to physical activity through sports and games.
<b>Learning Experiences</b>	The Year 9 curriculum builds on prior learning, focusing on individual and community health and wellbeing. Students engage in physical activities, and explore actions promoting health. They examine societal attitudes, stereotypes, and their impact on health behaviours. Topics include mental health, sexual health, life long physical activity and sustainable health. Students refine help-seeking, assertiveness, and conflict resolution skills, and develop respectful relationship skills, empathy, and ethical decision-making. They practice specialized movement skills, strategies, and leadership through various physical activities, adapting to different challenges and refining performance quality.
<b>Assessment</b>	Students demonstrate evidence of their learning over time in relation to the following assessable elements: <ul style="list-style-type: none"> <li>personal, social and community health</li> <li>movement and physical activity</li> </ul> A variety of assessment instruments may be used, including: <ul style="list-style-type: none"> <li>theory activities (exams and assignments)</li> <li>practical performance.</li> </ul>
<b>Future Subjects</b>	Year 10: <ul style="list-style-type: none"> <li>Introduction to Physical Education—Elective</li> <li>Introduction to Sport and Recreation—Elective</li> <li>Introduction to Health—Elective</li> <li>Rugby League Excellence—Elective</li> <li>Girls Sport Specialisation—Elective</li> </ul> Years 11 and 12: <ul style="list-style-type: none"> <li>Physical Education—General</li> <li>Health—General</li> <li>Cert III in Sports &amp; Recreation   Rugby League Excellence—VET</li> <li>Sports &amp; Recreation   Applied—Netball</li> <li>Sports &amp; Recreation—Applied</li> </ul>
<b>Career Pathways</b>	Health and Physical Education provides students with numerous career pathways in trade, paraprofessional and professional careers such as: teacher, sports medicine officer, personal trainer, physiotherapist, pharmacist, university lecturer, dietician, sports coach, fitness centre manager and facility manager.
<b>Program of Excellence</b>	Students have the option to apply for the Rugby League Program of Excellence.

# Year 9 ELECTIVE BUSINESS

ELECTIVE Business Education	
<b>Description</b>	<p>The year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy. Students are introduced to entrepreneurial skills as they participate in the Future Anything program.</p> <p>Experiences include the following:</p> <ul style="list-style-type: none"> <li>• making consumer decisions to meet the needs of self and others</li> <li>• participating as a responsible citizen</li> <li>• owning or managing a business, enterprise or venture</li> <li>• engaging in a variety of business activities such as entering into contractual agreements and managing personal finances, investments and records</li> <li>• Project management and entrepreneurialism</li> <li>• <b>Laptop Required</b> for this subject</li> </ul>
<b>Learning Experiences</b>	<p>The subject focuses on business and economic systems, business enterprise and ventures and work environments. Understanding within these focus areas are drawn from the fields of accounting, business, economics, marketing, management, communications, industrial relations, human resources, information and communication technology and administration.</p>
<b>Assessment and Resources</b> <i>Laptop and Mobile Phone required to complete online content</i>	<p>Students will complete a number of projects using their knowledge of economics and business throughout the year to meet the course requirements. Two criteria are assessed:</p> <ul style="list-style-type: none"> <li>• economics and business knowledge and understanding</li> <li>• economics and business skills.</li> </ul>
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>• Business and Accounting</li> </ul> <p>Years 11—12:</p> <ul style="list-style-type: none"> <li>• Accounting—General</li> <li>• Business—General</li> <li>• Certificate II in Workplace Practices</li> </ul>
<b>Career Pathways</b>	<p>Business provides students with numerous career pathways in commerce such as: accounting, retail services, business ownership (sole trader, partnerships), management, bookkeeping and marketing.</p>



## Year 9 ELECTIVE Languages | JAPANESE

<b>Learning Experiences</b>	Unit 1: Families Unit 2: Rules • Cultural opportunities • Viewing the world from a perspective other than your own • Hosting students from Kinjo High School. Unit 3: Getting Around Unit 4: Sports Heroes
<b>Assessment</b>	Students demonstrate evidence of their learning over time in relation to the following assessment elements: • communicating • understanding. A variety of assessment instruments will be used, these include: • listening test • speaking test • reading test • writing test.
<b>Future Subjects</b>	Years 10 • Japanese Years 11—12: • Japanese—General
<b>Career Pathways</b>	Japanese is the most commonly learnt language in Australian high schools. For Australia, Japan is of critical importance because it's a neighbouring country in the Pacific region and a major trading partner. Japan is one of the world's largest global economies necessitating a growing demand for interpreters and business people who speak Japanese.

