Use this booklet to find information about:

Subjects in Year 9 2015
How to choose the right subjects for you
About different pathways for education and training

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### ADMINISTRATION

![Mr Michael West](image1.jpg)  
Mr Michael West  
Campus Principal

![Mr Drew Jell](image2.jpg)  
Mr Drew Jell  
Deputy Principal  
Senior Secondary

![Mr Craig Hynes](image3.jpg)  
Mr Craig Hynes  
Deputy Principal  
Junior Secondary
Dear Students and Parents

Year 9 is the final year of Junior Secondary as students transition into the Senior Phases of learning. The Year 9 curriculum offered at Stretton State College is structured to assist in this transition and to cater for the varied pathways that students may choose as they move from Junior Secondary into the Senior School and beyond.

The Year 9 Curriculum Framework is based on the eight Key Learning Areas and is designed to cater for a range of abilities and interests. Students are required to study the Core areas of English, Mathematics, Science, Humanities (Geography & History), & HPE along with two electives.

Electives are a year long course of study and are designed to cater for the varied interests of students, whilst setting the foundations for future study within that particular curriculum area.

It is important to note that all subjects emphasise the development of literacy, numeracy, thinking skills, technology skills and values.

I encourage students to seek more information about the subjects on offer here at Stretton State College, and the requirements to reach their future career goals and aspirations by talking to their parents and to the key people listed within this handbook.

It is important to remember that a balanced curriculum keeps future options open.

I trust the following information will be helpful in making your choices in what to study in Year 9.

I wish you well in making your decisions.

Jan Maresca
Executive Principal
Stretton State College
In 2013, Year 9 students will have the opportunity to select two elective subjects (from Applied Technology, Arts, Business or LOTE) they wish to study for the year. Electives are a year long course of study and are designed to cater for the varied interests of students, whilst setting the foundations for future study within that particular curriculum area. This allows them to begin to focus in their areas of interest or areas in which they achieve most success.

ALL STUDENTS AND PARENTS ARE ADVISED THAT SUBJECTS WILL RUN ONLY IF SUFFICIENT NUMBERS OF STUDENTS CHOOSE THEM AND THEY CAN BE TIMETABLED. IN SOME CASES STUDENTS MAY BE ASKED TO RE-SELECT.

All Year 9 subjects are one year courses and students should expect to study in that area all year.

### ALL STUDENTS STUDY THE CORE KEY LEARNING AREAS

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MATHEMATICS</th>
<th>SCIENCE</th>
<th>HUMANITIES (Geography &amp; History)</th>
<th>HEALTH &amp; PHYSICAL EDUCATION</th>
</tr>
</thead>
</table>

### STUDENTS MUST SELECT TWO ELECTIVE SUBJECTS FROM THE KEY LEARNING AREAS

<table>
<thead>
<tr>
<th>VISUAL ART</th>
<th>DRAMA</th>
<th>MUSIC</th>
<th>DANCE</th>
<th>CHINESE</th>
<th>GRAPHICS</th>
<th>INDUSTRIAL DESIGN &amp; TECHNOLOGY</th>
<th>FOOD STUDIES</th>
<th>BUSINESS STUDIES</th>
</tr>
</thead>
</table>

### STRETTON STATE COLLEGE LIGHTHOUSE PROGRAM

Stretton State College proudly promotes academic excellence in which bright young students are challenged to fulfil their academic potential and make connections with their future pathways. Stretton State College has a goal of creating 21st century employees, employers and entrepreneurs. The Lighthouse Academic Excellence Program which incorporates the 1 to 1 laptop program, prepares students for the digital world as well as ensuring that they will be highly numerate, literate and creative.

The Lighthouse Curriculum Program focuses on developing, extending and enriching knowledge acquisition and higher order thinking in the core academic subjects of Mathematics, English, Science, History and Geography. A small team of dedicated and experienced teachers deliver the program and one of the key features is the high level of contact they are able to maintain with the students and parents throughout each year.

Places within the Lighthouse Academic Excellence Program are very competitive, with a large number of students applying each year. Applications will be assessed by a selection panel and places in this program will be offered based on merit, academic performance, behaviour and effort during 2013. Students will also be required to undertake the Australian Council for Educational Research General Ability Test. The General Ability Test assesses student ability to use verbal, numerical and abstract reasoning items, giving a comprehensive picture of students’ general ability.

Further information can be found by visiting the school website: [http://strettonsc.eq.edu.au/wcms/](http://strettonsc.eq.edu.au/wcms/) or by contacting Mr Craig Hynes (Deputy Principal) or Mr Michael West (Principal).
Ms Heather Boreland
HOD Science

Ms Monique Trim
HOD English

Ms Mary-Anne Rolls
HOD Mathematics

Ms Kristen Jansen
HOD Health & Physical Education

Mr Luke Fleming
HOD eLearning

Ms Binny Willis
HOD Humanities / Business

Mr Brad Johnstone
HOD Applied Technology

Ms Leona Millar
SAC Creative Arts
CORE SUBJECTS
AIMS
The Key Learning Area of English encompasses the study of language and texts. The Year 9 English course at Stretton State College offers students the opportunity to use language and texts for enjoyment as well as ensuring that they learn to use a wide range of approaches to analyse, evaluate and appreciate English language texts. To ensure a rich and varied English program, a range of literary and non-literary texts is embraced and explicitly taught. The English course of study at Stretton State College, on the Illaweena campus, is organised around a junior and senior English program. The junior and senior English course is designed to complement each other by way of increased complexity and offering students a variety of learning experiences. The work that students do in year 9 is in direct preparation for their continued success in the subsequent years.

