



# Year 8 to 9 Subject Selection Information



## HUMANITIES

### Rationale:

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.

The Humanities and Social Sciences subjects in the Australian Curriculum provide a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. They provide opportunities for students to develop their own personal and social learning, and to explore their perspectives as well as those of others.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. This requires an understanding of the key historical, geographical, legal, political, economic, business and societal factors involved, and how these different factors interrelate.

### Course Organisation:

Year 9 Subjects: Students **must** select one Humanities subject from the choices below to study for one semester. If HPE is not selected as an elective, students must select a second subject from the Humanities area instead.

<p><b>Business and Economics</b></p> <p><b>Subject Code:</b> <b>ECB</b></p>	<p>Students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices. Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Unit 1 – Risk and Reward: Business Report/Statement of Advice</li> <li>• Unit 2 – Australia and Asia Market Interdependence: Exam – Combination Response</li> </ul>
<p><b>Geography</b></p> <p><b>Subject Code:</b> <b>GEG</b></p>	<p>In these subject students study how they are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students consider the management of the impacts of tourism and trade on places. Students also examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Unit 1 – Geography of Interconnection: Written Report</li> <li>• Unit 2 – Biomes and Food Security: Exam – Combination Response</li> </ul>

<p><b>History</b></p> <p><b>Subject Code:</b> <b>HIS</b></p>	<p>The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”. This course of study includes being introduced to the significant economic, social and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Unit 1 – Making a Nation: Exam – Short Response</li> <li>• Unit 2 – World War One: Investigation – Source Inquiry</li> </ul>
--	---

<p><b>Legal Studies</b></p> <p><b>Subject Code : CIV</b></p>	<p>In Year 9, students further develop their understanding of Australia’s federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia’s court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Unit 1 – Government and Change: Exam - Combination Response</li> <li>• Unit 2 – Law and Justice: Multimodal Response</li> </ul>
--	--

# LANGUAGES (JAPANESE)

## Rationale:

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

## Course Organisation:

Year 9 Subject: Semester unit repeated in both semesters, class size dependent.

<p><b>Japanese- Subject Code: JAP</b></p>	<p><b>Unit Focus:</b> Year 9 Japanese students will increase their Japanese skills and abilities by exploring topics including daily routines, global connections and social experiences.</p> <p>In Unit 1, students share information, experiences and views related to their social world. In particular, students learn about the daily life of a teenage student and time to describe daily routines. Student will revise hobbies and how to express like/dislike. Students will also learn to read in script and will complete a response to stimulus exam to demonstrate their learning.</p> <p>In unit 2, students learn about Japanese culture and how families behave inside and outside the home. Students learn what it would be like to stay with a Japanese family, understanding the rules and expectations. Students compare their own lives to Japan, explaining what they have learnt.</p> <p>In the second part of the unit, students learn about travelling in Japan: weather, transport. They learn a range of sentence structures to describe when, where, how, what to see. There is a focus on written language and spoken language and this will be demonstrated in the assessment.</p>
	<p>In unit 3, students will explore the world of Japanese shopping. Students learn the different roles between customers and shop keepers. They learn more about cultural respect in exchanges in shops. Currency, clothing vocabulary, and questions such as 'how much is this?' will be explored.</p> <p><b>Suggested Assessment:</b> Students will complete assessment in writing, speaking, reading and listening in Japanese. Across the semester, students have the opportunity to demonstrate their learning through a multi-model presentation and examinations. Students will also have the opportunity to be assessed through Education Perfect digital platform.</p>

# THE ARTS

## Rationale:

The arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. The Australian Curriculum: The Arts values, respects and explores the significant contributions of Aboriginal and Torres Strait Islander Peoples to Australia's arts heritage and contemporary arts practices through their distinctive ways of representing and communicating knowledge, traditions and experience. In The Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the arts. They acquire knowledge, skills and understanding specific to The Arts subjects and develop critical understanding that informs decision-making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the arts as is creating a finished artwork. Students develop their arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the arts subjects. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

The arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in The Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

## Course Organisation:

Year 9 Subjects: Semester unit repeated in both semesters, class size dependent.

<b>Dance- Subject Code: DAN</b>	<b>Unit Focus:</b> In this exploratory Dance unit, students will establish an understanding of forms of Australian dance, starting with dance of Aboriginal and Torres Strait Islander Peoples as well as dance styles from international contexts. Students will develop their skills in the elements of dance and the art of choreography. They will create their own choreographic sequence, selecting and organising the dance elements of space, dynamics, and relationship and choreographic devices of repetition, contrast and canon. They will also perform a choreographed sequence, and respond by analysing and evaluating the use of dance elements and choreographic devices. Students will evaluate how well the dance has communicated an intended style and meaning.  <b>Suggested Assessment:</b> <ul style="list-style-type: none"><li>• Performance in pairs or small groups</li><li>• Students own choreography</li><li>• Analytical performance journal</li></ul>
---------------------------------	--