## YEAR 9 ELECTIVES | Health & Physical Education

### YEAR 9 ELECTIVE | Girls Sport Specialisation

<b>Description</b>	The Girls Sport Specialisation (GSS) is a subject that has been designed for students who have a passion for sport. The program offers students the unique opportunity to study Netball as an elective subject in years 9-12. This subject provides students with the opportunity to be part of an enthusiastic and supportive team of players who are committed to achieving results through competitive sport. Students in the program participate in both theory and practical lessons each week focusing on all aspects of Netball.
<b>Learning Experiences</b>	Students will participate in theory and practical lessons in: <ul style="list-style-type: none"> <li>• Netball</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• ongoing practical assessment</li> <li>• one theory assessment per term (subject is weighted 50% practical and 50% theory).</li> </ul>
<b>Future Subjects</b>	<p>Year 10</p> <ul style="list-style-type: none"> <li>• Introduction to Physical Education—Elective</li> <li>• Introduction to Health—Elective</li> <li>• Girls Sport Specialisation—Elective</li> </ul> <p>Years 11 and 12:</p> <ul style="list-style-type: none"> <li>• Physical Education—General</li> <li>• Health—General</li> <li>• Sports &amp; Recreation   Applied—Netball</li> <li>• Sports &amp; Recreation—Applied</li> </ul>
<b>Career Pathways</b>	Girls Sport Specialisation provides students with numerous career pathways in trade, paraprofessional and professional careers such as: teacher, sports medicine officer, personal trainer, physiotherapist, pharmacist, university lecturer, dietician, sports coach, fitness centre manager and facility manager.
<b>Required Equipment</b>	<ul style="list-style-type: none"> <li>• Subject fee \$70</li> <li>• Students must meet course costs</li> </ul>
<b>Program Requirements</b>	<ul style="list-style-type: none"> <li>• Students retain position by continuing to meet the effort, theory and practical requirements of this course. Students will compete in netball competition some of which are outside school hours.</li> </ul>

## YEAR 9 ELECTIVE | Rugby League Excellence

<b>Description</b>	The Rugby League Excellence Program, aims to provide students with the opportunities to develop student rugby league potential in a structured, sport specific subject whilst maintaining academic and/or vocational studies. In the junior years, the focus is on developing and improving all rugby league skills as well as age appropriate physical development, including strength and conditioning training. Students will be instilled with the discipline and work ethic required to succeed at the highest level of rugby league as well as in other areas of their lives. The program aims to assist students to achieve academically using rugby league to create a positive learning environment in the school. The program is also designed to increase motivation, participation and attendance in other learning areas as well as develop socially responsible individuals. Students will also develop skills in a number of different areas to improve the chances of employment post schooling. Rugby League Excellence aims to develop rugby league athletes who are motivated, disciplined and who are physically and mentally prepared for high level rugby league.
<b>Learning Experiences</b>	<ul style="list-style-type: none"> <li>practical sessions in rugby league skill development, game scenarios in participation in Broncos and Titans cup competitions</li> <li>theoretical sessions in nutrition, goal setting and performance evaluation and game play.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>ongoing practical assessment</li> <li>one theory assessment per term (subject is weighted 50% practical and 50% theory).</li> </ul>
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>Introduction to Physical Education—Elective</li> <li>Introduction to Health—Elective</li> <li>Rugby League Excellence—Elective</li> </ul> <p>Years 11 and 12:</p> <ul style="list-style-type: none"> <li>Physical Education—General</li> <li>Health—General</li> <li>Cert III in Sports &amp; Recreation   Rugby League Excellence</li> <li>Sports &amp; Recreation—Applied</li> </ul>
<b>Required Equipment</b>	<ul style="list-style-type: none"> <li>Excellence program fee—\$100</li> <li>Students must meet course costs and purchase necessary equipment (mouth guard, boots) along with specialist rugby league uniform items from the online uniform store.</li> </ul>
<b>Program Requirements</b>	<ul style="list-style-type: none"> <li>Students must trial for this Excellence Program and commit to meeting contract requirements.</li> </ul>
<b>Career Pathways</b>	Professional rugby league player, sports administrator and refereeing/coaching.