SUBJECT DESIGN
2015 will see Stretton State College continue its implementation of the National Curriculum: English. This means that students at Stretton State College will be engaging in units of work and assessment that is comparable to other year 9 students across the Nation. The year 9 course includes:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: ‘World Shaker’ extract study</strong></td>
<td><strong>Unit 2: Reading and interpreting information texts and speculative fiction</strong></td>
</tr>
<tr>
<td>In this unit, students read extracts from a novel to study closely the ways characters are constructed. Students create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in the novel extracts. They reference perspectives on the same issue from other literary and media texts to support their argument.</td>
<td>Students listen to, read and view a variety of information texts and speculative fiction texts to produce close readings of excerpts selected from these texts.</td>
</tr>
<tr>
<td><strong>Unit 2: Reading and interpreting information texts and speculative fiction</strong></td>
<td><strong>Unit 3: Creating speculative fiction from information texts</strong></td>
</tr>
<tr>
<td>Students listen to, read and view a variety of information texts and speculative fiction texts to produce close readings of excerpts selected from these texts.</td>
<td>Students listen to, read and view a variety of information texts and speculative fiction texts to create a speculative fiction short story, using information text/s, such as an article from a science magazine, as a stimulus.</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4: It’s a dilemma! 12 Angry Men</strong></td>
</tr>
<tr>
<td>In this unit students read and view the drama text ‘12 Angry Men’ to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships. In response to the text students will write and perform a monologue in the role of a character from the play 12 Angry Men addressing the character’s POV on ethical issues.</td>
<td>In this unit students read and view the drama text ‘12 Angry Men’ to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships. In response to the text students will write and perform a monologue in the role of a character from the play 12 Angry Men addressing the character’s POV on ethical issues.</td>
</tr>
<tr>
<td><strong>Unit 4: It’s a dilemma! 12 Angry Men</strong></td>
<td><strong>Unit 5: A sense of belonging—cultural poetry</strong></td>
</tr>
<tr>
<td>In this unit students read and view the drama text ‘12 Angry Men’ to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships. In response to the text students will write and perform a monologue in the role of a character from the play 12 Angry Men addressing the character’s POV on ethical issues.</td>
<td>In this unit students read and view poetry from a wide variety of different cultures around the globe. Students gain an insight and understanding in to the importance of culture and how this contributes to a sense of belonging. In response to this unit, Students write an expository essay that analysis the effect and purpose of a cultural poem of their choosing.</td>
</tr>
</tbody>
</table>

COST
The costs associated with this course are included in the Student Resource Scheme.

Contact person: All English teachers will be able to help and provide information about studying English in Year 9. You can also refer any enquiries to the Head of Department – Ms Monique Trim, mtrim15@eq.edu.au
AIMS

The Key Learning Area of Mathematics aims to ensure that students are confident and creative users and communicators of mathematics, able to investigate, represent and interpret situations in their lives. At Stretton we also aim to instil in students an appreciation of the elegance and power of mathematical reasoning.

The beginning of Year 9 marks a further shift in mathematics learning to more abstract ideas, and foundations built in previous years prepare students for this change. Previously established mathematical ideas can be drawn upon and subsequently develop more complex mathematical ideas as the year progresses.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, and analytical thought and problem solving skills. Mathematics at Stretton shall provide students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

There are opportunities for students to participate in extra curricular Mathematics Activities throughout the year. All students are encouraged to participate in the Australian mathematics Competition and it is compulsory for all Lighthouse students.

SUBJECT DESIGN

The year 9 course content includes:

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
<th>Statistics and Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real numbers</td>
<td>Using units of measurement</td>
<td>Chance</td>
</tr>
<tr>
<td>Money and financial mathematics</td>
<td>Geometric reasoning</td>
<td>Data representation and interpretation</td>
</tr>
<tr>
<td>Patterns and algebra</td>
<td>Pythagoras and trigonometry</td>
<td></td>
</tr>
<tr>
<td>Linear and non-linear relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANTICIPATED OUTCOMES

By the end of Year 9, students express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras’ theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.

COST

The costs associated with this course are included in the Student Resource Scheme. Optional extra curricular activities. Eg. AMC $5

Additional: A scientific calculator is required.

Contact person: All Mathematics teachers will be able to help and provide information about studying Maths in Year 9. You can also refer any enquiries to the Head of Department – Ms Mary-Anne Rolls, mroll3@eq.edu.au
AIMS

Science is concerned with the study of the phenomenon of the universe. It encompasses our Earth, living things and their interaction with it, the materials of which it is made, the forces at work, the solar system and beyond.

The overarching aim of studying any course in science should be to develop in students an ongoing ability to extend their scientific literacy. A course of study in Science develops students' capacity to work scientifically, engage in inquiry and investigation techniques safely, understand and appreciate the science encountered in everyday life and to work as part of a team engaging in cooperative learning.

SUBJECT DESIGN

2015 will see Stretton SC continue its implementation of the National Curriculum: Science. This means that students at Stretton State College will be engaging in units of work and assessment that is comparable to other year 9 students across the Nation. The year 9 course content includes:

- Chemistry – Students will examine the science of molecular structure which aids in the understanding of atoms, chemicals and chemical reactions.
- Physics – Students will learn about and examine the mathematical and experimental foundations of our understanding of forces, motion and energy.
- Biology – Students will study the science of life and of living organisms.
- Global systems – Students will learn about how global systems rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

LINKS TO SENIOR / FUTURE PATHWAYS

a. Towards Yr 11 and 12: Science will be offered in senior years to students wishing to choose Chemistry, Biology, Physics, Science21 or Science in Practice.

b. Towards Employment and Life skills: Science will prepare students for life after school. Some of the skills students will be exposed to include:
   - Using logical thought processes to solve problems
   - Applying scientific principles and understanding to explain everyday events
   - Using technology to solve problems
   - Thinking critically
   - Developing oral and written skills
   - Encouraging the concept of life-long learning

COST

The costs associated with this course are included in the Student Resource Scheme; however students may be required to supply some materials for individual experimentation.

