



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.

Business and Economics Subject Code: ECB	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. Assessment: - Unit 1 – Risk and Reward: Business Report/Statement of Advice - Unit 2 – Australia and Asia Market Interdependence: Exam – Combination Response
Geography Subject Code: GEG	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. Assessment: - Unit 1 – Geography of Interconnection: Written Report - Unit 2 – Biomes and Food Security: Exam – Combination Response

History Subject Code: HIS	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. Assessment: • Unit 1 – Making a Nation: Exam – Short Response • Unit 2 – World War One: Investigation – Source Inquiry
Legal Studies Subject Code : CIV	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. Assessment: • Unit 1 – Government and Change: Exam - Combination Response • Unit 2 – Law and Justice: Multimodal Response

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.

Japanese- Subject Code: JAP	Unit Focus: Year 9 Japanese students will increase their Japanese skills and abilities by exploring topics including daily routines, global connections and social experiences. 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. 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. 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.
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	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.
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Suggested Assessment:

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.

THE ARTS

Rationale:

The Arts are as old as humanity. They are part of every culture and central to the diverse and continuing cultures of First Nations Australians. Through the arts, people share stories, ideas, knowledge and understanding. The arts engage our senses and give us ways to imagine, celebrate, communicate and challenge ways of knowing, being, doing and becoming.

Participating in quality arts experiences and practices enriches our social and emotional wellbeing. It fosters development of our imagination and enables us to reach our creative and intellectual potential. The distinctive languages, knowledges and practices of each arts subject in the Australian Curriculum enable learners to play, explore, question, challenge and imagine new possibilities as they create, embody, design, represent, collaborate and communicate ideas, emotions, observations and experiences. The arts foster rich cross-curriculum opportunities for learners as they grow in their understanding of self and others, and as they make sense of, interpret and respond to their real and imagined worlds.

Rich in tradition, the arts play a major role in the development and expressions of diverse cultures and communities, locally, nationally and globally. The exploration of cultures and histories through Arts learning strengthens understanding of Australia's cultural diversity and develops critical intercultural understandings to inform decision-making and aesthetic choices. Students communicate meaningful ideas in conventional and innovative arts forms. They use arts knowledge, practice and understandings to learn and make meaning as artists and as audiences, taking opportunities to engage with arts organisations, creative industries and arts professionals.

Through the arts, students learn to express their ideas, thoughts, questions, understandings and opinions. They develop aesthetic knowledge and learn that the creative and critical processes of each Arts subject are essential to learning in, about and through The Arts.

The arts are core to the development of creative, confident, compassionate and resilient individuals who can think and reflect critically, celebrate and challenge ideas, people and events, and work towards making a difference in sustaining and reimagining their own and their communities' futures.

Course Organisation:

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

Drama- Subject Code: DRA	Unit Focus: In this unit, students will explore the development of different traditional and contemporary styles of comedy, with a specific focus on commedia dell'arte and clowning. Students will work in pairs or small groups to create an improvised drama in the style of commedia dell'arte, manipulating and sustaining the vocal and physical aspects of their selected stock character in the given circumstances. They will manipulate the elements of drama and conventions of commedia dell'arte to create an engaging improvisation that informs an audience. Individually, students will construct a written response that analyses and evaluates the creation of meaning for the audience in the Debase production of The Clown from Snowy River. Students will then work in small groups using excerpts from the published playscript The Clown from Snowy River and their own ideas to plan, produce, rehearse and refine a clowning performance that communicates dramatic meaning for an audience of their peers. Assessment Types: • Improvisation (Practical) • Analytical Essay (Extended Response) • Performing a script (Performance)
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Music- Subject Code: MUS	Unit Focus: In this unit students explore the origins and developments of Rock music using aural skills to understand how historical, cultural and social viewpoints can be expressed through music. Students will interpret repertoire and use their knowledge of stylistic understanding and the music elements to perform a Rock song that expresses viewpoint as a solo artist or in an ensemble. They will take on the role of a Rock musician to analyse and evaluate how music elements have been used to communicate a historical, social or cultural viewpoint in an interview style presentation. Students will interpret repertoire and use their knowledge of stylistic understanding and the music elements to compose a Rock song that expresses a viewpoint. Assessment Types: • Performance – live or recorded • Extended Response - Interview • Composition
Visual Art- Subject Code: ART	Unit Focus: In this exploratory Visual Art unit, students focus on the concept of Popular Culture and it's representation in 2D/3D art forms such as sculpture and digital art. Through studying the work of Andy Warhol and Roy Lichtenstein and carrying out a variety of making and responding tasks students will gain a deep understanding of how Popular culture has shaped and inspired artworks within a historical and a contemporary context. Additionally, students will study the concept of Street art. Students analyse and evaluate the work of Banksy, Shepard Fairey, Reko Rennie, and Fintan Magee to inform their work. They learn to experiment and manipulate 2D media to represent their ideas. Students develop a variety of making and responding tasks to gain understanding of how Popular culture and the surf/skate sub-culture has shaped and inspired artworks within an historical and contemporary context. Assessment Types: • Making Tasks – Resolved Art works • Visual Journal • Written Assignment • Multimodal (spoken)
Media Arts – Subject Code: MED	Unit Focus: In Media Arts, students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students are encouraged to learn and understand the basic fundamentals of photography and develop an understanding of the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies. Students will explore the role of photography in shaping and influencing the way we perceive people and how it can be used to represent heroism. Additionally, students use digital technologies to create and reflect on a micro documentary production that tells a story about Australian identity. Media education encourages young people to tell their own stories through visual and verbal texts. This unit enables students to create their own documentary-style media. It should be relevant and interesting for their peer audience, both within their local community and a wider international youth audience. Assessment Types: • Project – poster and analysis • Project – documentary and analysis

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.

Food Specialisation- Subject Code: TFD	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. Suggested Assessment: • Practical Cookery Tasks • Written Folios
Materials and Technologies- Subject Code: TMT	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. Suggested Assessment: • Practical Workshop Projects • Written Folios
Engineering Principals and Systems- Subject Code: TES	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. Suggested Assessment: • Practical Workshop Projects • Written Folios

Digital Technologies- Subject Code : DIG	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. Suggested Assessment: • Virtual Projects • Written Folios
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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.

Health and Physical Education- Subject Code: HPE	Unit Focus: <u>Unfamiliar Invasion Games</u> In this unit, students will develop their skills in an unfamiliar practical context. They will be assessed on decision making and performance skills, while understanding the importance of factors impacting youth identity. Practical Context is Tchoukball/Netball <u>Moving More Matters</u> Students will gain knowledge of fitness and training to develop training plans to improve performance fitness at a community level and through different sports. They will propose strategies to promotes fitness and engagement in physical activity. Practical Context is Fitness/Strength Building. Suggested Assessment: • Movement and Physical Activity Component/s • Written Component/s • Project Folio • Multimodal Investigation
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Summit Netball Subject Code: NEX	Summit Netball is an extension of the Year 9 Health and Physical Education program, designed for students who are passionate about netball, or being an athlete and aspire to further develop their performance, leadership and understanding of sport. The program follows the same Australian Curriculum achievement standard, theoretical units and assessment techniques as the Year 9 HPE course. Students complete the same academic learning and assessment requirements; however, their practical learning is contextualised through the sport of netball. Students engage in a high-performance learning environment where they explore the science of movement, performance analysis, health and wellbeing, while applying these concepts directly to their own development as athletes. Beyond the classroom, students have access to a range of enrichment opportunities, including: • High-level coaching from experienced coaches and specialist providers. • Strength and conditioning sessions designed to improve athletic performance. • Athlete education workshops covering areas such as nutrition, recovery, leadership, injury prevention and sports psychology. • Opportunities to represent the college through local and regional competitions. • Connections with community sporting organisations and pathways beyond school. Please note: students must apply for Summit Netball and be successful in their trial to be able to be in the Summit Netball class in 2027 - https://baringassc.eq.edu.au/extra-curricular/sports
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