# YEAR 9 ELECTIVES | Design Technologies

ELECTIVE Design	
<b>Description</b>	In Design, students explore and develop potential solutions to a variety of design challenges, using a range of drawing and prototyping skills and technology to explore, develop and present their designs. This subject is the beginning of a university or similar pathway into design.
<b>Learning Experiences</b>	Students will gain real world learning experiences in: <ul style="list-style-type: none"> <li>• communication with schematics, exploration sketches and illustrations</li> <li>• product design and architectural design</li> <li>• virtual and physical models</li> <li>• exploring solutions to real world problems</li> <li>• developing divergent and convergent thinking .</li> </ul>
<b>Assessment</b>	Students will be assessed on: <ul style="list-style-type: none"> <li>• investigating and defining design problems</li> <li>• generating and refining design ideas</li> <li>• producing and evaluating designed solutions</li> <li>• collaborating and managing productions tasks.</li> </ul> By using a variety of assessment instruments such as: <ul style="list-style-type: none"> <li>• design folios</li> <li>• virtual and physical models</li> <li>• exams.</li> </ul>
<b>Future Subjects</b>	Year 10: <ul style="list-style-type: none"> <li>• Design</li> <li>• Introduction to Fashion</li> </ul> Years 11—12: <ul style="list-style-type: none"> <li>• Design—General</li> </ul>
<b>Career Pathways</b>	Design provides students with numerous career pathways: industrial design, architecture, engineering, graphic design, interior design, fashion, product and industrial design.

<b>ELECTIVE Industrial Technology</b>	
<b>Description</b>	In Industrial Technology and Design, students will be introduced to a diverse range of problems, skills, tools and materials. This will provide the basic building blocks for further years to expand on these processes. Students will establish technical knowledge, develop reasonable proficiency in hand and machine skills, create an awareness of quality design and create a safe and productive working environment.
<b>Learning Experiences</b>	Students will gain real world learning experiences in: <ul style="list-style-type: none"> <li>• working with tools, materials, equipment and machinery</li> <li>• skills in the manipulation of materials</li> <li>• creating a safe work environment</li> <li>• graphical communication by sketching and reading/interpreting technical drawings and diagrams.</li> <li>• product design and manufacture</li> <li>• subject specific literacy and numeracy.</li> </ul>
<b>Assessment</b>	A variety of assessment tools are used in Industrial Technology. Students will be assessed on: <ul style="list-style-type: none"> <li>• technologies and society</li> <li>• technologies contexts</li> <li>• investigating and defining design problems</li> <li>• generating ideas and designing solutions</li> <li>• producing and implementing plans</li> <li>• evaluating processes and procedures</li> <li>• collaborating and managing teamwork.</li> </ul> By using a variety of assessment instruments such as: <ul style="list-style-type: none"> <li>• production of practical projects and exercises</li> <li>• production of folios and completion of research tasks.</li> </ul>
<b>Future Subjects</b>	Year 10: <ul style="list-style-type: none"> <li>• Introduction to Trades</li> <li>• Design</li> </ul> Years 11 and 12: <ul style="list-style-type: none"> <li>• Design — General</li> <li>• Engineering Skills — Applied</li> <li>• Furnishing Skills — Applied</li> </ul>
<b>Career Pathways</b>	Industrial Technology provides students with numerous career pathways such as: carpentry, brick laying, cabinet making, boiler makers, metal fabricating, building, drafting, tiling, design, engineering, plastering, mechanical and numerous others.