Contact person: All Science teachers will be able to help and provide information about studying Science in Year 9. You can also refer any enquiries to the Head of Department – Ms Heather Boreland, hbo2@eq.edu.au
AIMS
In Year 9 HUMANITIES, students will have the opportunity to continue to develop their understanding of societies and the environment by exploring and investigating ideas, events, places, cultures and systems. In doing so, students will develop their capacity to understand and empathise with people in different contexts and become aware of the problems and issues that have developed in different places. Students will have the opportunity to make use of the potential that ICTs provide to inquire, create and communicate within social and environmental contexts.

COURSE OUTLINE
Unit 1: The Industrial Revolution
This unit of works allows students to develop an understanding of the impact of changing technology on the human condition and society.

Unit 2: Biomes
In this unit, students study the nature of particular regions of Australia and evaluate the impact of humans on that environment.

Unit 3: Australia in World War 1
Students are introduced to the concept of a world war and evaluate the impact of the involvement of Australian troops on the development of the ANZAC legend.

Unit 4: Regional Geography
In this geographical study, students will have the opportunity to gain knowledge and understanding of interconnectedness of people and places.

ASSESSMENT
Assessment will include a combination of the following:

a. In class supervised tests
b. Research assignments
c. Oral presentations

FUTURE PATHWAYS
Year 9 HUMANITIES will provide students with the knowledge and skills to prepare them for future studies in the area of the Humanities. In future years they will have the opportunity to study History and Geography.

COST
The costs associated with this course are included in the Student Resource Scheme; however students may be required to attend some excursions to complete Field Work.

Contact person: All SOSE teachers will be able to help and provide information about studying SOSE in Year 9. You can also refer any enquiries to the Head of Department – Ms Binny Willis, bwll385@eq.edu.au
HEALTH & PHYSICAL EDUCATION—HPE

RATIONALE
Health and Physical Education provides students with opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- The health of individuals and communities;
- Concepts and skills for physical activity;
- Personal Development.

Students are encouraged to act to enhance their health and wellbeing and to promote structures in society which support their own and others’ health and wellbeing.

AIMS
The aim of Health & Physical Education is to develop active and informed students who are capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

There is a major emphasis on active engagement in physical activity. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning.

Students intending to pursue a course of study in Physical Education, Sport and Recreation Education in Years 10, 11 and 12 will find this course to be a suitable foundation.

COURSE OUTLINE
This course is offered as a compulsory subject in Year 9. Students may elect to take Health and Physical Education—Core or HPE Extension Netball/Soccer (please see over the page). In each term there is a theory unit and a practical unit. These units are weighted equally towards the semester’s overall grade. Topics or concepts that may be covered in theory lessons include: Fair Play, Fitness for Life, First Aid & Sports Injuries, Nutrition for Performance, Drugs, Alcohol and Risk Taking, Community Health Services and Mental Health. Physical activities and sports that may be covered in practical lessons may include: Athletics, Flag Football, Speed Minton, European Handball, Touch Football, and Basketball.

ASSESSMENT
A variety of assessment mediums are used in Year 9 HPE to gather evidence of student achievement. Oral, extended response assignments, theoretical and practical examinations are used to test the range of content, skills and processes learned throughout the course of study. In addition, students’ performances in practical units are assessed on a continuous and on-going basis.

FUTURE PATHWAYS
b. Towards Tertiary: Health Science; Exercise Science; Exercise Physiology; Science; Health and Physical Education Teaching; Fitness Instructor; Nursing; Human Movement Studies; Physiotherapy
c. Towards Employment and Life skills: Team work, communication, decision making, leadership and Information Technology skills. Employment opportunities may include: sports coaching, sports development officer, community recreation officer, personal trainer, fitness instructor, group activity leader.

COST
The costs associated with this course are included in the Student Resource Scheme.

Contact person: All HPE teachers will be able to help and provide information about studying HPE in Year 9. You can also refer any enquiries to the Head of Department - Ms Kristen Jansen, kjans15@eq.edu.au
HPE—EXTENSION (NETBALL) HXN

RATIONALE
Health and Physical Education—Extension Netball provides students with opportunities to develop skills with in this sport. It also provides the opportunity to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- The health of individuals and communities;
- Concepts and skills for physical activity;
- Personal Development.

Students are encouraged to act to enhance their health and wellbeing and to promote structures in society which support their own and others’ health and wellbeing.

AIMS
The aim of Health & Physical Education is to develop active and informed students who are capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. There is a major emphasis on Netball but also focuses on cross country, athletics and other activities throughout the year. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning.

Students intending to pursue a course of study in Physical Education, Sport and Recreation Education in Years 10, 11 and 12 will find this course to be a suitable foundation.

COURSE OUTLINE
This course is offered as an alternative to Health and Physical Education—Core in Year 9. In each term there is a theory unit and a practical unit. These units are weighted equally towards the semester's overall grade. Topics or concepts that may be covered in theory lessons include: Fair Play, Fitness for Life, First Aid & Sports Injuries, Nutrition for Performance, Drugs, Alcohol and Risk Taking, Community Health Services and Mental Health.

ASSESSMENT
A variety of assessment mediums are used in Year 9 HPE to gather evidence of student achievement. Oral, extended response assignments, theoretical and practical examinations are used to test the range of content, skills and processes learned throughout the course of study. In addition, students’ performances in practical units are assessed on a continuous and on-going basis.

