

# curriculum handbook



# 9-10

middle school

Linking Learning  
with Life

school philosophy	..... 2
key contacts	..... 3
introduction	..... 4
how to use this guide	..... 5
curriculum overview	..... 6
prerequisite	..... 7
english	..... 8
mathematics	..... 11
science	..... 15
stem	..... 18
humanities	..... 20
languages	..... 24
the arts	..... 26
health and movement studies	..... 32
design and technologies	..... 37



## OUR PURPOSE

Inspire minds to shape a positive future

*At Ormeau Woods State High School our positive future begins with inspiration and creates opportunities for students to respond and create a collective commitment to positive change.*

## OUR VISION

Linking Learning with Life

*Our vision reflects our commitment to a curriculum and learning environment that includes experiences both in and out of the classroom and a strong connection between the school, community and life*

## OUR STRATEGIC PRIORITIES

Safe, Supportive and Collaborative Culture

High Impact Teaching

Lifelong Learning

Sustainability and Growth

## OUR VALUES

Respect for Teaching and Learning

Respect for Myself and Others

Respect for Property



<b>Principal</b>	Dan Murtas	principal@ormeauwoodsshs.eq.edu.au
<b>Head of School</b>	Matt Silcock	msilc9@eq.edu.au
Deputy Principal - Senior School	Michelle Rivadeneyra	mbrau26@eq.edu.au
Deputy Principal - Support & Intervention	Joel McCarthy	jmcca397@eq.edu.au
Deputy Principal - High Impact Teaching	Nicole Norfolk	nnorf5@eq.edu.au
Deputy Principal - Curriculum	Louise Ferguson	lferg120@eq.edu.au
<b>Heads of Year</b>		
Year 7	Jessica England	jengl52@eq.edu.au
Year 8	James Ulcoq	julco5@eq.edu.au
Year 9	Chris Thomas	cmtho4@eq.edu.au
Year 10	Liana Tufuga-Mika	ltufu5@eq.edu.au
Year 11/12	Andrew Jenner	ajenn54@eq.edu.au
<b>Heads of Department</b>		
English	Libby Graves	lgrav15@eq.edu.au
Mathematics/Science 7-10	Hemant Prahaladh	hpraha1@eq.edu.au
Mathematics/Science 11-12	Graham Stevenson	gstev41@eq.edu.au
Humanities	Carmel Naidoo	cnaid5@eq.edu.au
Languages	Tanya Capra	tcapr2@eq.edu.au
The Arts	Laveenia Ganash	lgana4@eq.edu.au
Health and Movement Studies	Warren Camps	wcamp31@eq.edu.au
Design and Technologies	Glen Armstrong	garms20@eq.edu.au
<b>Guidance Officer</b>		
Years 7, 9, 11	Ruby Farley	rfarl23@eq.edu.au
Years 8, 10, 12	Phillippa Proctor	pjpro0@eq.edu.au
<b>Industry Liaison Officer</b>	Linda Whyte	lwhy15@eq.edu.au



This comprehensive guide has been carefully designed to assist our students and parents in making informed decisions about the elective subjects available to them. At this crucial stage of their education, students have the opportunity to explore a wide range of subjects, nurturing their interests and discovering new passions.

Our school is committed to providing a well-rounded education that not only emphasises academic excellence but also encourages personal growth and development. The elective subjects offered in Years 9 and 10 are an essential component of this holistic approach to education. They enable students to tailor their learning experience, preparing them for future academic pursuits and equipping them with valuable life skills.

This handbook serves as a valuable resource that will help you navigate through the diverse range of elective subjects on offer. Each subject is accompanied by detailed information, including its, content, and assessment methods. We encourage students and parents to explore this guide thoroughly to gain a comprehensive understanding of the options available.

The decision-making process for selecting elective subjects can be both exciting and challenging. It is a time for students to reflect on their strengths, interests, and aspirations. We encourage open communication between students, parents, teachers, and Guidance Officers to ensure that the choices align with individual goals and aspirations.

Remember, this handbook is not just a static document; it is a dynamic tool that can be used to foster dialogue and inspire thoughtful decision-making. We believe that a supportive and collaborative approach will lead to the best outcomes for our students.

Wishing you all the best in selecting your elective subjects and embarking on an enriching educational adventure.

# how to use this guide



This handbook contains essential details of the Year 9 and 10 curriculum offerings, thoughtfully designed to assist students and their families in making informed decisions about their future learning pathways. While the selection of subjects is a personal decision, we encourage students to seek advice and information from various sources, such as subject teachers, Heads of Department, the Guidance Officer, educational websites, and family members.

At Ormeau Woods State High School, our paramount objective is to provide a high-quality education that supports every student in achieving their full potential. In alignment with this commitment, we offer the Australian Curriculum in Years 9 and 10, ensuring a seamless transition between Year 10 and senior secondary studies. Core subjects including English, Maths, Science, Health and Movement Studies, and History are a compulsory part of the curriculum. Additionally, students will have the opportunity to broaden their horizons by selecting two (2) electives from the diverse range of subjects listed in this Curriculum Handbook.

As you embark on this exciting journey of subject selection, consider the following steps to make the most informed choices:

- **Explore the Elective Options:** Take the time to thoroughly review the elective subjects listed in this handbook. Each subject's description provides valuable insights into its content and assessment.
- **Seek Advice from Experts:** Engage in discussions with subject teachers, Heads of Department, and the Guidance Officer. Their expertise and guidance can help you understand the expectations and opportunities associated with each elective.
- **Consider Your Interests and Aspirations:** Reflect on your passions, strengths, and future aspirations. Select subjects that align with your interests and complement your desired career path.
- **Plan for a Balanced Curriculum:** Strive for a well-rounded education by choosing a mix of subjects that challenge and inspire you in different domains.
- **Review Prerequisites and Requirements:** Pay attention to any prerequisites or specific requirements for certain electives to ensure eligibility for enrolment.
- **Discuss with Family Members:** Involve your parents or guardians in the decision-making process. Their support and insights can be invaluable during this important phase of your academic journey.
- **Enjoy the Journey:** The process of selecting elective subjects is an exciting opportunity for self-discovery and growth. Embrace the experience with a positive mindset and enthusiasm for learning.

Remember, this handbook serves as a valuable tool to help you make well-informed decisions about your academic journey. Embrace this opportunity for self-discovery and growth, and we are confident that your choices will lead to a fulfilling and successful learning experience at Ormeau Woods State High School.

