



# HELENSVALE

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## STATE HIGH SCHOOL

### Subject Selection Handbook: Year 9 Subject Guide



# 2026

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BUSINESS AND ECONOMICS

DANCE

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GEOGRAPHY

JAPANESE

MATERIALS & TECHNOLOGIES

MEDIA ARTS

MUSIC

TEXTILE TECHNOLOGIES

VISUAL ART

## THE PURPOSE OF YEAR 9

Year 9 is the final year of Junior Secondary at Helensvale State High School. The Junior Secondary model at HSHS develops individual student's capacity to become successful independent learners.

Year 7	<p>In Year 7, students remain with the same group of students for English, History, Maths, Science and Futures. They also have a home classroom in Discovery Place.</p> <p>Students have the same teacher for English/History and for Maths/Science. Students study 1 Design Elective each term (this is not a choice). The aim of Year 7 is to settle students into high school and to build on their foundation literacy and numeracy skills and social behaviours in a supportive environment.</p>			
Year 8	<p>In Year 8, students remain with the same group for English, History, Maths, Science and Futures. Some classes have a home room and where possible, students have the same English/History and Maths/Science teacher.</p> <p>Students study 1 Design Elective each semester (this is not a choice). The aim of Year 8 is to continue to build on students' academic and social behaviours in preparation for Year 9.</p>			
LESSONS PER WEEK		<p>The aim of Year 9 is to continue to build on students' academic and social behaviours in preparation for Year 10, 11 and 12.</p> <p>Students study English, Maths and Science for the entire year.</p> <p>Students study Health and Physical Education for a semester and History for a semester.</p> <p>Students choose 4 electives to study for a semester each. Academy students choose 2 electives to study for a semester each.</p>		
Year 9	English			3
	Maths			3
	Science			3
	HPE/History			3
	Elective x 4			3
	Futures	1		

## SELECTION RULES

- \* If you are in the Arts Academy Program (12 month elective) you CANNOT choose a six month elective of the same subject. Eg. Art Academy students cannot choose an Art elective but could choose a Drama elective.
- \* If you are in the Japanese Academy Program (12 month elective) you CANNOT choose Japanese as an additional elective.

## CONSIDER THE FOLLOWING WHEN CHOOSING YOUR ELECTIVE SUBJECTS

- \* What subjects sound interesting and do I think I would like to try before I get to Year 10, 11 and 12?
- \* Have I selected some subjects that I think I will enjoy?
- \* Do I need to build strengths in certain areas?
- \* Should I choose certain subjects that might relate to my career aspirations and my strengths?

### Disclaimer

*The subjects offered in this booklet are subject to:  
Sufficient numbers of students choosing the subject and appropriate physical  
and human resources being available.*



## COMPULSORY SUBJECTS

ONE YEAR (TWO SEMESTER) SUBJECTS	
ENGLISH	EXCITE English or English
MATHEMATICS	EXCITE Mathematics or Mathematics
SCIENCE	EXCITE Science or Science
ONE SEMESTER SUBJECTS	
Health & Physical Education	EXCITE History or History

## ELECTIVE SUBJECTS

One Year (two semesters)	One Semester
<ul style="list-style-type: none"> <li>ARTS ACADEMY               <ul style="list-style-type: none"> <li>VISUAL ART</li> <li>DANCE</li> <li>DRAMA</li> </ul> </li> <li>JAPANESE ACADEMY</li> <li>E4E ACADEMY</li> <li>SPORTS ACADEMY               <ul style="list-style-type: none"> <li>AFL</li> <li>NETBALL</li> <li>FOOTBALL (SOCCER)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>BUSINESS AND ECONOMICS</li> <li>DANCE</li> <li>DESIGN TECHNOLOGIES</li> <li>DIGITAL TECHNOLOGIES</li> <li>DRAMA</li> <li>FOOD TECHNOLOGY</li> <li>GEOGRAPHY</li> <li>JAPANESE</li> <li>MATERIALS AND TECHNOLOGIES</li> <li>MEDIA ARTS</li> <li>MUSIC</li> <li>TEXTILE TECHNOLOGIES</li> <li>VISUAL ART</li> </ul>