## ELECTIVE Food, Nutrition & Design

<b>Description</b>	Year 9 students will study one semester of food production and <b>one semester of textile production</b> , with opportunities to design and produce solutions of relevance to individual, regional and global communities in an environmentally and socially sustainable setting.
<b>Learning Experiences</b>	<p>The course of study will take concepts of responding to design problems, utilizing creativity and innovation skills, tools and equipment to provide ethical solutions.</p> <ul style="list-style-type: none"> <li>• <b>Food production</b>—food safety, preservation, preparation, presentation and sensory perceptions of food in Indigenous, local and global cultures.</li> <li>• <b>Textile production</b>—investigate the social, economic and environmental factors of the textile industry in terms of sustainability and environmental impact, while generating and producing practical Indigenous ideas.</li> </ul>
<b>Assessment</b>	<p><b>Assessment</b></p> <p>Continuous assessment is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected.</p> <p>Assessment techniques include:</p> <ul style="list-style-type: none"> <li>• practical cookery</li> <li>• practical sewing</li> <li>• written and practical assignments</li> <li>• Exams.</li> </ul>
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>• Introduction to Early Childhood Studies</li> <li>• Introduction to Fashion</li> <li>• Introduction to Hospitality</li> <li>• Introduction to Food &amp; Nutrition</li> <li>• Design</li> </ul> <p>Years 11 &amp; 12:</p> <ul style="list-style-type: none"> <li>• Food &amp; Nutrition—General</li> <li>• Design—General</li> <li>• Early Childhood Studies— Applied</li> <li>• Fashion (Future)</li> <li>• Cert II in Hospitality</li> </ul>
<b>Career Pathways</b>	<p>Food and Nutrition provides students with numerous career pathways:</p> <ul style="list-style-type: none"> <li>• Nutritionist</li> <li>• Community Educator</li> <li>• Diploma of Hospitality, food science, food processing, fashion design</li> <li>• Teaching</li> <li>• Design</li> <li>• Nursing</li> <li>• Food Technology</li> <li>• Fashion Design</li> <li>• Fast Food Cook</li> <li>• Chef</li> <li>• Child Care</li> <li>• Community Services</li> <li>• Allied Health</li> <li>• Interior Design</li> <li>• Barista</li> </ul>

# YEAR 9 ELECTIVES | The Arts

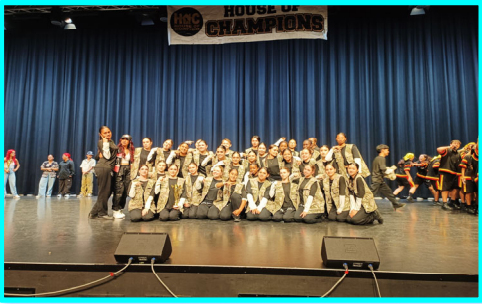
## ELECTIVE Dance

<b>Description</b>	In Dance, students focus on creating dance and developing the ability to communicate and express themselves through movement. Students will also learn to analyse and respond to various dances, giving their interpretation of what is being communicated. They will learn and perform dances within small groups and whole class to peer and public audiences.
<b>Learning experiences</b>	<p>In Dance, students:</p> <ul style="list-style-type: none"> <li>• combine elements of dance and improvise by making literal movements into abstract movements</li> <li>• develop their choreographic intent by applying the elements of dance to select and organise <u>movement</u></li> <li>• <u>practise</u> and refine <u>technical skills</u> in style-specific techniques</li> <li>• structure dances using <u>choreographic devices</u> and form</li> <li>• rehearse and perform focusing on <u>expressive skills</u> appropriate to <u>style</u> and/or choreographic intent</li> <li>• analyse how choreographers use elements of dance and production elements to communicate intent</li> <li>• identify and connect specific features and purposes of dance from contemporary and past times to explore <u>viewpoints</u> and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples.</li> </ul>
<b>Assessment</b>	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> <li>• making – choreography</li> <li>• making – performance</li> <li>• responding.</li> </ul> <p>A variety of assessment instruments may be used, including:</p> <ul style="list-style-type: none"> <li>• theory activities (exams, assignments)</li> <li>• choreography</li> <li>• Performance.</li> </ul>
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance Program of Excellence</li> <li>• Cert III in Dance</li> </ul> <p>Year 11/12:</p> <ul style="list-style-type: none"> <li>• Dance – General</li> <li>• Dance Program of Excellence – Applied</li> <li>• Dance in Practice – Applied</li> <li>• Cert III/IV in Dance—VET Qualification</li> </ul>
<b>Career pathways</b>	The subject of Dance can lead to many and varied careers including: dance teacher, choreographer, professional performer, event management, dance critic or journalist, historian, researcher, theatre designer/technician, costumer/designer, arts administrator and entertainment lawyer.