# curriculum overview



YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEARS 11 & 12
English	English Foundation English*	English Foundation English*	English Short Course Literacy*	<ul style="list-style-type: none"> <li>• General English</li> <li>• Literature</li> <li>• Essential English</li> </ul>
Mathematics	Mathematics Foundation Mathematics*	Mathematics Foundation Mathematics*	<b>Mathematics</b> <b>Extension Mathematics</b> <b>Enrichment Mathematics</b> <b>Foundation Mathematics</b> Short Course Numeracy*	<ul style="list-style-type: none"> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> <li>• Essential Maths</li> </ul>
Science	Science Foundation Science*	Science Foundation Science*	Science	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Aquatic Practices</li> </ul>
		STEM	STEM	
History Geography Civics and Citizenship Economics and Business	History Geography Civics and Citizenship Economics and Business	History Economics and Business Geography	History Economics and Business Geography	<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Modern History</li> <li>• Philosophy and Reason</li> <li>• Social and Community Studies</li> <li>• Certificate III in Business</li> <li>• Diploma of Business</li> <li>• Certificate IV Justice Services</li> <li>• Certificate II in Community Services + Certificate III in Community Services</li> </ul>
Japanese	Japanese	Japanese	Japanese	• Japanese
Media Arts Visual Arts	Music Dance & Drama	Dance Drama Media Arts Music Visual Arts	Dance Drama Media Arts Music Visual Arts	<ul style="list-style-type: none"> <li>• Film, Television and New Media</li> <li>• Music</li> <li>• Visual Art</li> <li>• Drama in Practice</li> <li>• Media Arts in Practice</li> <li>• Visual Arts in Practice</li> <li>• Certificate III Music</li> <li>• Certificate III Dance</li> </ul>
Health and Movement Studies	Health and Movement Studies	Health and Movement Studies	Health and Movement Studies Health Education Recreation and Fitness Recreation and Sport	<ul style="list-style-type: none"> <li>• Health</li> <li>• Sport and Recreation</li> <li>• Certificate II in Sport Coaching &amp; Certificate III in Fitness</li> </ul>
Digital Technologies Food Specialisations	Digital Technologies Design and Technologies	Food Specialisations Design and Technologies Digital Technologies Material and Technology Specialisations (Timber)	Food Specialisations Digital Technologies Material and Technology Specialisations (Fashion) Material and Technology Specialisations (Metal) Material and Technology Specialisations (Timber)	<ul style="list-style-type: none"> <li>• Building and Construction Skills</li> <li>• Engineering Skills</li> <li>• Fashion</li> <li>• Furnishing Skills</li> <li>• Hospitality Practices</li> <li>• Industrial Graphic Skills</li> <li>• Certificate III in Aviation</li> <li>• Certificate II in Cookery</li> <li>• Certificate II Automotive Vocational Preparation</li> </ul>

\*Subjects in bold are studied as a compulsory part of the curriculum.

\*Subjects with an '\*\*' are intervention curriculums.

\*Students will study either Mathematics, Foundation Mathematics or Extension Mathematics

# middle school prerequisites



Pre-requisites are designed to ensure that students have the necessary foundational knowledge and skills to succeed in their chosen subjects and are better prepared to engage with the content, making their learning experience more enjoyable. These requirements help guide students in making informed choices about their subjects, ensuring they are well-equipped for success.

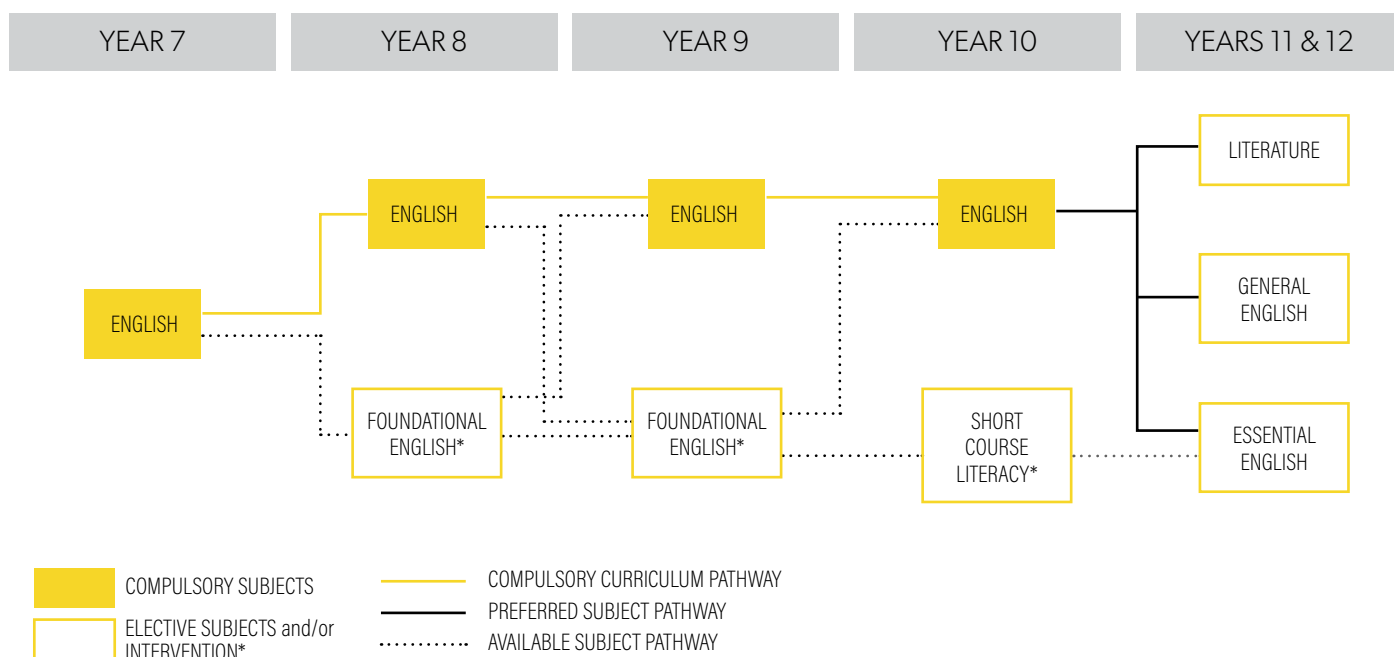
Course	Prerequisite/s	Recommended prior study
<b>Year 9</b>		
STEM	At least a B for Semester One Year 8 Mathematics plus, At least a B for Semester One Year 8 Science	
Japanese	At least a B for Year 8 Japanese	

Course	Prerequisite/s	Recommended prior study
<b>Year 10</b>		
Mathematics	At least a B for Semester One Year 9 Mathematics plus, At least a B for Effort in Semester One Year 9 Mathematics or At least a C for Semester One Year 9 Mathematics plus, Exceeding or Strong in Year 9 NAPLAN Numeracy plus, At least a B for Effort in Semester One Year 9 Mathematics	
Extension Mathematics	At least an A for Semester One Year 9 Mathematics plus, At least an A for Effort in Semester One Year 9 Mathematics or At least a B for Semester One Year 9 Mathematics plus, Exceeding or Strong in Year 9 NAPLAN Numeracy plus, At least an A for Effort in Semester One Year 9 Mathematics	
Enrichment Mathematics	At least an A for Semester One Year 9 Mathematics plus, At least an A for Effort in Semester One Year 9 Mathematics	
STEM	At least a B for Semester One Year 9 Mathematics plus, At least a B for Semester One Year 9 Science	Year 9 STEM
Japanese	At least a B for Year 9 Japanese	





## curriculum pathways english





## Overview

In Year 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews and critical responses for a range of audiences.

UNITS OF STUDY			
Year 9		Year 10	
1	Advertising for a Cause	1	Gothic Literature
2	Social Issues in Texts	2	Introduction to Shakespeare
3	Dystopian Worlds	3	Media Representations
4	Media Representations	4	Novel Study

## Assessment Techniques

- Multimodal Presentation
- Analytical Essay
- Imaginative Short Story
- Spoken Podcast
- Imaginative Short Story
- Short Response Examination
- Multimodal Presentation
- Analytical Essay

## Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



### Overview

All students are entitled to access and participate in all eight learning areas of the Australian Curriculum, without exception. Ormeau Woods State High School recognises a small percentage of individual students may require an individualised approach to learning. Ormeau Woods State High School employs a variety of tailored intervention curriculums to increase the skills, cognitions and engagement for students who have continued to struggle despite proactive differentiation and ongoing evidence of support (class differentiation plans) at Tier 1. Foundation Curriculums are written to meet the Curriculum, Assessment and Reporting Framework (CARF) and align to the Australian Curriculum.