# **COMPULSORY (CORE ) SUBJECTS**

# ENGLISH / ENGLISH EXCITE ACADEMY

## Core Subject – One Year Subject

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### Head of Department

Chelle Krosby

English Department

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### Director of EXCITE Academy:

Cooper McCann

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## Australian Curriculum English

English is a core subject in Year 9 and is central to the learning and development of all young Australians. Our curriculum centres on creating confident communicators who are imaginative and critical thinkers, and engaged global citizens. Through the study of the Australian Curriculum: English, students hone their ability to interpret, analyse, create, and persuade so that they can thoughtfully participate in their local and global communities.

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace and focuses on building students' capabilities to synthesise both technical and abstract information. Through engaging with texts from their contemporary world, the past, and from Australian and other cultures, students develop skills that allow them to critically engage in a range of perspectives, human experiences, and ethical and global dilemmas.

Australian Curriculum English aims to ensure that students:

- learn to purposefully and proficiently listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated texts (spoken, written, online, and multimodal), across a growing range of familiar and unfamiliar contexts, with accuracy, fluency and purpose.
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.
- understand how Standard Australian English has evolved and works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- develop interest and skills in examining the aesthetic qualities of texts and develop an informed appreciation of literature.

### Subject Pathway

English provides a range of skills, content and processes necessary not only for tertiary study, but also for many careers such as radio announcer, public relations officer, copywriter, journalist, lawyer, speech pathologist, teacher, writer etc. In Year 9, our variety of texts and genres purposefully prepares students for success in their studies of General English, Essential English, and/or Literature in their senior years.

## Year 9 Subject Outline

### Semester One

**Unit 1:** Imagining Dystopia

### Semester Two

**Unit 3:** Symbolic Connections

**Unit 2:** Visions of the Future and Our World Now **Unit 4:** Activists Unite! *Activating a brighter future for us all*

### Assessment

Each student is required to complete spoken/signed, written, and multimodal tasks across the year. Our tasks are designed to be accessible and engaging, and to provide students with the opportunity to engage with a range of genres (imaginative, analytical, informative, and persuasive), modes (written, spoken/signed, digital, and multimodal), and to produce texts for a variety of audiences and purposes.

### Expenses

Students may be invited to attend film and drama performances at certain times of the year.

### EXCITE ENGLISH ACADEMY:

Excite English is an extension course designed to increase students' knowledge and understanding of texts and their features. This course encourages students to engage deeply and critically with a range of texts and fosters an appreciation of literature. Entry to this subject is by invitation only. This is a levy paying course, and includes incursions and excursions at different points of the year. The course sequence aligns with that of our mainstream course, though the range of texts engaged with is a point of difference.



# HISTORY/HISTORY EXCITE ACADEMY

## Core Subject – One Semester Subject

### Head of Department

Mrs Marlie Costan  
Humanities Department

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### Director of EXCITE Academy:

Cooper McCann

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### Australian Curriculum History

Historical knowledge is fundamental to understanding others and ourselves. Studying History helps you understand your past and future. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

Australian Curriculum History places the study of Australian history within the context of world history to explore how world events have shaped Australia. It does this in order to equip students for the world (local, regional and global) in which they live. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