FUTURE PATHWAYS

b. Towards Tertiary: Health Science; Exercise Science; Exercise Physiology; Science; Health and Physical Education Teaching; Fitness Instructor; Nursing; Human Movement Studies; Physiotherapy

c. Towards Employment and Life skills: Team work, communication, decision making, leadership and Information Technology skills. Employment opportunities may include: sports coaching, sports development officer, community recreation officer, personal trainer, fitness instructor, group activity leader.

COST
The costs associated with this course are included in the Student Resource Scheme.

Contact person: All HPE teachers will be able to help and provide information about studying HPE in Year 9. You can also refer any enquiries to the Head of Department - Ms Kristen Jansen, kjans15@eq.edu.au
HPE—EXTENSION (SOCCER) HXS

RATIONALE
Health and Physical Education—Extension Soccer provides students with opportunities to develop skills with in this sport. It also provides the opportunity to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:
- The health of individuals and communities;
- Concepts and skills for physical activity;
- Personal Development.

Students are encouraged to act to enhance their health and wellbeing and to promote structures in society which support their own and others’ health and wellbeing.

AIMS
The aim of Health & Physical Education is to develop active and informed students who are capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. There is a major emphasis on Soccer but also focuses on cross country, athletics and other activities throughout the year. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. Students intending to pursue a course of study in Physical Education, Sport and Recreation Education in Years 10, 11 and 12 will find this course to be a suitable foundation.

COURSE OUTLINE
This course is offered as an alternative to Health and Physical Education—Core in Year 9. In each term there is a theory unit and a practical unit. These units are weighted equally towards the semester's overall grade. Topics or concepts that may be covered in theory lessons include: Fair Play, Fitness for Life, First Aid & Sports Injuries, Nutrition for Performance, Drugs, Alcohol and Risk Taking, Community Health Services and Mental Health.

ASSESSMENT
A variety of assessment mediums are used in Year 9 HPE to gather evidence of student achievement. Oral, extended response assignments, theoretical and practical examinations are used to test the range of content, skills and processes learned throughout the course of study. In addition, students’ performances in practical units are assessed on a continuous and on-going basis.

FUTURE PATHWAYS
b. Towards Tertiary: Health Science; Exercise Science; Exercise Physiology; Science; Health and Physical Education Teaching; Fitness Instructor; Nursing; Human Movement Studies; Physiotherapy
c. Towards Employment and Life skills: Team work, communication, decision making, leadership and Information Technology skills. Employment opportunities may include: sports coaching, sports development officer, community recreation officer, personal trainer, fitness instructor, group activity leader.

COST
The costs associated with this course are included in the Student Resource Scheme.

Contact person: All HPE teachers will be able to help and provide information about studying HPE in Year 9. You can also refer any enquiries to the Head of Department - Ms Kristen Jansen, kjans15@eq.edu.au
HPE—EXTENSION (SOCCER) HXS

RATIONALE
Health and Physical Education—Extension Soccer provides students with opportunities to develop skills with in this sport. It also provides the opportunity to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- The health of individuals and communities;
- Concepts and skills for physical activity;
- Personal Development.

Students are encouraged to act to enhance their health and wellbeing and to promote structures in society which support their own and others’ health and wellbeing.

AIMS
The aim of Health & Physical Education is to develop active and informed students who are capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. There is a major emphasis on Soccer but also focuses on cross country, athletics and other activities throughout the year. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning.

Students intending to pursue a course of study in Physical Education, Sport and Recreation Education in Years 10, 11 and 12 will find this course to be a suitable foundation.

COURSE OUTLINE
This course is offered as an alternative to Health and Physical Education—Core in Year 9. In each term there is a theory unit and a practical unit. These units are weighted equally towards the semester’s overall grade. Topics or concepts that may be covered in theory lessons include: Fair Play, Fitness for Life, First Aid & Sports Injuries, Nutrition for Performance, Drugs, Alcohol and Risk Taking, Community Health Services and Mental Health.

ASSESSMENT
A variety of assessment mediums are used in Year 9 HPE to gather evidence of student achievement. Oral, extended response assignments, theoretical and practical examinations are used to test the range of content, skills and processes learned throughout the course of study. In addition, students’ performances in practical units are assessed on a continuous and on-going basis.

FUTURE PATHWAYS
b. Towards Tertiary: Health Science; Exercise Science; Exercise Physiology; Science; Health and Physical Education Teaching; Fitness Instructor; Nursing; Human Movement Studies; Physiotherapy
c. Towards Employment and Life skills: Team work, communication, decision making, leadership and Information Technology skills. Employment opportunities may include: sports coaching, sports development officer, community recreation officer, personal trainer, fitness instructor, group activity leader.

COST
The costs associated with this course are included in the Student Resource Scheme.

Contact person: All HPE teachers will be able to help and provide information about studying HPE in Year 9. You can also refer any enquiries to the Head of Department - Ms Kristen Jansen, kjans15@eq.edu.au
HPE—EXTENSION (Volleyball) HXV

RATIONALE
Health and Physical Education—Extension Soccer provides students with opportunities to develop skills with in this sport. It also provides the opportunity to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:
- The health of individuals and communities;
- Concepts and skills for physical activity;
- Personal Development.

Students are encouraged to act to enhance their health and wellbeing and to promote structures in society which support their own and others’ health and wellbeing.

AIMS
The aim of Health & Physical Education is to develop active and informed students who are capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. There is a major emphasis on Volleyball but also focuses on cross country, athletics and other activities throughout the year. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. Students intending to pursue a course of study in Physical Education, Sport and Recreation Education in Years 10, 11 and 12 will find this course to be a suitable foundation.