UNITS OF STUDY		
Year 9		Year 10
1	Advertising for a Cause	
2	Social Issues in Texts	
3	Dystopian Worlds	
4	Media Representations	

### Assessment Techniques

- Multimodal Presentation
- Analytical Essay
- Imaginative Short Story
- Spoken Podcast

### Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.





### Overview

In Years 9 and 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Our Year 10 Mathematics curriculum offers tailored learning experiences designed to challenge and support each student's individual growth. Building on their previous results, students are placed into either a **Mathematics, Extension Mathematics** or **Foundation Mathematics** class that provide the appropriate level of challenge. This personalised approach ensures every student has the opportunity to reach their full potential in Mathematics. Class placements will be communicated to families before the end of the Year 9 academic year.

UNITS OF STUDY			
Year 9		Year 10	
1	Number	1	Number
2	Algebra	2	Algebra
3	Measurement and Space	3	Measurement and Space
4	Statistics and Probability	4	Statistics and Probability

### Assessment Techniques

- Problem Solving and Modelling Task
- Examinations
- Problem Solving and Modelling Task
- Examinations

### Fees, Materials and Curriculum Specific Resources

- Scientific Calculator
- Graph Book

All other fees and materials are included in the School Resource Scheme.



## Overview

In Year 9 and 10, learning in Mathematics builds on each student's prior knowledge and experience. Students engage in a range of approaches learning and doing Mathematics that develop their understanding and fluency with concepts, procedures and processes by making connections, reasoning, problem solving and practice. Proficiency in Mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to inform decisions and solve problems.

Our Year 10 Enrichment Curriculum offers an advanced learning experience tailored for students who want to study Specialist Mathematics and Mathematical Methods in Year 11 and 12. Students will experience a challenging and stimulating learning environment designed to deepen their understanding of advanced mathematical concepts. They will explore topics such as functions, complex numbers, vectors, calculus, and proof techniques, all of which form the foundation of Specialist Maths. The course encourages critical thinking, problem-solving, and mathematical reasoning extension problems, and collaborative learning. By engaging with this enrichment program, students will build strong conceptual knowledge, gain confidence in tackling complex problems, and develop the skills necessary for success in senior Mathematics. This experience also fosters a growth mindset and academic discipline, preparing students for the demands of QCE and beyond.

UNITS OF STUDY		
Year 9	Year 10	
	1	Advanced algebra
	2	Trigonometry
	3	Introduction to vectors and matrices
	4	Advanced probability
	5	Functions and relations
	6	Real numbers
	7	Geometric proofs

## Assessment Techniques

- Problem Solving and Modelling Task
- Examinations

## Fees, Materials and Curriculum Specific Resources

- Graphic display calculator

All other fees and materials are included in the School Resource Scheme.



### Overview

All students are entitled to access and participate in all eight learning areas of the Australian Curriculum, without exception. Ormeau Woods State High School recognises a small percentage of individual students may require an individualised approach to learning. Ormeau Woods State High School employs a variety of tailored intervention curriculums to increase the skills, cognitions and engagement for students who have continued to struggle despite proactive differentiation and ongoing evidence of support (class differentiation plans) at Tier 1. Foundation Curriculums are written to meet the Curriculum, Assessment and Reporting Framework (CARF) and align to the Australian Curriculum.

UNITS OF STUDY		
Year 9		Year 10
1	Number	
2	Algebra	
3	Measurement and Space	
4	Statistics and Probability	

### Assessment Techniques

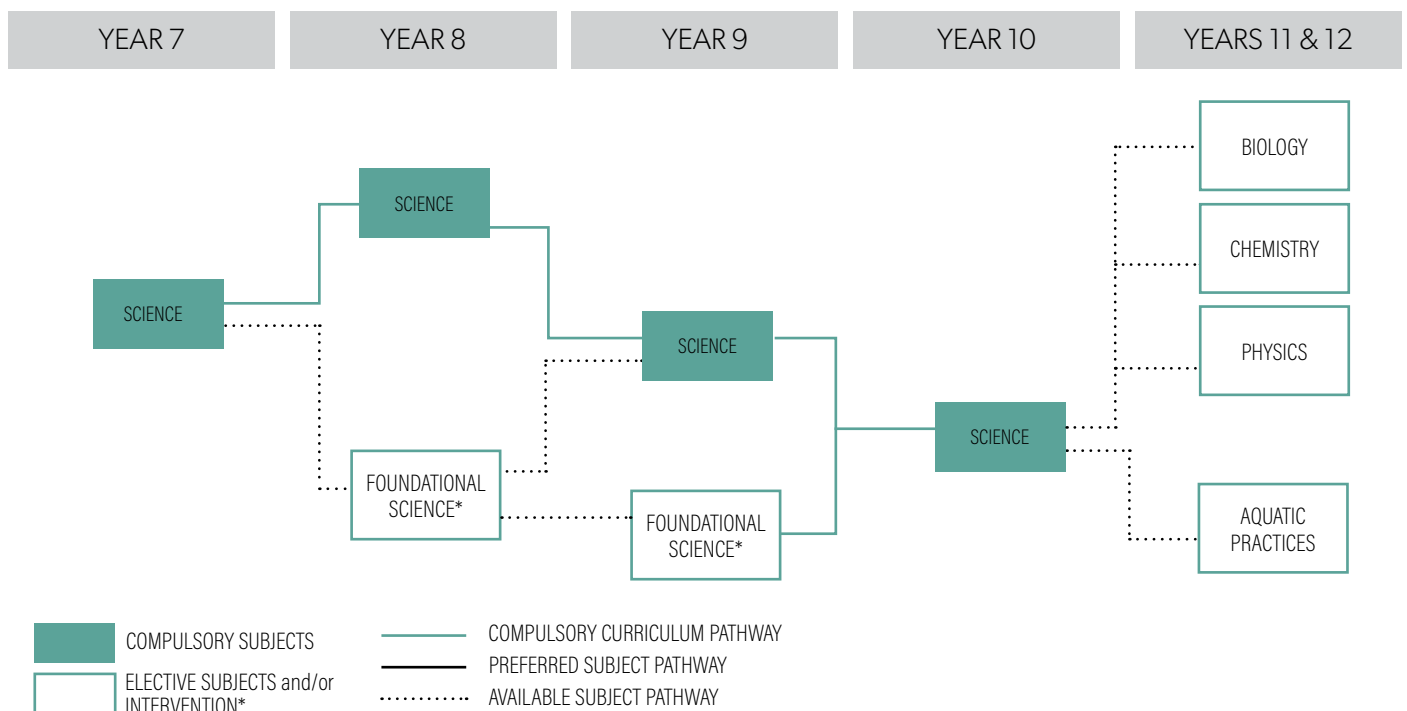
- Problem Solving and Modelling Task
- Examinations

### Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



## curriculum pathways science







## Overview

In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

In Year 10 students explore the biological, chemical, geological and astronomical evidence for different theories, such as the theory of natural selection and the big bang theory. Through investigating natural selection and processes of heredity they come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.