# YEAR 9 ELECTIVES | The Arts

## ELECTIVE Dance Program of Excellence

<b>Description</b>	<p>The Dance Program of Excellence course aims to develop technical, expressive and creative skills for elite dance performance in Hip Hop, Jazz, Contemporary and Musical Theatre dance styles. Through quality feedback and instruction from qualified dance teachers in both studio and education contexts students will receive training in functional strength and conditioning, creative skills development for choreography and a focus on performance skills. Students will be provided with opportunities to perform dances to peer and public audiences.</p>	
<b>Learning experiences</b>	<p>In Dance Program of Excellence, students:</p> <ul style="list-style-type: none"> <li>• practice and refine technical skills to develop proficiency in genre- and style-specific techniques</li> <li>• perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent to peer and public audiences</li> <li>• build strength, flexibility and conditioning for dance through safe dance practices</li> <li>• Improvise to find new movement possibilities and explore personal style by combining elements of dance</li> <li>• manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent</li> <li>• structure dances using movement motifs, choreographic devices and form</li> <li>• evaluate their own choreography and performance, and that of others to inform and refine future work</li> <li>• analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts.</li> </ul>	
<b>Assessment</b>	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> <li>• Making – choreography</li> <li>• Making – performance</li> <li>• Responding – folio.</li> </ul> <p>A variety of assessments instruments may be used, including:</p> <ul style="list-style-type: none"> <li>• Performance to peer and public audiences</li> <li>• Choreography of dances</li> <li>• Dance reflection and analysis journal.</li> </ul>	
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance Program of Excellence</li> <li>• Cert III in Dance</li> </ul> <p>Year 11/12:</p> <ul style="list-style-type: none"> <li>• Dance – General</li> <li>• Dance Program of Excellence – Applied</li> <li>• Dance in Practice – Applied</li> <li>• Cert III/ IV in Dance—VET Qualification</li> </ul>	
<b>Career pathways</b>	<p>The Dance Program of Excellence course prepares students for work in the performing arts industry whilst equipping them with transferable life skills in creative thinking, commitment, resilience, personal presentation, confidence and teamwork. Dance POE could lead to many varied careers including: freelance artist (choreographer and/or performer), dance teacher, professional performer, event manager, make-up artist, talent agent, dance critic or journalist, costume designer, theatre technician, arts administrator, dance model, dance therapist, physiotherapist and entertainment lawyer.</p>	

ELECTIVE Drama	
<b>Description</b>	Drama helps students communicate understanding about human issues and experience by enacting real and imagined events. They develop confidence and awareness of self and others as they collaborate to prepare and present drama. They learn about a range of forms, styles and purposes of drama.
<b>Learning Experiences</b>	<p>In Drama, students:</p> <ul style="list-style-type: none"> <li>improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama</li> <li>manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles</li> <li>practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists</li> <li>structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements</li> <li>perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience</li> <li>evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect</li> <li>analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts.</li> </ul>
<b>Assessment</b>	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> <li>making</li> <li>responding.</li> </ul> <p>A variety of assessment instruments may be used, including:</p> <ul style="list-style-type: none"> <li>responding theory activities (exams, assignments and oral presentations)</li> <li>forming (develop and write scripts)</li> <li>presenting (rehearse and perform a range of texts).</li> </ul>
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>Drama</li> </ul> <p>Years 11—12:</p> <ul style="list-style-type: none"> <li>Drama—General</li> </ul>
<b>Prerequisite</b>	<ul style="list-style-type: none"> <li>Passed previous electives</li> </ul>
<b>Career Pathways</b>	The subject of Drama can lead to many and varied careers including: actor, announcer, arts administrator, government, police, nursing, dancer, film and TV lighting operator, film and TV producer, make-up artist, model, public relations officer, receptionist, recreation officer, set designer, speech pathologist, stage manager, teacher, tour guide, writer, lighting technician, sound technician, etc.