COURSE OUTLINE
This course is offered as an alternative to Health and Physical Education—Core in Year 9. In each term there is a theory unit and a practical unit. These units are weighted equally towards the semester’s overall grade. Topics or concepts that may be covered in theory lessons include: Fair Play, Fitness for Life, First Aid & Sports Injuries, Nutrition for Performance, Drugs, Alcohol and Risk Taking, Community Health Services and Mental Health.

ASSESSMENT
A variety of assessment mediums are used in Year 9 HPE to gather evidence of student achievement. Oral, extended response assignments, theoretical and practical examinations are used to test the range of content, skills and processes learned throughout the course of study. In addition, students’ performances in practical units are assessed on a continuous and ongoing basis.

FUTURE PATHWAYS
b. Towards Tertiary: Health Science; Exercise Science; Exercise Physiology; Science; Health and Physical Education Teaching; Fitness Instructor; Nursing; Human Movement Studies; Physiotherapy
c. Towards Employment and Life skills: Team work, communication, decision making, leadership and Information Technology skills. Employment opportunities may include: sports coaching, sports development officer, community recreation officer, personal trainer, fitness instructor, group activity leader.

COST
The costs associated with this course are included in the Student Resource Scheme.

Contact person: All HPE teachers will be able to help and provide information about studying HPE in Year 9. You can also refer any enquiries to the Head of Department - Ms Kristen Jansen, kjans15@eq.edu.au
ELECTIVE SUBJECTS
VISUAL ART

SUBJECT INTRODUCTION

Year 9 Visual Art will provide students with the opportunities to create and appreciate works of art. Students explore two and three-dimensional media and techniques. Two-dimensional media includes painting, collage, drawing and print making. Three-dimensional media covers the creation of sculptures in various media such as ceramics mixed media and paper mache. Students are offered the opportunity to develop and expand their creative skills and techniques, imagination, perception and conceptual approaches to Visual Art. A range of art movements and artists from different cultural and historical contexts will be investigated.

LEARNING THEMES

Units studied in Year 9 Visual Art further develop the techniques and concepts taught in the Year 8 Visual Art Curriculum. Possible units include:

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Theme</th>
<th>Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fantastic Food / Weavable Art</td>
<td>Surrealism and the Absurd in Art</td>
<td>Clay</td>
</tr>
<tr>
<td>Primitivism, Picasso and the Portrait</td>
<td>Primitive Art and Modern Art</td>
<td>Paper Mache and Painting</td>
</tr>
<tr>
<td>Pieces of a Portrait</td>
<td>Cubism and Fauvism</td>
<td>Painting</td>
</tr>
<tr>
<td>When Will I Be Famous</td>
<td>Pop Art and Contemporary Art</td>
<td>Painting, drawing and printing</td>
</tr>
</tbody>
</table>

EXAMPLES OF ASSESSMENT

Assessment will include a combination of the following areas depending on the unit studied:

- Folio of drawings – exploratory/experimental
- Major artwork – 2D (painting/drawing) and 3D (sculptural)
- Visual diary – experiments with media and collection of works by other artists
- Appraising task – responding to art works

FUTURE PATHWAYS

This course helps prepare students for Senior Art and is useful in other creative and academic areas such as media studies, drama and graphics. Visual Art will assist with creating thinking and problem-solving across all other subject areas.

COST

There is a $25 Subject Levy to cover the costs associated with this course.

Contact person: All Art teachers will be able to help and provide information about studying Art in Year 9. You can also refer any enquiries to the Creative Arts Coordinator – Ms Leona Millar, imill99@eq.edu.au
SUBJECT INTRODUCTION
Want to develop your confidence? Drama will embrace your creativity. Drama will improve your communication skills. Drama enhances the skills required to work in groups. Drama explores the world in which we live in an interactive, fun and practical way.

LEARNING THEMES

Improvisation
Explore the art of improvisation. Improvisation enhances spontaneity. Learn the importance of improvising and explore several different ways in which the skill of improvisation can be used. As an introduction to Dramatic Arts, students are introduced to the elements of drama and different types of dramatic performance through improvisations that focus on developing confidence, stagecraft and performance techniques. They explore role play and characterisation through various improvisation, comedic and theatre sports situations and finally, delve into teen issues to develop an understanding of the elements of dramatic performance in the context of Theatre for the Young.

Theatre for Young People
Students analyse examples of theatre for young people and scripted texts to search for the deeper/dramatic meaning using the elements of drama. They explore this style of theatre for young people through devising and performing their own stories based around themes for a specific target group. Links with the P-6 Campus provide the opportunity for students to experience performance for a real audience. A major outcome is increased levels of personal communication skills, ability to work in a group and confidence to engage and perform in front of an audience.

Process Drama
Students identify important issues within the local and wider community and develop performances based on a process of character and scene development and the exploration of the roles and relationships. Students explore a number of different calamities and catastrophes, and the effects these have on people, groups and communities. Our class journey involves a process drama whereby the students become the survivors of a disaster exploring emotions and survival strategies, and collaboratively developing the events that follow. They use knowledge and creativity to explore the elements of culture and ritual, and concepts of environmental impact and human sustainability within a dramatic context.

EXAMPLES OF ASSESSMENT
- Creating - Written Script (ongoing character and scene development)
- Performing – Individual and Group Performances (ongoing and formal)
- Responding – Provision and Response to Feedback (ongoing and formal)
- Reflecting - Written Self-Reflection Journal (ongoing and formal)

FUTURE PATHWAYS
This course provides the foundation for Senior Drama and is helpful for building skills relating to other Creative Arts subjects, such as Music, and Media Studies. Drama develops group skills and can be a helpful form of self-expression. Drama provides communication skills that are necessary in ‘real life’.