### Year 9 Semester outline:

<b>The Industrial Revolution</b> <b>Did the Industrial Revolution change the world for the better?</b>	<b>History develops your thinking skills for QCE</b>
<ul style="list-style-type: none"><li>How did the new ideas and technological advancements of the Industrial Revolution change the world?</li><li>What factors caused the Industrial Revolution?</li><li>Did the Industrial Revolution make the world a better place?</li></ul>	<ul style="list-style-type: none"><li>Analyse</li><li>Explain</li><li>Identify</li><li>Evaluate</li><li>Judge</li><li>Synthesise</li></ul>
<b>Making a Nation</b> <b>Was Australia a Racist country?</b>	
<ul style="list-style-type: none"><li>From 1788 to the 1900's, how were non-Europeans treated in Australia? How has the treatment of Non-Europeans in Australia changed since this time?</li><li>How did the living and working conditions of Aboriginal Australians change throughout this time?</li><li>What were the living and working conditions like for the Pacific Island labourers? How were Pacific Islanders recruited to work in Australia? To what extent did the recruitment of Pacific Islanders involve coercion; and their treatment constitute slavery?</li></ul>	
<b>World War 1</b> <b>How was the Anzac Legend born?</b>	
<ul style="list-style-type: none"><li>What were the key events and causes of World War 1?</li><li>Why were we fighting in Gallipoli?</li><li>How did war impact society?</li><li>How did the Anzac legend form and Anzac Day begin?</li></ul>	

### Assessment:

Assessment items used in Australian Curriculum History include: folios of work, in-class essays, short response exams and research projects.

### EXCITE HISTORY ACADEMY:

History EXCITE Academy is designed to provide an environment where students can achieve mastery of Historical concepts and skills. Excite students will explore the same Historical periods as all Year 9 History students, however, the Excite Academy course will provide opportunities for students to engage more deeply and critically with a range of primary and secondary sources. Entry to this subject is by invitation only. This is a levy paying course.



# HEALTH & PHYSICAL EDUCATION (HPE)

## Core Subject – One Semester Subject

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### Head of Department

Mr Alexander McKean

Health and Physical Education Department

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### Definition

In Year 9 HPE, students dive into dynamic and relevant learning experiences that empower them to take charge of their health, wellbeing and physical potential. Through engaging units on mental health and relationships, students explore how to manage emotions, build resilience and effective in real-life social situations.

On the court and in the field, students develop and refine skills in striking and hitting sports like softball, cricket and, table tennis, building coordination, teamwork, and tactical thinking. They also discover the value of lifelong physical activated – from fitness training to recreational games – laying the foundation for an active and healthy future.

With a strong focus on inclusion, teamwork, and self-awareness, this course supports students to connect with others, challenge themselves physically, and make informed decisions that enhance their wellbeing for life.

### Careers

HPE is linked to a wide range of exciting and rewarding careers that focus on promoting physical activity, health, and wellbeing. Careers in this field include roles such as physiotherapists, personal trainers, HPE teachers, sports coaches, and nutritionists, all of which support individuals and communities to lead active lives. Students passionate about sports and fitness may also pursue careers as professional athletes, exercise scientists, or strength and conditioning coaches. Beyond sport, HPE can lead to jobs in public health, mental health services, outdoor education, and emergency services like paramedicine and firefighting. These careers all share a common goal: helping people improve their quality of life through movement, education, and positive health choices.

### Subject Pathway

Health Education and Physical Education are General subjects in Senior School while Certificate III in Sport, Aquatics & Recreation and Certificate III in Fitness are an opportunity for students to take a vocational path. Sport and Recreation is also offered in senior which is an Applied Subject that contributes towards a QCE.

### Year 9 Subject Outline:

Unit 1 – Mental Health and lifelong physical activities

Unit 2 – Respectful relationships and striking and hitting

# MATHEMATICS

## Core Subject – One Year Subject

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### Head of Department

Mrs Cathy Ellington  
Mathematics Department

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### Definition

Our Mathematics course is designed to relate to real-life problems, as well as introducing students to higher order thinking skills. This course will follow the Australian National Curriculum using the strands of Number, Algebra, Measurement & Geometry and Statistics & Probability.

### Careers

Mathematics is involved in a wide variety of areas. Please ensure you are aware of the level of Mathematics you require for your chosen career. Mathematics is compulsory at Helensvale State High School.

### Subject Pathway

All year 9 students will study the same elements of the Australian National Curriculum; however, some students will study topics in more depth than others.

*NOTE:* Students will need to achieve at LEAST a B standard to be considered for Year 10 Mathematical Methods course.