## ELECTIVE

## Media Arts

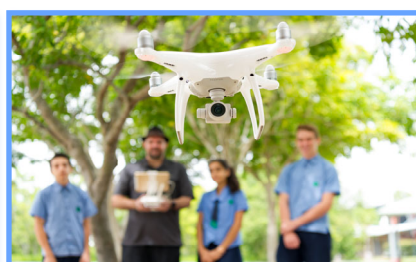
Description	<p>In Year 9 Media Arts, students take on the role of the <i>Visual Editor</i> and the <i>Concept Artist</i>. Students will develop specific media arts skills through their learning journey with photo &amp; video editing, lighting design for specific film genres, conceptualising story ideas, storyboarding and creating their own productions.</p> <p>Students produce their own points of view in their own media artworks. They shape technical and symbolic elements to convey their messages and meaning to audiences. Students refine their production skills by working collaboratively with peers. They utilise Adobe software and a range of filmmaking equipment and technologies.</p>
Learning Experiences	<p>In Media Arts students:</p> <ul style="list-style-type: none"> <li>• <b>experiment</b> with ideas and stories that manipulate media conventions and genres</li> <li>• <b>manipulate</b> media representations to identify and examine social and cultural values and beliefs, including those of First Nations peoples</li> <li>• <b>develop</b> and <b>refine</b> media production skills to integrate and shape the technical and symbolic elements</li> <li>• <b>plan</b> and <b>design</b> media artworks for a range of purposes that challenge audiences</li> <li>• <b>produce</b> and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues</li> <li>• <b>evaluate</b> how technical and symbolic elements are manipulated in media artworks to create and challenge representations</li> <li>• <b>analyse</b> a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making.</li> </ul>
Assessment	<p>Students will be assessed on their responding and making of media artworks.</p> <p>Responding includes:</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of a range of media artworks - how social and cultural values and alternative points of view are portrayed and how makers use genre and media conventions and manipulate technical and symbolic codes</li> </ul> <p>Making includes:</p> <ul style="list-style-type: none"> <li>• design of media artworks using pre-production formats – artistic intentions, and storyboards</li> <li>• production of media artworks using a range of media technologies and equipment</li> <li>• shaping of genre and media conventions, and technical and symbolic codes.</li> </ul>
Future Subjects	<p>Year 10</p> <ul style="list-style-type: none"> <li>• Media Arts.</li> </ul> <p>Year 11 – 12</p> <ul style="list-style-type: none"> <li>• Film, Television and New Media – General</li> <li>• Media Arts in Practice – Applied.</li> </ul>
Career Pathways	<p>This subject develops a range of transferable 21<sup>st</sup> century skills that are highly valued in many areas of employment such as critical and creative thinking, teamwork and collaboration, and ICT skills.</p> <p>The studying of Media Arts can lead to a diverse range of roles including:</p> <ul style="list-style-type: none"> <li>• advertising, content marketer, photographer, graphic artist, events and festivals manager, journalist, sign writer, art editor, blogger/vlogger, web content producer, multimedia designer, digital content producer, animator, screenwriter, game developer, graphic designer, stage designer, set designer, storyboard artist, costume designer, camera operator, Foley editor, producer, campaign manager, publicist, creative director and many other areas in the media industry.</li> </ul>