COST
The costs associated with this course are included in the Student Resource Scheme.

Contact person: All Drama teachers will be able to help and provide information about studying Drama in Year 9. You can also refer any enquiries to the Creative Arts Coordinator – Ms Leona Millar, lmill99@eq.edu.au
SUBJECT INTRODUCTION

This course caters for students who are enthusiastic about participating in challenging, musical activities. Students can expect to gain practical experience in playing musical instruments, as well as the theoretical knowledge required to write and perform their own compositions using world class music composing software. It aims to cultivate enjoyment through experience. Students considering taking Senior Music (an OP subject) in Years 11 & 12 will find this course to be a suitable foundation.

COURSE OUTLINE

Students will have the opportunity to discover the basic elements of music through listening, composing and performing different genres. Students will study the various musical genres through a wide variety of repertoire ranging from the famous classics through to current chart toppers. The units chosen for study in Junior Music may include: Film Music, Musical Theatre, Jazz Greats, Baroque to Rock, Vocal Music, Pioneers of Rock and the Disney Channel.

EXAMPLES OF ASSESSMENT

The three areas of assessment in music are:

- Analysing music in the form of research tasks and/or analysing repertoire written tests.
- Composing music within a chosen genre, as an individual or in small groups. Composing can be created as a written or recorded source.
- Performing music as a soloist and/or as a part of an ensemble.

LINKS TO SENIOR/FUTURE PATHWAYS

This course is the beginning of numerous courses that can lead to not only Senior Board Music but Tertiary Music Study and/or employment in the Music Industry.

University courses include all music related courses ranging from performance, specialist music education – primary, secondary or higher education, musicology, theatre, composition, sound production and engineering, music business including copyright and management, music publishing and journalism. Music can also be advantageous for students who pursue courses and careers in the areas of psychology, healthcare, administrative and/or business, primary education, general arts, media and film & television.

The discipline and commitment of music-making builds a student’s self-esteem, independence and personal motivation. Whether for career, commercial or leisure needs, students will have the opportunity to gain the basis for a lifelong engagement with music.

COST

The costs associated with this course are included in the Student Resource Scheme.

Contact person: All Music teachers will be able to help and provide information about studying Music in Year 9. You can also refer any enquiries to the Creative Arts Coordinator – Ms Leona Millar, lmill99@eq.edu.au
DANCE

RATIONALE
Dance is a universal form of symbolic creation, expression and social exchange. Through the language of Dance, people from diverse cultures make sense of and share meaning about our world.

AIMS
Dance offers a unique way for students to communicate and connect with their world using critical and creative thinking. Students develop the ability to understand and engage in an increasingly complex and challenging range of forms, styles and genres. Interactive skills, social confidence, an understanding of group dynamics and the ability to negotiate within groups are developed as students work towards a shared goal.

SELECTION CRITERIA
- Willingness to perform in front of others
- The ability to work in groups
- Rehearsing during and outside of lessons
- Self-discipline

COURSE OUTLINE
- **Show Me How to Move**: introduction to dance – instructional warm-up; cue cards; box set design.
- **Glitz and Glamour**: analysing and developing Musical Theatre Dance technique – teacher devised routine; choreographic task.
- **So You Think You Can Dance**: developing Contemporary and Hip Hop technique – oral presentation; choreographic task; group performance.

ASSESSMENT
The three equally weighted areas of assessment are Performance, Choreography and Appreciation. **Practical assessment**, both individual and group, includes; performing teacher-devised routines, creating and performing student dances and an oral presentation. **Written assessment** includes; cue cards and a box set design.

FUTURE PATHWAYS
a. Towards Senior: Dance is offered in Year 10 and as an OP subject in Years 11 and 12.
b. Towards Tertiary: Many tertiary courses are on offer that incorporate, or benefit from, Dance. These courses are offered at TAFE, Universities and Dance Companies.
c. Towards Employment and Life skills: Through the Dance course, students develop life skills necessary within any career. These include; interaction and working with others, confidence building, self-discipline and responsibility. Specific career paths include: Dancer, Choreographer, Stage Crew, Arts Administrator, Teacher, Artistic Director, Rehearsal Director, Adjudicator, Costume Designer, Make-up Artist, Dance Therapist, Physical Therapist, Dance Critic, and Production Manager.

COST
The costs associated with this course are included in the Student Resource Scheme.

Contact person: All Dance teachers will be able to help and provide information about studying Dance in Year 9. You can also refer any enquiries to the Creative Arts Coordinator – Ms Leona Millar, lmill99@eq.edu.au
CHINESE

* Subject to the availability of human and physical resources.

AIMS

The ability to successfully communicate with people in a language other than English opens up new worlds. A student’s ability to speak Chinese provides him/her with additional skills that are extremely beneficial, given the dominance of China to Australia’s tourism and trade industries.

Some reasons for choosing to study Chinese include:

- to begin acquiring a language which will expand your career options,
- to expand you own horizons, culturally and intellectually.

LEARNING THEMES

Year 9 LOTE aims to build on the basic skills acquired in Year 8. Your ability to introduce yourself, talk about your likes and dislikes, your family, friends, hobbies etc. has provided the foundation upon which to progress to a more advanced study of the language. In Year 10, students will further their communications skills through reading, writing, listening and speaking Chinese in relevant, meaningful contexts.

Apart from studying the language, students will engage in a variety of cultural activities, eg, cooking Chinese food, visiting temples, restaurants and/or dressing up. Opportunities to participate in various speech and language competitions will also be offered to the students.

EXAMPLES OF ASSESSMENT

Speaking, listening, reading and writing tests, and/or projects.