UNITS OF STUDY			
Year 9		Year 10	
1	Chemistry	1	Physics
2	Biology	2	Biology
3	Physics	3	Earth and Space Science
4	Earth and Space Science	4	Chemistry

## Assessment Techniques

- Examinations
- Student Experiments
- Research Task
- Examinations
- Student Experiments
- Research Task

## Fees, Materials and Curriculum Specific Resources

Students will require an iPad and access to the Stile App. All other fees and materials are included in the School Resource Scheme.



### Overview

All students are entitled to access and participate in all eight learning areas of the Australian Curriculum, without exception. Ormeau Woods State High School recognises a small percentage of individual students may require an individualised approach to learning. Ormeau Woods State High School employs a variety of tailored intervention curriculums to increase the skills, cognitions and engagement for students who have continued to struggle despite proactive differentiation and ongoing evidence of support (class differentiation plans) at Tier 1. Foundation Curriculums are written to meet the Curriculum, Assessment and Reporting Framework (CARF) and align to the Australian Curriculum.

UNITS OF STUDY		
Year 9		Year 10
1	Chemistry	
2	Biology	
3	Physics	
4	Earth and Space Science	

### Assessment Techniques

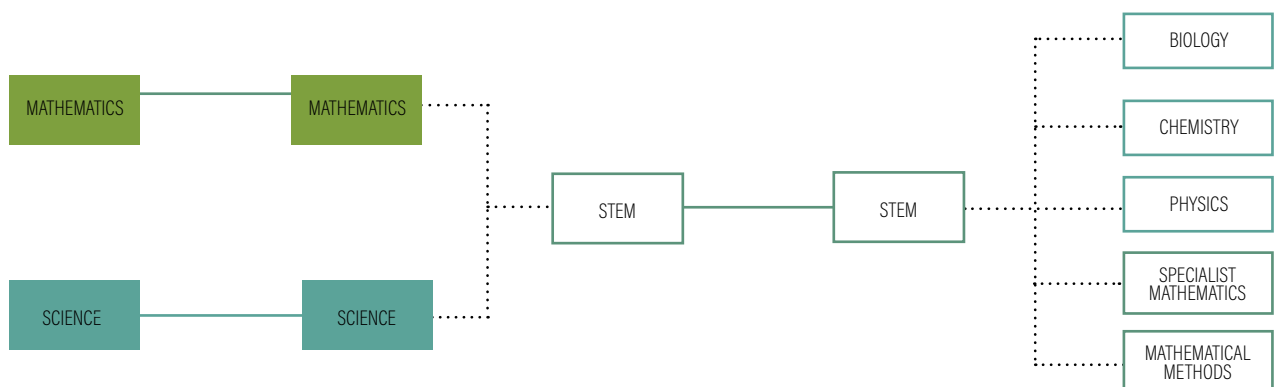
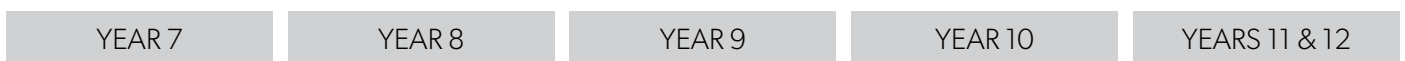
- Examinations
- Student Experiments
- Research Task

### Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



## curriculum pathways stem





## Overview

Unlock the mysteries of the universe, delve into the heart of technology, and engineer the future with our STEM curriculum for Years 9 and 10.

STEM isn't just about four subjects; it's a gateway to infinite exploration and innovation. By integrating Science, Technology, Engineering, and Mathematics, our curriculum ignites curiosity, cultivates critical thinking, and fosters creativity within authentic real-world contexts.

At the heart of our program lies a commitment to nurturing the next generation of innovators, problem solvers, and change-makers. Our curriculum equips students with the knowledge, skills, and confidence to tackle real-world challenges.

By delving deeper into content knowledge and sharpening critical thinking abilities, our STEM elective enhances our core curriculum areas of Science and Mathematics, supporting future success in Senior Sciences, Mathematics and Engineering. Students will master the art of student experiments and research investigations, learn to engineer solutions, and refine their problem-solving skills through immersive project-based learning experiences.

UNITS OF STUDY			
Year 9		Year 10	
1	STEM 101	1	Space Exploration
2	Rollercoasters	2	Rollercoasters
3	Space Exploration	3	Robowars

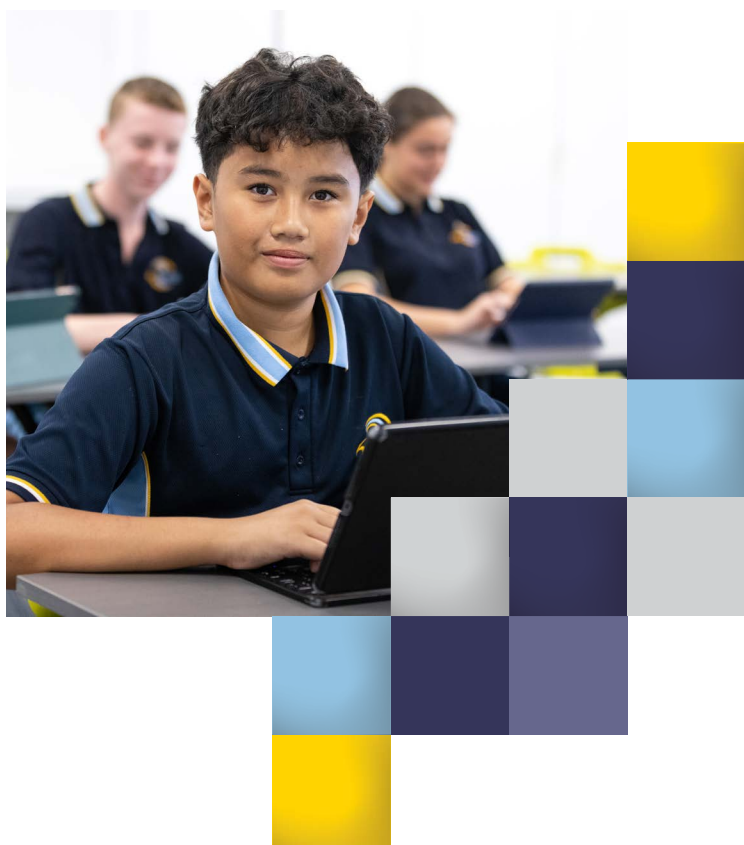
## Assessment Techniques

- Engineered Solution
- Problem Solving and Modelling Task
- Student Experiment
- Student Experiment
- Problem Solving and Modelling Task
- Engineered Solution