### Year 9 Subject Outline & Assessment

#### **Semester One**

- Number
- Algebra
- Geometry
- Statistics
- Measurement

#### **Semester Two**

- Trigonometry
- Algebra
- Time
- Probability
- Financial Mathematics

### Expenses

A scientific calculator is a compulsory requirement for mathematics. The Sharp EL-531THB is available for purchase for \$27 from the Uniform Shop or can be bought from retail outlets from approximately \$10.

### Assessment

- Term 1,3, and 4 - 2 exams each term – calculator and non-calculator, Problem Solving & Reasoning
- Term 2 - 1 Problem Solving & Modelling Task, 1 exam

# MATHEMATICS EXCITE ACADEMY

## Core Subject – One Year Subject

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### Director of EXCITE Academy:

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### Head of Department

Mrs Cathy Ellington

Mathematics Department

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### Necessary Foundation Skills

- Applications to EXCITE are for all four CORE subjects. Students applying must have achieved an A-B for all core subjects and have excellent effort and behaviour.

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### Definition

Our Mathematics course is designed to relate to real-life problems, as well as introducing students to higher order thinking skills. This course will follow the Australian National Curriculum using the strands of Number, Algebra, Measurement & Geometry and Statistics & Probability.

### Careers

Pure and Applied Mathematics and Science as well as Engineering.

### Subject Pathway

Leads to Mathematical Methods in Years 10 - 12 and eventually aligns with university courses such as Engineering, Science, Information Technology and pure Mathematics.

### Year 9 Subject Outline

#### **Semester One**

- Number
- Algebra
- Geometry
- Statistics
- Measurement

#### **Semester Two**

- Trigonometry
- Algebra
- Time
- Probability
- Financial Mathematics

### Assessment

- Term 1, 3 and 4 - 2 exams each term – calculator and non-calculator, Problem Solving & Reasoning
- Term 2 - 1 Problem Solving & Modelling Task, 1 exam

### Expenses

A scientific calculator is a compulsory requirement for Excite mathematics. The Sharp EL-531THB is available for purchase for \$27 from the Uniform Shop or can be bought from retail outlets from approximately \$10. Enrolment in the Excite Academy has an additional levy.

# SCIENCE

## Core Subject – One Year Subject

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### Head of Department

Mrs Christiana MacAskill  
Science Department

Telephone: 5573 8505

Email: [tmaca27@eq.edu.au](mailto:tmaca27@eq.edu.au)

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### Definition

By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

### PATHWAYS:

Senior science studies (Years 10, 11 & 12): Specialist biology, chemistry, physics and marine science.

University studies: health, environment, industry, research and education.

TAFE studies: health, environment, industry and animal studies.

### SCIENCE UNDERSTANDINGS:

Science branch	Science understandings covered
<b>Biological Sciences</b>	<ul style="list-style-type: none"><li>Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.</li><li>Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.</li></ul>
<b>Chemical Sciences</b>	<ul style="list-style-type: none"><li>All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms.</li><li>Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed.</li><li>Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.</li></ul>
<b>Earth and Space Sciences</b>	<ul style="list-style-type: none"><li>The theory of plate tectonics explains global patterns of geological activity and continental movement.</li></ul>
<b>Physical Sciences</b>	<ul style="list-style-type: none"><li>Energy transfer through different mediums can be explained using wave and particle models.</li></ul>

### SCIENCE INQUIRY SKILLS:

<b>Questioning and predicting</b>	<ul style="list-style-type: none"><li>Formulate questions or hypotheses that can be investigated scientifically.</li></ul>
<b>Planning and conducting</b>	<ul style="list-style-type: none"><li>Plan, select and use appropriate investigation types to collect reliable data, assess risk and address ethical issues associated with these methods.</li><li>Select and use appropriate equipment to collect and record data systematically and accurately.</li></ul>
<b>Processing and analysing data and information</b>	<ul style="list-style-type: none"><li>Analyse patterns and trends in data including describing relationships between variables and identifying consistencies.</li><li>Use knowledge of scientific concepts to draw conclusions that are consistent with evidence.</li></ul>
<b>Evaluating</b>	<ul style="list-style-type: none"><li>Evaluate conclusions and describe specific ways to improve the quality of the data.</li><li>Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems.</li></ul>
<b>Communicating</b>	<ul style="list-style-type: none"><li>Communicate scientific ideas and information for a particular purpose and using appropriate scientific language, conventions and representations.</li></ul>

### Assessment

Written exams, research tasks, experimental investigations.