<p><b>Drama- Subject Code: DRA</b></p>	<p><b>Unit Focus:</b>  This unit will embrace the genres of comedy. Students will improvise drama applying roles and characters, which draw on a variety of comedic styles from different times, cultures and places.  Through comedy, students will explore a variety of comedic forms that utilise stock characters to drive the situation of the comedy. Students will perform scripted drama. Through a Vlog, students will analyse how successfully the elements of role and character, situation and tension have been manipulated and communicated in their performance.</p> <p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"> <li>• Responding Task (Vlog in Response to the work they have interpreted and viewed)</li> <li>• Making – Forming Task (Improvisation – Student Devised)</li> <li>• Making – Presenting Task (Scripted, rehearsed and refined)</li> </ul>
<p><b>Music- Subject Code: MUS</b></p>	<p><b>Unit Focus:</b>  In this unit, students explore the genres of Jazz and music for Film and Television. Students manipulate rhythm, pitch, harmony and structure as they compose music in a Jazz style. Students perform a piece of music from either a Film or Television program. They will develop and deepen their understanding of the elements of music and begin to analyse and evaluate how the elements of music are used to portray character, theme and setting.</p> <p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"> <li>• Composition, Jazz focus</li> <li>• Performance, Film and Television</li> <li>• Musicology Exam- Film and Television</li> </ul>
<p><b>Visual Art- Subject Code: ART</b></p>	<p><b>Unit Focus:</b>  In this exploratory Visual Art unit, students will establish an understanding of a range of themes, concepts and subject matter from a range of artists, including Aboriginal and Torres Strait Islander Peoples as well as art styles from international contexts. Students will develop their techniques and processes to develop their own artistic intentions. They will create their own artworks by manipulating a variety of materials, technologies and techniques. They will respond by analysing a range of visual artworks from contemporary and past times to explore different viewpoints and evaluate how representations communicate artistic intention in artworks they make and view</p> <p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"> <li>• Making Tasks – Resolved Art works</li> <li>• Visual Journal</li> <li>• Written Assignment</li> </ul>
<p><b>Media Arts – Subject Code: MED</b></p>	<p><b>Unit Focus:</b>  In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works. Through the creative use of materials and technologies to convey meaning, students manipulate still and moving images, text, sound and interactive elements. They construct representations and communicate or challenge understandings, ideas and positions.</p> <p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"> <li>• Project – pre production</li> <li>• Project – post production</li> <li>• Extended Response</li> <li>• Examination</li> </ul>

# TECHNOLOGIES

## Rationale:

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

The Australian Curriculum: Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

## Course Organisation:

Year 9 Subjects: Semester unit repeated in both semesters, class size dependent.

<p><b>Food Specialisation- Subject Code: TFD</b></p>	<p>In this subject, students will investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. Specifically looking at cooking processes such as baking, frying, caramelisation, gelatinisation, emulsions etc. students will progressively develop an introductory knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices through the design of their assessment meal.</p> <p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"> <li>• Practical Cookery Tasks</li> <li>• Written Folios</li> </ul>
<p><b>Materials and Technologies- Subject Code: TMT</b></p>	<p>In this subject, students will investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create different design solutions. With a focus on timber and plastic manufacturing students will develop confidence using a range of traditional, contemporary and emerging materials and technologies to manufacture products of their own design or replicate to set customer specifications.</p> <p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"> <li>• Practical Workshop Projects</li> <li>• Written Folios</li> </ul>
<p><b>Engineering Principals and Systems- Subject Code: TES</b></p>	<p>In this subject, students will investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions. With a focus on introductory civil and mechanical engineering students will investigate engineering concepts through the experimental and destructive testing of scale models and prototypes.</p> <p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"> <li>• Practical Workshop Projects</li> <li>• Written Folios</li> </ul>

<b>Digital Technologies- Subject Code : DIG</b>	<p>In this subject, students will design, create, manage and evaluate sustainable and innovative digital solutions to meet current and future needs. Students will apply systems thinking to monitor, analyse, predict and shape interaction between information systems and the impact of these systems on individuals, societies, economies and environments through investigating areas such as database-driven websites, artificial intelligence, networking and robotics.</p> <p><b>Suggested Assessment:</b></p> <ul style="list-style-type: none"><li>• Virtual Projects</li><li>• Written Folios</li></ul>
---	--



# HEALTH AND PHYSICAL EDUCATION

## Rationale:

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.

## Course Organisation:

Year 9 Subject: Semester unit repeated in both semesters, class size dependent. Students can only complete this subject ONCE in a year.

<b>Health and Physical Education- Subject Code: HPE</b>	<b>Unit Focus:</b> <u>Mental Health in Australia</u> In this unit, students investigate how a healthy active lifestyle can help improve a range of mental health issues currently faced in our society. Students will propose strategies to improving mental health and wellbeing in an offline context. Practical Context is <b>Netball</b> .  <u>Moving More Matters</u> Students will gain knowledge of the musculoskeletal system, fitness and training to develop training plans to improve performance fitness at a community level. They will propose strategies to promotes fitness and engagement in physical activity. Practical Context is <b>Fitness/Strength Building</b> .  <b>Suggested Assessment:</b> <ul style="list-style-type: none"><li>• Movement and Physical Activity Component/s</li><li>• Written Component/s (Short and Extended Responses – 600-800 words)</li></ul>
---	---