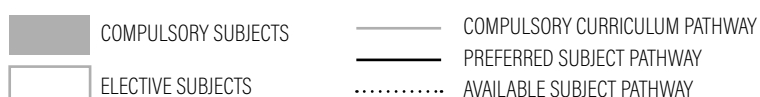
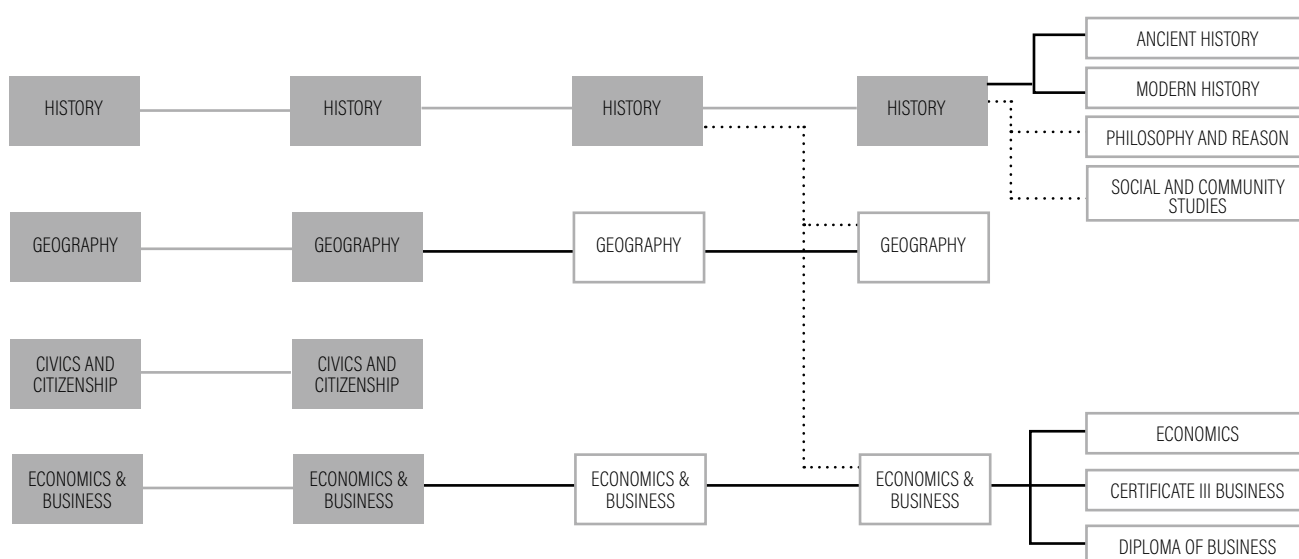
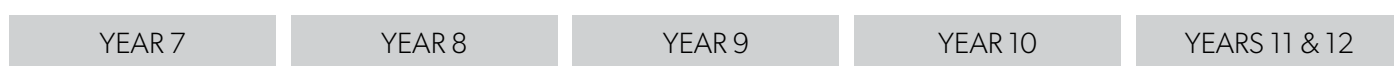
## Fees, Materials and Curriculum Specific Resources

This subject incurs a Subject Levy to cover the cost of materials and resources required for practical projects.

Excursions and incursions throughout the year will also attract a fee, depending on the nature of the event.



## curriculum pathways humanities





## Overview

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’.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia’s social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

UNITS OF STUDY			
Year 9		Year 10	
1	Making a Nation - Australia and Asia World	1	Second World War
2	War I (1914 – 1918)	2	Building a Modern Australia

## Assessment Techniques

- Short Response Examination
- Independent Source Investigation
- Independent Source Investigation
- Short Response Examination

## Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



### Overview

The focus of learning in Year 9 is the topic “international trade and interdependence” within a global context, including trade with the countries of Asia. 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. 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.

The focus of learning in Year 10 is the topic “productivity, growth and living standards” within a national context. Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government’s management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce. Australia’s superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society.

UNITS OF STUDY			
Year 9		Year 10	
1	Competitive advantage of business	1	The Consumer and Financial Literacy
2	The global economy and trade	2	Australian’s superannuation system
3	Australia’s financial sector	3	Government influence on Economic Performance
4	Financial risks & rewards	4	Improving workforce productivity

### Assessment Techniques

- Multimedia Presentation
- Examinations
- Project
- Investigation
- Examinations
- Project
- Multimedia Presentation

### Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



### Overview

The Year 9 curriculum involves the study of 2 sub-strands. Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students 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. Geographies of interconnections – focuses on how people, through their choices and actions, 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 examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

The Year 10 curriculum involves the study of 2 sub-strands. Environmental change and management – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change. Geographies of human wellbeing – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.

UNITS OF STUDY			
Year 9		Year 10	
1	Biomes and Human Impact	1	Environmental Change and Management Local Study
2	Food Security	2	Environmental Change and Management Global Study
3	Geography of People and Places & Interconnections	3	Geography Of Human Wellbeing
4	Geography of Interconnections	4	Geography Of Human Wellbeing - Sustaining Places

### Assessment Techniques

- Combination Response Exam
- Project
- Data Report
- Examination
- Combination Response Examinations
- Data Report
- Project
- Examination

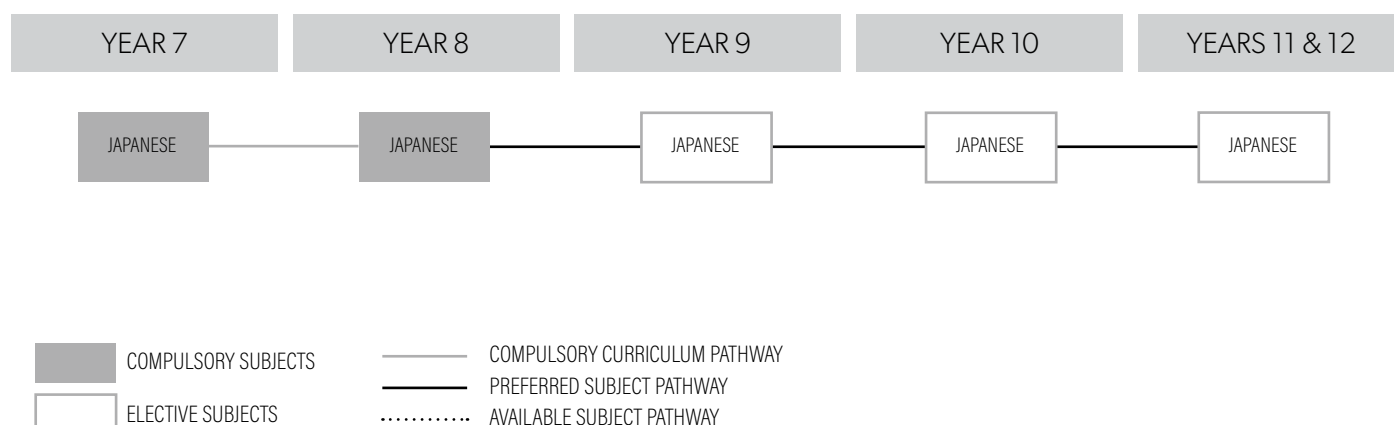
### Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.





## curriculum pathways languages





## Overview

In Years 9 and 10, Japanese language learning builds on each student's prior learning and experiences. Students use Japanese to initiate and sustain interactions that communicate their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Japanese locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.

Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Japanese pronunciation, intonation, scripts, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

UNITS OF STUDY			
Year 9		Year 10	
1	Milestones In Your Life	1	City and Country
2	Fast Food in Japan and Australia	2	School Trips/Part-time work
3	Shopping	3	Part-Time Work and Occupations
4	Leisure Activities	4	Homestay in Australia and Japan

## Assessment Techniques

- Reading, Writing and Listening Examinations
- Speaking Test
- Blog
- Reading, Writing and Listening Examinations
- Speaking Test
- Multimodal Presentation

## Fees, Materials and Curriculum Specific Resources

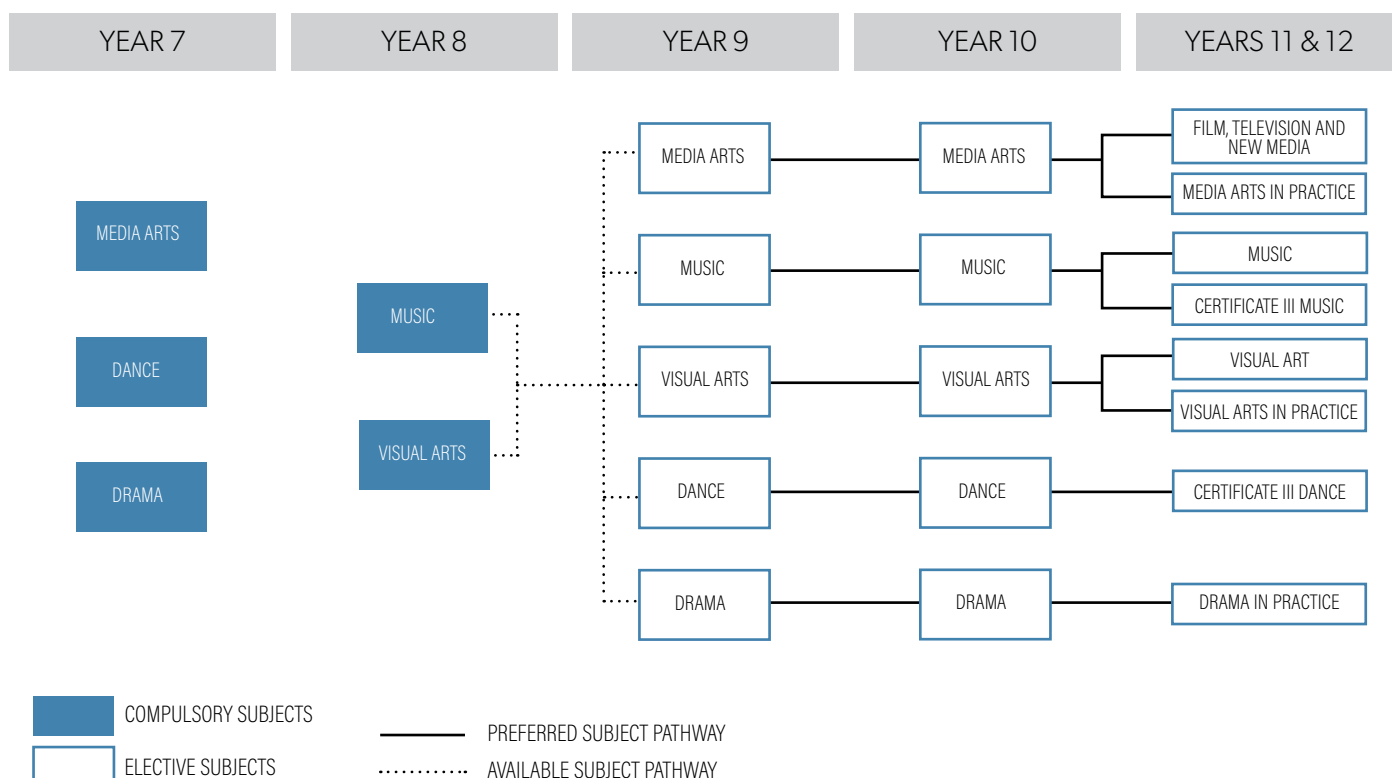
This subject incurs a Subject Levy for access to Education Perfect.

Excursions and incursions throughout the year will also attract a fee, depending on the nature of the event.

Students will require an iPad and access to the Education Perfect app.



## curriculum pathways the arts





## Overview

The learning in this course is designed for students wishing to develop dance techniques and an understanding of dance art forms. Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Learning in Dance develops student capability and confidence across the practices of Dance: choreography, performance and responding. They use dance-specific processes in purposeful and creative ways that are informed by their engagement with the work of living choreographers and performers from across local, regional, national and global cultures, times, places and/or other contexts, such as countries or regions in Asia. This can include use of dance in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse dance practices, genres and/or styles informs their own work as choreographers and performers. They work collaboratively with peers and teachers.

UNITS OF STUDY			
Year 9		Year 10	
1	Jazz Dance Studies	1	Commercial Dance Studies
2	Introduction to Choreography	2	From paper to Body
3	Musical Theatre Studies	3	Contemporary Dance Studies
4	Interactive Dance Studies	4	Dancing Identity

## Assessment Techniques

- Whole Class teacher devised Jazz routine - Multimodal pres analysing Jazz
- Small Group Choreography - Choreographic Journal
- Whole Class teacher devised Musical Theatre routine - Short resp exam
- Small group interactive choreographic/ performance - Podcast
- Whole Class teacher devised commercial routine - Multimodal press analysing film clip
- Small group Choreography - Choreographic Journal
- Whole Class contemporary routine - Oral presentation
- Partner choreography - Extended response

## Fees, Materials and Curriculum Specific Resources

This subject incurs a Subject Levy for items including costume repair/laundrying/management, and industry workshop.

As part of this course, students will be involved in school and community performance.

Excursions throughout the year will also attract a fee depending on the nature of the event.



## Overview

Learning in Drama develops student capability and confidence across the practices of Drama: creating, performing and responding. They use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.

UNITS OF STUDY			
Year 9		Year 10	
1	Australian Gothic	1	Realism
2	Poor Theatre	2	Greek Theatre
3	Physical Theatre	3	Collage Drama
4	Documentary Drama	4	Political Theatre

## Assessment Techniques

- Extended written response
- Dramatic Concept
- Performance
- Directorial Vision

## Fees, Materials and Curriculum Specific Resources

Students will be given access to scripts, costumes and equipment.

As part of this course, students will be involved in school and community performance.

Excursions may incur additional costs to families.



## Overview

Get ready to dive into the exciting world of media creation! In this elective, you'll explore everything from making videos to taking photos, post-production techniques and designing media for social media applications. Plus, you'll learn about how technology shapes media, the different messages it sends, and how it affects us.

Students enrolled in this course will experience the following learning activities:

- Making videos and recording sound
- Taking photos in natural light and studio setups
- Designing graphics using software like Photoshop
- Trying their hand at live-streaming and becoming a social media influencer

The media arts elective is all about unleashing your creativity, learning new skills and having a blast while you're at it. Units of study may include:

UNITS OF STUDY			
Year 9		Year 10	
1	Photography Manipulation and Photoshop skills	1	Conceptual - photography and photoshop
2	Marketing, Branding & Graphic Design	2	Film/Moving Image Media – Class Act cinema
3	Video editing	3	Community Project
4	Independent Project	4	Augmented Reality

## Assessment Techniques

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Digital Artworks, Artist Research and Written Reflection</li> <li>• Short Film and Written Reflection</li> <li>• Multi-platform project</li> <li>• Portfolios</li> <li>• Learning Journal</li> </ul> | <ul style="list-style-type: none"> <li>• Digital Artworks, Artist Research and Written Reflection</li> <li>• Short Film and Written Reflection</li> <li>• Multi-platform project</li> <li>• Experimental Adobe Artwork</li> </ul> |
|---|---|

## Fees, Materials and Curriculum Specific Resources

Excursions throughout the year will attract a fee depending on the nature of the event.



## Overview

Learning in Music continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers in this subject to perform live music, compose and analyse a variety of musical styles and genres.

Students enrolled in this course of study are not required to have any prerequisite skills, but must be prepared to focus on the following learning activities:

- Learning to play their chosen instrument, or to sing
- Learning how to write music and critically listen to sound
- Developing performance etiquette and skills for a variety of audiences and contexts
- Understanding how music is created and used across culture and time periods
- Creating compositions for a variety of instrumental and/or vocal ensembles.
- Learn how to use technical equipment (sound desk, microphones, guitars/keyboards/drumkits/Garage band) for recording purposes.