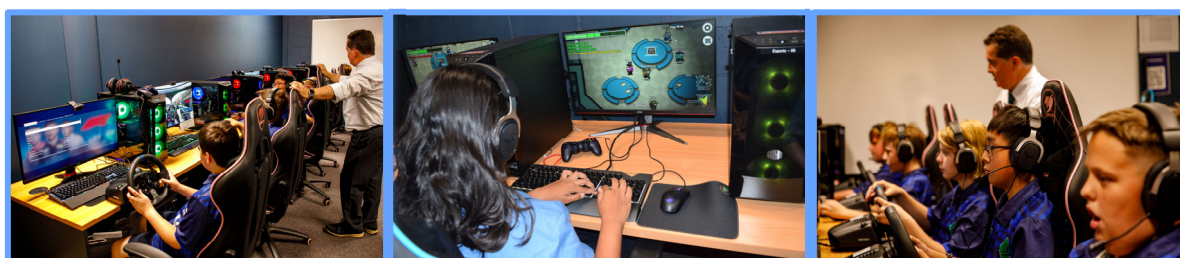
ELECTIVE Music	
<b>Description</b>	Music focuses on students making music and developing the ability to think and express themselves in sound. Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles.
<b>Learning Experiences</b>	<p>In Music, students:</p> <ul style="list-style-type: none"> <li>• experiment with texture and timbre in sound sources using aural skills</li> <li>• develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music</li> <li>• practise and rehearse a variety of music, including Australian music, to develop technical and expressive skills</li> <li>• structure compositions by combining and manipulating the elements of music using notation</li> <li>• perform and present a range of music using techniques and expression appropriate to style</li> <li>• analyse composers' use of the elements of music and stylistic features when listening to and interpreting music</li> <li>• identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples.</li> </ul>
<b>Assessment</b>	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> <li>• making – composing</li> <li>• making – performance</li> <li>• responding.</li> </ul> <p>A variety of assessment instruments may be used, including:</p> <ul style="list-style-type: none"> <li>• theory activities (exams, assignments and oral presentations)</li> <li>• composition</li> <li>• performance.</li> </ul>
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>• Music</li> </ul> <p>Years 11–12:</p> <ul style="list-style-type: none"> <li>• Music—General</li> <li>• Music in Practice—Applied</li> </ul> <p>Year 12:</p> <ul style="list-style-type: none"> <li>• Music Extension—General (for students with exceptional musical ability)</li> </ul> <p>Forest Lake SHS also runs a very successful Instrumental Music Program which complements the classroom program.</p>
<b>Career Pathways</b>	The subject of Music can lead to many and varied careers including: musician, teacher, composer, singer, musical instrument maker, music critic, orchestra conductor, music publisher, arts administrator, sound/audio engineer, music therapy etc.
<b>Program of Excellence Extension Requirement</b>	It is suggested that students are also enrolled in the school's Instrumental Music Program of Excellence (or private tuition, if applicable) to complement their learning in this course.

ELECTIVE Visual Art	
<b>Description</b>	Visual Art focuses on making, displaying and appraising artworks. Students will engage in experiences to develop personal expression, aesthetic judgement, critical awareness, a sense of satisfaction and enjoyment in making artworks and displaying their works.
<b>Learning Experiences</b>	<p>In Visual Art students:</p> <ul style="list-style-type: none"> <li>conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists</li> <li>manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions</li> <li>develop and refine techniques and processes to represent ideas and subject matter</li> <li>plan and design artworks that represent artistic intention</li> <li>present ideas for displaying artworks and evaluate displays of artworks</li> <li>evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making</li> <li>analyse a range of visual artworks from contemporary and past times explore differing viewpoints and enrich their visual art-making, starting with Australian artwork, including those of Aboriginal and Torres Strait islander peoples and consider international artworks.</li> </ul> <p>The two strands of Visual Art are <i>making</i>, and <i>responding to</i> artworks.</p>
<b>Assessment</b>	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> <li>making</li> <li>responding.</li> </ul> <p>A variety of assessment instruments may be used, including:</p> <ul style="list-style-type: none"> <li>theory activities (exams, assignments)</li> <li>folio of work.</li> </ul>
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>Visual Art</li> </ul> <p>Years 11—12:</p> <ul style="list-style-type: none"> <li>Visual Art—General</li> <li>Visual Arts in Practice—Applied</li> </ul>
<b>Career Pathways</b>	The subject of Visual Art can lead to many and varied careers including: artist, craftsperson, diversional therapist, fashion designer, dressmaker, graphic designer, hairdresser, interior designer, multimedia developer, jeweler, set designer, teacher, wood turner, photographer, screen printer, industrial designer, florist, landscape architect, sign writer, screen printer, promotion designer and many many more.