# SCIENCE EXCITE ACADEMY

## Core Subject – One Year Subject

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### Director of EXCITE Academy:

Cooper McCann

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### Head of Department

Mrs Christiana MacAskill

Science Department

Staffroom: CSR1

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Email: [tmaca27@eq.edu.au](mailto:tmaca27@eq.edu.au)

### Necessary Foundation Skills

- Entry into this subject is by APPLICATION ONLY and is a levy paying course
- Students must have achieved a grade of at least an A or B in Year 8 Science

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### Definition

"Science is a way of understanding our world" in the context of an inquiry based approach and develops critical thinking skills. Science EXCITE Academy is based on the Australian Curriculum, but provides more challenge and depth. Science curriculum includes science understanding, science as a human endeavour and science inquiry skills.

### Careers

University enabled careers in Pure and Applied Science, Medicine and Health.

### Subject Pathway

Senior science studies (Years 10, 11 & 12): Specialist biology, chemistry, physics and marine science.

University studies: health, environment, industry, research and education.

Tafe studies: health, environment, industry and animal studies.

### Year 9 Subject Outline

#### SCIENCE UNDERSTANDINGS:

Science branch	Science understandings covered
<b>Biological Sciences</b>	<ul style="list-style-type: none"><li>• Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.</li><li>• Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.</li></ul>
<b>Chemical Sciences</b>	<ul style="list-style-type: none"><li>• All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms.</li><li>• Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed.</li><li>• Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.</li></ul>
<b>Earth and Space Sciences</b>	<ul style="list-style-type: none"><li>• The theory of plate tectonics explains global patterns of geological activity and continental movement.</li></ul>
<b>Physical Sciences</b>	<ul style="list-style-type: none"><li>• Energy transfer through different mediums can be explained using wave and particle models.</li></ul>

#### SCIENCE INQUIRY SKILLS:

<b>Questioning and predicting</b>	<ul style="list-style-type: none"><li>• Formulate questions or hypotheses that can be investigated scientifically.</li></ul>
<b>Planning and conducting</b>	<ul style="list-style-type: none"><li>• Plan, select and use appropriate investigation types to collect reliable data, assess risk and address ethical issues associated with these methods.</li><li>• Select and use appropriate equipment to collect and record data systematically and accurately.</li></ul>
<b>Processing and analysing data and information</b>	<ul style="list-style-type: none"><li>• Analyse patterns and trends in data including describing relationships between variables and identifying consistencies.</li><li>• Use knowledge of scientific concepts to draw conclusions that are consistent with evidence.</li></ul>
<b>Evaluating</b>	<ul style="list-style-type: none"><li>• Evaluate conclusions and describe specific ways to improve the quality of the data.</li><li>• Critically analyse the validity of information in primary and secondary sources and Evaluate the approaches used to solve problems.</li></ul>
<b>Communicating</b>	<ul style="list-style-type: none"><li>• Communicate scientific ideas and information for a particular purpose and using appropriate scientific language, conventions and representations.</li></ul>

### Science Inquiry skills

- Uses and influence of science
- Questioning and predicting
- Planning and conducting experiments and investigations
- Processing and analysing data and information
- Evaluating and communicating

### Assessment

- Written exams
- Research tasks and assignments
- Experimental investigations and reports