UNITS OF STUDY			
Year 9		Year 10	
1	This is Pop! 50s to 80s	1	Music of the Stage & Screen
2	This is Pop! 80s to Now	2	Connections
		3	Style Vs Genre

## Assessment Techniques

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Performance</li> <li>• Aural listening task</li> <li>• Composition and Written Statement</li> <li>• Integrated Project: Multimodal Presentation and Performance</li> <li>• Exam</li> </ul> | <ul style="list-style-type: none"> <li>• Performance</li> <li>• Aural listening task</li> <li>• Composition and Written Statement</li> <li>• Integrated Project: Written and Performance OR Composition</li> <li>• Written Exam</li> </ul> |
|---|--|

## Fees, Materials and Curriculum Specific Resources

Students will be given access to a variety of musical instruments and equipment.

Excursions may incur additional costs to families.

As part of this course students will be involved in school and community performances.



## Overview

Learning in Visual Arts continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. Students are encouraged to think creatively and express themselves through various mediums such as painting, drawing, sculpture, and digital art. It provides an outlet for self-expression and allows students to explore their imagination. They work collaboratively with peers and teachers. Students will work as art-practitioners in a variety of roles such as maker, designer, presenter, technician and manager.

Career Opportunities - For students interested in pursuing careers in art or design related fields. This subject will provide a strong foundation for further study. Possible pathways include:

- Graphic Designer
- Animator
- Art Teacher
- Illustrator
- Fashion designer
- Curator
- Photographer
- Art Director
- Art therapist
- Interior Designer
- Painter
- Architect
- Makeup Artist
- Cinematographer
- Tattoo artist
- Game designer
- Industrial designer
- Video editor
- Web designer
- Concept Artist
- Historian

UNITS OF STUDY				
Year 9		Year 10		
1	Formal Elements of Art	1	Figure it Out	A - Monochromatic Portraiture B - Colour it my way
2	Ceramics			
3	Wearable Art	2	Perspectives	A - Macro by design B - Natural Forms - Printmaking
4	Architecture			
5	Still Life - Principles of Art			

## Assessment Techniques

- Experimental Portfolio, Resolved Artwork and Reflective Statement
- Design Plan, Ceramic Sculpture and Comparative Appraisal
- Design Plan, Mask and Reflective Statement
- Design Plan, Folio of Prints and Comparative Appraisal
- Experimental Portfolio, Resolved Artwork and Comparative Appraisal
- Resolved Artwork and Reflective Statement
- Design Plan, Clay Sculpture and Comparative Appraisal
- Macro Painting and Reflective Statement
- Expressive Landscape and Reflection
- Written Exam – Response to Stimulus

## Fees, Materials and Curriculum Specific Resources

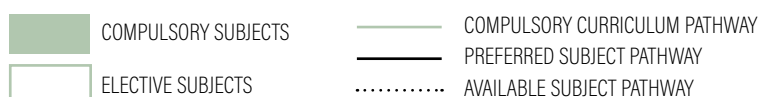
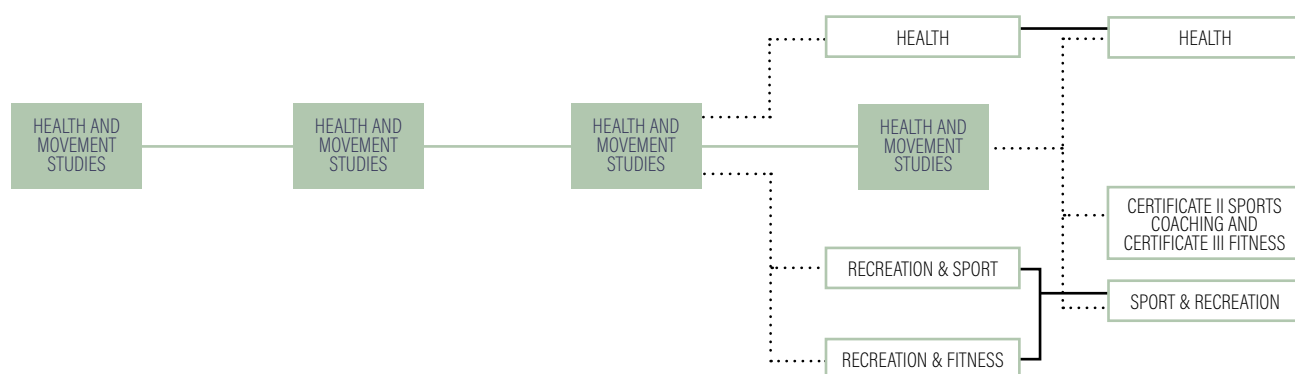
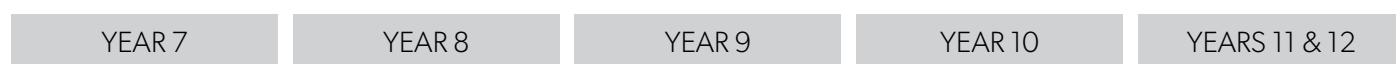
This course incurs a Subject Levy, to cover the supply of all resources.

Excursions throughout the year will also attract a fee depending on the nature of the event.





# curriculum pathways health and movement studies





### Overview

The Year 9 and 10 curriculum builds on each student's prior learning. During this time, students refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people's choices in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation.

Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

UNITS OF STUDY			
Year 9		Year 10	
1	Sexual Health Striking Games	1	Physical activity in community Various sports/activities
2	Drugs, Mental Health & Alcohol Volleyball	2	Relationships and Consent Ultimate Frisbee & Gridiron

### Assessment Techniques

- Research Report
- Project
- Extended Response
- Exam
- Practical Performance

### Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



## Overview

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

UNITS OF STUDY		
Year 9	Year 10	
	1	Health Framework
	2	Anxiety
	3	Body Image
	4	Domestic Violence

## Assessment Techniques

- Examination
- Report

## Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



### Overview

This course prepares students to undertake a Certificate III Fitness. By studying this subject in Year 10, students will learn the core principles of anatomy, components of fitness, goal setting and group fitness instruction.

UNITS OF STUDY		
Year 9	Year 10	
	1	Anatomy
	2	Components of Fitness
	3	Goal Setting
	4	Group Fitness Instruction

### Assessment Techniques

- Exam
- Project
- Extended Response

### Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



## Overview

Recreation is designed to provide students with a variety of physical, intellectual, technical, operational and workplace skills. This course is composed of 50% practical and 50% theoretical lessons.