<b>ELECTIVE Digital Technologies</b>	
<b>Description</b>	<p>Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. The course is project based and students will have choices of learning experiences which may include the following:</p> <ul style="list-style-type: none"> <li>investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems.</li> <li>design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics.</li> <li>code and implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language.</li> </ul>
<b>Learning Experiences</b>	<p>This subject enables students to meet the requirements of the Australian Curriculum - Digital Technologies. The focus of the digital technologies practices strand is how to design, develop and evaluate a product. Students will create a range of digital solutions through guided play and integrated learning, such as using robotic equipment to navigate a map or recording science data with software applications.</p>
<b>Assessment</b>	<p>Students will complete a number of projects using digital technologies throughout the year to meet the course requirements.</p> <p>Two criteria are assessed:</p> <ul style="list-style-type: none"> <li>digital technologies knowledge and understanding</li> <li>digital technologies processes and production skills.</li> </ul>
<b>Future Subjects</b>	<p>Year 10:</p> <ul style="list-style-type: none"> <li>Digital Technologies</li> </ul> <p>Years 11—12</p> <ul style="list-style-type: none"> <li>Certificate II in Applied Digital Technologies (ADT) — VET</li> <li>Information Communication Technologies (Esports).</li> </ul>
<b>Career Pathways</b>	<p>Digital Technologies provides students with numerous career pathways such as: coding, game design, computer office management, systems management, networking, digital services and marketing.</p>



ELECTIVE Esports Excellence	
<b>Description</b>	<p>Esports Excellence will expose students to the billion-dollar world of esports. From gameplay analysis, tournament networking and PC building, to video production and live-streaming, students will explore the world of esports.</p> <p>If you are interested in the world of esports, from an elite athlete, business, casting, or technological perspective, Esports Excellence will cover the topics that matter most in preparing you for success in the Esports world.</p> <p>Students will compete in games across consoles and PCs and will be provided with the priority spots in esports tournaments. They will use their own laptop in class every day to compete and learn.</p>
<b>Learning Experiences</b>	<p>Throughout the year students will learn about:</p> <ul style="list-style-type: none"> <li>• esports professionalism</li> <li>• teamwork and collaboration</li> <li>• gameplay strategy and algorithms for success</li> <li>• computer software, hardware, and networking</li> <li>• mental health and wellbeing</li> <li>• casting, streaming and video production</li> <li>• cyber safety and online ethics and behaviour</li> </ul>
<b>Assessment</b>	<p>Students will compete in esports competitions. They will undertake several projects using their knowledge of curriculum. Criteria assessed:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• process and production skills.</li> </ul>
<b>Future Subjects</b>	<p>Years 11—12:</p> <ul style="list-style-type: none"> <li>• ICT in esports – Applied</li> <li>• Diploma of esports – University pathway.</li> </ul>
<b>Program of Excellence Requirement</b>	<ul style="list-style-type: none"> <li>• Students in this program are required to pay a \$50 fee (this includes a POE Jersey)</li> </ul>
<b>Career Pathways</b>	<ul style="list-style-type: none"> <li>• professional athlete</li> <li>• caster</li> <li>• business manager</li> <li>• university scholarships</li> <li>• IT/Business/Marketing/Entrepreneurship/Coach.</li> </ul>



# **FOREST LAKE STATE HIGH SCHOOL**



## **Year 9 Curriculum Handbook 2026**