# **ACADEMY SUBJECTS**

# ARTS ACADEMY VISUAL ART

## Elective Subject – One Year Subject

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### Arts Academy Director

Mr Brent Stockall

Arts Department

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### Head of Department

Ms Bek Shinn

Arts Department

Telephone: 5573 8549

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### Necessary Foundation Skills

- Year 7 and 8 Arts Academy Visual Arts program (if spaces exist, opportunities for students to audition will take place as determined by the Arts Academy Director);
- An A to C Level of Achievement (LOA) all non-academy classes;
- An A or B Level of Achievement (LOA) in their Academy Subject/s;
- 93% attendance rate;
- A Very Good or Excellent for Behaviour and Effort in all subjects;
- Artistic skill and natural creative ability

### Entry into the program is by successful application or endorsement by your academy teacher

The Arts Academy Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a full year subject aimed at allowing students to deepen and strengthen their knowledge. It is a thought-provoking course, in which students develop analytical skills in problem-solving and divergent thinking, while developing and refining techniques and processes in medias covered in Visual Art. In addition to evaluating the world we live in; students will explore different perspectives and contexts and allow for a deeper understanding through critically reflecting upon a wide range of contemporary practices and media. Students will be provided with a variety of opportunities to create, develop, explore and analyse artworks through practical and theoretical classroom activities, excursions and workshops.

### Careers

Visual Art is a subject that is established on skills that are highly desired within 21<sup>st</sup> Century which will be beneficial across all areas of further study and future pathways. While this course allows students the opportunity to be exposed within the world of Visual Art it will support direct pathways in relation to creativity, problem solving and critical and creative thinking.

### Units of Study and Assessment

Creative and analytical skills are mutually developed and valued whether the students are writing papers or creating bodies of work. Students will explore and reveal a sense of who they are and become more aware of contemporary art practices as they make connections and new meaning of the world around them through the concepts of *Sense of Place Gold Coast and iGen*. Each unit will embody a semester.

### Students are assessed on:

#### Term 1-3: We Are Gold Coast

The Gold Coast is often misjudged by outdated beliefs that surf, schoolies and theme parks. But the people who reside here know "The Goldie" is far from it. It's a city driven by youthful and infectious energy; incredible natural wonders and a talented, thriving artistic community. Study will explore this focus and create a folio consisting of photographs, skateboards, a range of drawing and a 3D sculpture of a house.

#### Term 4: iGen

This unit is designed around the use of stimulus to direct a body of work. Students will analyse and evaluate the Top Arts, Art Express and Creative Generation exhibitions to direct their body of work. This unit is designated for a students directed media that they have been exposed to across their time within Art and refine the techniques and processes they have learnt. This unit will lay a strong foundation for future pathways within the Visual Art.

### Expenses

A subject levy applies to all Arts Academy Programs. This needs to be paid before students can participate in the range of experiences, workshops or excursions that the subject levy covers.

If a student produces major works that are photographic, digital or computer generated, they MUST factor in the cost of printing to a minimum size of A3. This quality of printing is available at a cost to the student. The Arts Department provides all basic requirements for art materials, however if students have more specific needs, they need to meet these by providing their own specialist materials.

### Arts Academy Visual Art Pathway

The Arts Academy Visual Arts program provides the foundation for further study in Visual Art in Years 10, 11 and 12 through making and responding. It also provides an enriching and valuable course of study for students who may pursue further education in Visual Arts and other careers. This course provides all students with the opportunity to engage in the world of Visual Art as lifelong participants.