UNITS OF STUDY		
Year 9	Year 10	
	1	Participation in Sport and Recreation
	2	Coaching
	3	Officiating
	4	Event Management

## Assessment Techniques

- Project
- Performance

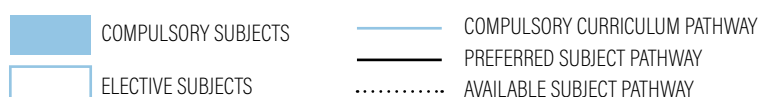
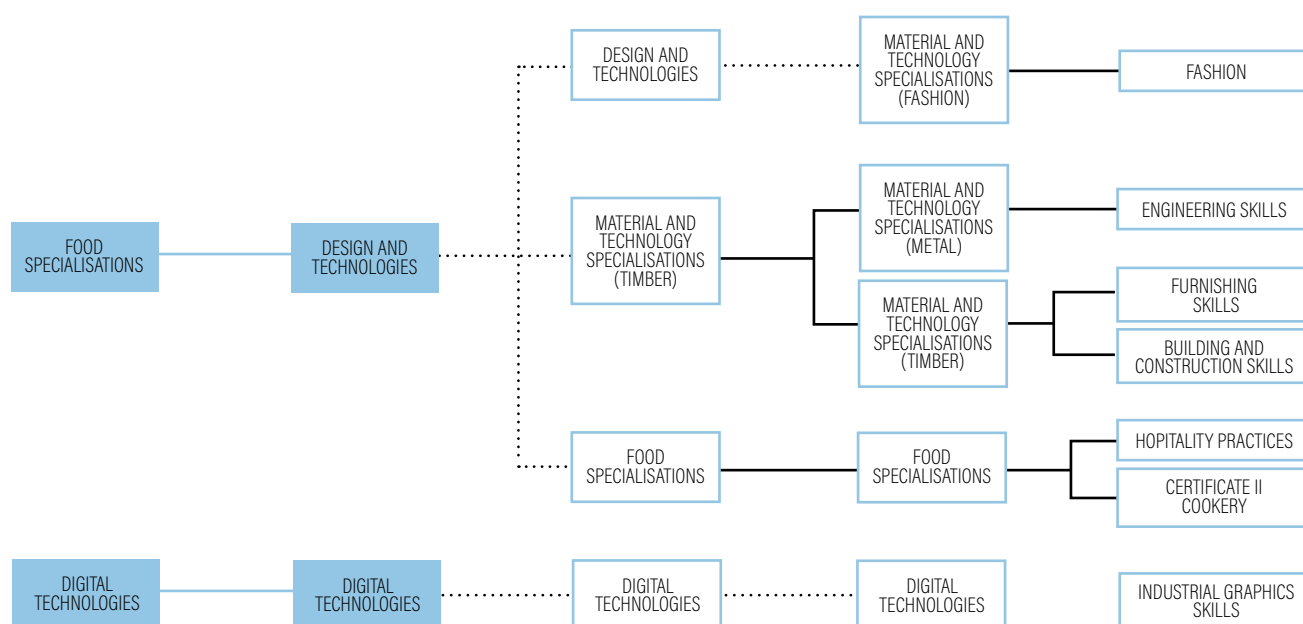
## Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



## curriculum pathways design and technologies

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEARS 11 & 12
--------	--------	--------	---------	---------------





## Overview

This subject provides students with the opportunity to develop an understanding of Hospitality and build a sound knowledge of the skills required to work with food. Students will explore the role of technology and food in society from a range of perspectives. Students will engage in project based learning to help them become independent and develop a range of investigative, technological and critical thinking skills as they communicate ideas. Practical experience not only provides the students with essential life skills but also develops the students' ability to work cooperatively, manage time effectively, and evaluate outcomes. Students will investigate the challenges of the Hospitality industry to effectively produce products to match design challenges.

UNITS OF STUDY			
Year 9		Year 10	
1	Food in Australia	1	Hospitality Industry Practices
2	Cultural Foods & Food	2	Food Trends
3	Farm to Fork	3	Food for Special Occasions

## Assessment Techniques

- Simulated Projects
- Simulated Projects

## Fees, Materials and Curriculum Specific Resources

This subject incurs a Subject Levy to cover the cost of consumables and cookery ingredients which will be provided for the students



## Overview

This course combines theoretical understanding with practical application related to the Design and Engineering industries. Students problem solve in order to design and produce products, systems or environments whilst developing hand skills, machinery knowledge and coordination.

UNITS OF STUDY		
Year 9		
1	Lamp Design	
2	Pinball Maching	
3	3D Printing	

## Assessment Techniques

- Portfolio
- Projects

## Fees, Materials and Curriculum Specific Resources

This subject incurs a Subject Levy to cover the costs of materials and resources (Timber, Composites, Acrylic, Fasteners, Glues, Finishes and specialised CAD software) required for practical projects that will be completed. As well as subject specific learning experiences during this subject.



# material and technology specialisations

## (timber)



ELECTIVE

### Overview

This subject focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. It provides an opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills. By doing construction tasks, students develop transferable skills relevant to a range of industry-based electives and future employment.

UNITS OF STUDY			
Year 9		Year 10	
1	Heat Resistant Bench Protector Design	1	Tool Storage Solutions
2	Picnic Drink Holder Design	2	Furniture Making
3	Bird House Design	3	Furniture Design

### Assessment Techniques

- Multimodal Projects
- Multimodal Projects

### Fees, Materials and Curriculum Specific Resources

This subject incurs a Subject Levy to cover the cost of materials and consumables (Timber, Metal, Fasteners, Glues, Finishes, Cement and specialised CAD software, etc) required for take home practical projects. Students will be provided with basic PPE (safety goggles, apron, gloves, etc).

# material and technology specialisations

## (metal)



ELECTIVE

### Overview

This subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides an opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

UNITS OF STUDY		
Year 9	Year 10	
	1	Introduction to Engineering Studies
	2	Metal Fabrication
	3	Design and Metal Fabrication

### Assessment Techniques

- Design Folios
- Projects

### Fees, Materials and Curriculum Specific Resources

This subject incurs a Subject Levy to cover the cost of materials and consumables (Timber, Metal, Fasteners, Glues, Finishes, Cement and specialised CAD software, etc) required for take home practical projects. Students will be provided with basic PPE (safety goggles, apron, gloves, etc) however students will be expected to have steel capped boots and full cotton work shirt and drill pants. Students will be expected to have their work wear on the first day of the school year and cannot undertake the course without it due to workplace health and safety requirements.

Due to the nature of metalwork students are required to wear their PPE every practical lesson.

# material and technology specialisations

## (fashion)



ELECTIVE

### Overview

This course includes the both theory and practical aspects of Fashion and Design.

Fashion will introduce students to exploring their creativity through designing and making products in a range of contexts. An interest in practical application of Fashion where students will learn a range of skills in the planning and production of fashion items. Students will explore the history of fashion and analyse design styles and designers.

Fashion incorporates three core topics:

- Fashion culture - exploring fashion history, trend and designers and careers
- Fashion Technologies - examines textile construction, interpretation and implementation of patterns, basic sewing skills (hand and machine) for garment construction
- Fashion Design - focuses on the design process and visual literacies

UNITS OF STUDY		
Year 9	Year 10	
	1	Introduction to Fashion
	2	Commercial Enterprise
	3	Designed Solutions

### Assessment Techniques

- Projects
- Portfolio

### Fees, Materials and Curriculum Specific Resources

This subject incurs a Subject Levy to cover the costs of materials and resources required for practical projects that will be completed.



## Overview

This course focuses on the increasing digitisation of our lives and preparing students to thrive in this new digital world. Students delve into the exciting world of coding, game development, and digital innovation. This course is designed to foster creativity, critical thinking, and problem-solving skills within the realm of STEM (Science, Technology, Engineering, and Mathematics). Through hands-on projects and inquiry-based learning, students will explore Python programming, HTML web design, eSports, cybersecurity, and game development to create a fully playable game.

UNITS OF STUDY			
Year 9		Year 10	
1	Introduction to programming	1	Advanced eSports and Innovation
2	Introduction to game development	2	Modular game development
3	eSports and game development	3	eSports tournaments
4	Game production	4	Advanced development techniques

## Assessment Techniques

- Exam
- Project
- Project
- Portfolio

## Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.