LINKS TO SENIOR/FUTURE PATHWAYS

Continuing to learn Chinese may assist in the following careers: Business, Sales and Marketing, Management, Police, Tour Guide, Travel Consultant, Translator, Interpreter, Journalist, Teacher, Flight Attendant, Foreign Affairs and Trade Officer, IT, Sport, and Education.

COST

The costs associated with this course are included in the Student Resource Scheme.

Contact person: All Chinese teachers will be able to help and provide information about studying Chinese in Year 9. You can also refer any enquiries to the Head of Department – Ms Binny Willis, bwill385@eq.edu.au
SUBJECT INTRODUCTION
The graphics industry is the largest in the world today. In fact, we are confronted with its many forms during every waking hour of our lives. It may be in the form of the business logo on your shirt, the design of the bike you are riding or the design of your house. Moreover, every single manufactured item in your life was once drawn using graphics principles and techniques before being manufactured.

The graphics industry is actually an ‘umbrella’ which covers many fields. Graphic Artistry, Design, Architecture, Drafting, Surveying, Interior Design, Engineering, Computer Aided Design and Marketing are just some of the examples. The course develops student’s skills in graphical computer software and sketching. The Year 9 Graphics program is designed to provide students with the tools required to communicate information graphically. These skills are invaluable for students moving into a society where graphical communication plays and important and ever increasing part in our everyday world.

This program aims to provide students with a wide range of foundation skills necessary to communicate and interpret information graphically. This course aspires to develop graphic literacy in areas as diverse as: product design, technical drawings, drafting, sketching and presentational graphics. Furthermore, it will provide students with the foundation knowledge required to actively participate in the field during Years 10, 11, 12, post school studies and in the workforce.

LEARNING THEMES
- Sketching and free hand drawing skills
- Introductory Graphics Principles using manual equipment and computers
- Generating Shapes and Design – Plane geometry
- 3 Dimensional Drawing – Isometric and Oblique Sketching – Manual and computer generated
- Working Drawings – Orthographic – Manual and computer generated
- Manufacturing Design – Development of products
- Communication in the Media – Charts, Diagrams, Logos etc.
- Rendering and presentational graphics

- Computer work will be integrated into the course wherever possible using CAD/CAM software.

EXAMPLES OF ASSESSMENT
The course is run on a module basis, where each section has a foundation (teacher directed) and assignment (student based) component.
Each module is assessed on a criteria based system, where the foundation work is valued at 60% and the assignment work is valued at 40%. The student’s level of achievement is calculated from the culmination of the results of all modules.

FUTURE PATHWAYS
Successfully completing Year 9 Graphics prepares students to continue studies into Year 10 Graphics and then Senior Graphics which can lead to further studies and the workforce.
Professions that use Graphic concepts as a foundation include: Town Planner, Architect, Engineer, Industrial Design, Surveyor, Draftsperson, Graphics Designer etc.

Cost: $30 - Subject Levy (additional to Student Resource Scheme)
The subject levies assist in subsidising the cost associated with the students undertaking meaningful projects. The high end projects and tasks are designed to engage the students and maximise their outcomes. Costs contribute to consumables, various drawing equipment and yearly subscription to industry standard software.

Contact person: All IDT teachers will be able to help and provide information about studying Graphics in Year 9. You can also refer any enquiries to the Head of Department – Mr Brad Johnstone, bjohn130@eq.edu.au


INDUSTRIAL DESIGN & TECHNOLOGY

SUBJECT INTRODUCTION

Design and Technology involves the Design and Manufacture of products that comprise the made environment.

Students create products to solve real world problems, satisfy human needs and wants, and to capitalise on opportunities. They develop an informed understanding of the characteristics of materials, and an ability to select and manipulate materials to meet design challenges.

Students identify potential hazards and risks in workshops and industrial environments and demonstrate safe practices in their own work environment.

LEARNING THEMES

Unit 1: Workplace Health & Safety
- Workplace Health & Safety exposes students to relevant information on the safe and correct operating procedures that will be utilised in the workshop and the wider community.

Unit 2: Materials
- Materials and their uses, methods of manipulation, unique characteristics and applications.

Unit 3: Skills
- Development Exercises that develop through guided practice the correct/safe use of hand/power tools and marking out, separating, forming, combining and finishing techniques.
- Industrial Skills involves the planning and production of an artefact to prescribed dimensions and design.

Unit 4: Design
- Design and Technology challenges the students to design and produce an article that satisfies a descriptive brief.

LINKS TO SENIOR/FUTURE PATHWAYS

Industrial Design and Technology prepares students for both Vocational and Academic pathways. Professions that use Industrial Design and Technology as their foundation include: Builders, Engineering, Automotive, Fabrication, Cabinet-making, Construction etc.

Cost: $80 - Subject Levy (additional to Student Resource Scheme)

The subject levies assist in subsidising the cost associated with the students undertaking meaningful projects. The high end projects and tasks are designed to engage the students and maximise their outcomes. Costs contribute to laser quality plastics, steel, sheet metal, dressed timber, finishing products and various hardware.

Contact person: All IDT teachers will be able to help and provide information about studying IDT in Year 9. You can also refer any enquiries to the Head of Department – Mr Brad Johnstone, bjohn130@eq.edu.au
SUBJECT INTRODUCTION

Junior Technology Studies is a subject developed to link the concepts in the subjects of Industrial Design & Technologies and the underpinning theories of engineering. It utilises practical aspects of IDT and the theoretical components of engineering to explore topics from the manufacturing, electronic and robotics field, as well as others. This cross curricular subject will allow students to learn more about the theoretical processes involved whilst still maintaining practical elements.

LEARNING THEMES

Unit 1: Bridge Construction
- Bridge Design – Students are given a situation brief and are to design a bridge. Students support their design through submission of a design folio. Bridges are built and tested.

Unit 2: Sustainability
- Sustainability – Students study various forms of sustainable practices. Students are asked to model a system of sustainability.

Unit 3: Prototyping Systems
- Prototyping – Students will learn how to utilise the CNC and thermoforming machinery at the college and identify how they may aid in the solution of various design processes. Students will use CNC Lathes, Mills, Routers and Laser Cutters.

Unit 4: Electronics (including Solar/Wind)
- Electronics – Students will learn fundamental electronics, components and their functions. Students will complete a project which will incorporate various IDT processes and electronics to produce a product, e.g, MP3 Player Speakers with built in amplifier etc.

Unit 5: Automation Systems
- Automation – Students will gain experience controlling, programming and maintaining various forms of pneumatic, hydraulic and cam/lever systems to achieve real world tasks.

LINKS TO SENIOR/FUTURE PATHWAYS

Junior Technology Studies prepares students for both Academic and high end Vocational pathways. Junior Technology Studies subject content would be advantageous for students wishing to chose a career path in the following: Mechanical Engineering, Electrical Engineering, Technology, ICT, Applied Sciences, etc.

Cost: $80 - Subject Levy (additional to Student Resource Scheme)
The subject levies assist in subsidising the cost associated with the students undertaking meaningful projects. The high end projects and tasks are designed to engage the students and maximise their outcomes. Costs contribute to laser quality materials, electronics kit & components, tooling materials, finishing products and various hardware.

Contact person: All IDT teachers will be able to help and provide information about studying ITN in Year 9. You can also refer any enquiries to the Head of Department – Mr Brad Johnstone, bjohn130@eq.edu.au
FOOD STUDIES

SUBJECT INTRODUCTION

In Food Studies at Stretton State College, students will;
- Understand the importance of personal and environmental hygiene and food safety
- Gain an understanding of the relationship between eating well and enjoying good health
- Develop the knowledge and skills necessary to make choices and prepare food which meets the nutritional needs of an adolescent
- Develop an understanding of the chemistry in cooking and applying it when preparing food.

LEARNING THEMES

<table>
<thead>
<tr>
<th>Everybody’s Different</th>
<th>Food Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and environmental hygiene</td>
<td>Functional properties of food</td>
</tr>
<tr>
<td>Personal and food safety</td>
<td>Nutrients and how they react in cooking</td>
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<tr>
<td>Adolescent food needs</td>
<td>Experimental based learning</td>
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<tr>
<td>Food models</td>
<td>Skills and techniques relevant to their practical lessons</td>
</tr>
<tr>
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<td>Practical cooking – mousse, meringues, stir fries, pasta etc.</td>
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<tr>
<td>Practical cooking – soups, sushi frittata etc.</td>
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EXAMPLES OF ASSESSMENT

<table>
<thead>
<tr>
<th>Everybody’s Different</th>
<th>Food Chemistry</th>
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</thead>
<tbody>
<tr>
<td>Magazine article</td>
<td>End of unit test</td>
</tr>
<tr>
<td>Practical cooking</td>
<td>Practical cooking</td>
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</tbody>
</table>

LINKS TO SENIOR/FUTURE PATHWAYS

Food Studies in Year 9 will provide students with the necessary skills and knowledge to enable them to choose Year 10 Hospitality the following year and then onto Year 11 and 12 Hospitality. The skills gained in this subject will assist students in seeking part-time employment or a school based traineeship/apprenticeship in the Hospitality Industry.

Cost: $96 - (additional to Student Resource Scheme) Subject Levy to cover the cost of weekly ingredients @ $3 per week for eight weeks, over 4 terms.

Contact person: All Hospitality teachers will be able to help and provide information about studying Food Studies in Year 9. You can also refer any enquiries to the Subject Area Coordinator – Mr Brad Johnstone, bjohn130@eq.edu.au
AIMS
Business Studies involves inquiry and problem-based learning or project based collaborations that focus on student centred learning in realistic situations. Skills gained in the course will help students to become familiar with basic economics, business environments, entrepreneurship, business plans, legal processes associated ICT and accounting for both personal and business circumstances. Students are encouraged to develop skills which they can transfer into the business world either as employees or as small business owners.

RATIONALE
Students will:
- Think critically and strategically to solve problems;
- Learn in a rapidly changing environment;
- Build knowledge taken from numerous sources and different perspectives; and
- Understand systems in diverse contexts.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE CONTENT</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>BUSINESS AND ECONOMIC SYSTEMS</td>
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<tr>
<td></td>
<td>• The nature of economic systems</td>
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<tr>
<td></td>
<td>• Contemporary business environments</td>
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<td></td>
<td>• Production and markets</td>
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<tr>
<td>2</td>
<td>ENTERPRISE AND VENTURES</td>
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<tr>
<td></td>
<td>• Entrepreneurial creativity</td>
</tr>
<tr>
<td></td>
<td>• Developing a business idea</td>
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<td></td>
<td>• Business plan production and evaluation</td>
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ASSESSMENT
Assessment will take the form of written and practical examinations and assignment work. Students will be assessed on the following criteria: knowledge and understanding, document application and practical procedures.

FUTURE PATHWAYS
Successful completion of this course will prepare students for Year 10 Business Studies and Senior Business subjects including: Accounting, Business, Legal Studies and Certificates in Business.

COST
The costs associated with this course are included in the text and resource hire scheme.

Contact person: All Business teachers will be able to help and provide information about studying Business in Year 9. You can also refer any enquiries to the Head of Department – Ms Binny Willis, bwill385@eq.edu.au