Subject Levy of \$110

**\* Students must choose Arts Academy Visual Art for the whole year \***



# ARTS ACADEMY DANCE

## Elective Subject – One Year Subject

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### Director Arts Academy:

Mr Brent Stockall

Arts Department

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### Head of Department

Ms Bek Shinn

Arts Department

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### Necessary Foundation Skills

- Year 7 and 8 Arts Academy Dance program (if spaces exist, opportunities for students to audition will take place as determined by the Arts Academy Director);
- An A to C Level of Achievement (LOA) all non-academy classes;
- An A or B Level of Achievement (LOA) in their Academy Subject/s;
- 93% attendance rate;
- A Very Good or Excellent for Behaviour and Effort in all subjects;
- Skill in Dance or Acrobatics; and
- An ability to work collaboratively in groups

### Entry into the program is by successful application or endorsement by your academy teacher

Dance is a unique medium for learning about self and the world. It is one essential component of artistic, aesthetic and cultural education, and develops creative potential through physical expression. The Arts Academy Dance course is designed to offer students the opportunity to build on prior experience in Dance while encouraging a broad approach to performance, choreography and analysis. The course aims to foster student appreciation of diverse world cultures and traditions, develops knowledge and awareness of the body through the mastery of various dance techniques, genres, styles, traditions and cultures familiar and unfamiliar.

### Careers

The Arts Academy Dance program provides the foundation towards future careers such as:

- Teaching Dance
- Choreography
- Community Dance
- Dance Movement Therapy
- Technical Production
- Administration/Management
- Journalism/Criticism

### Units of Study and Assessment

Performance, choreography and analytical skills are mutually developed and valued whether the students are writing papers or creating and performing Dances. The four Units studied across the 12 month course include:

- Commercial Jazz
- Musical Theatre - Broadway
- Popular Dance – Hip Hop
- Contemporary Dance

### Students are assessed on:

- Performance
- Responding through analysis, interpretation and evaluation of Dance
- Responding through an unseen Exam
- Choreography

All students are required to participate in the ENCORE Dance Showcase.

### Expenses

A subject levy of \$130 applies. This needs to be paid before students can participate in the range of experiences, workshops and excursions. Students are required to purchase a suitable pair of black Dance pants to be worn in all Dance classes and a Dance Academy black tshirt (available at Finance).

### Arts Academy Dance Pathway

The Arts Academy Dance program provides the foundation for further study in Dance in Years 10, 11 and 12 through history, theory and practice. It also provides an enriching and valuable course of study for students who may pursue further education in Dance and other careers. This course provides all students with the opportunity to engage in the world of Dance as lifelong participants.

***\*Students must choose Arts Academy Dance for the whole year\****

# ARTS ACADEMY DRAMA

## Elective Subject – One Year Subject

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### Arts Academy Director

Mr Brent Stockall

Arts Department

Telephone: 5573 8546

Email: [bstoc20@eq.edu.au](mailto:bstoc20@eq.edu.au)

### Head of Department

Ms Bek Shinn

Arts Department

Staffroom: NSR2

Telephone: 5573 8549

Email: [ranso4@eq.edu.au](mailto:ranso4@eq.edu.au)



### Necessary Foundation Skills

- Year 7 and 8 Arts Academy Drama program (if spaces exist, opportunities for students to audition will take place as determined by the Arts Academy Director);
- An A to C Level of Achievement (LOA) all non-academy classes;
- An A or B Level of Achievement (LOA) in their Academy Subject/s;
- 93% attendance rate;
- A Very Good or Excellent for Behaviour and Effort in all subjects;

### Entry into the program is by successful application or endorsement by your academy teacher

The Arts Academy Drama program is an exceptionally engaging and dynamic area of study, which explores and celebrates the human presence within real, imagined and mediated worlds. The Arts Academy Drama course connects students to their own creative processes and provides opportunities for students to imagine themselves as others, exploring beliefs, feelings, behavior's and relationships across diverse situations, cultures and contexts.

### Units of Study and Assessment

The Arts Academy Drama course focuses around the components of making, presenting and responding. Throughout the course of study, students will develop the valuable skills of:

- Evaluating a range of diverse performances
- Making and presenting performances, including production of a Drama Festival piece
- Reflect on their own development in theatre through continual self-evaluation
- Interpreting play texts and other types of performance texts
- Analysis of live theatre performances and plays
- Knowledge and understanding of the Dramatic Elements

Making, presenting, responding and analytical skills are mutually developed and valued whether the students are writing papers or making and presenting Drama. The possible Units studied across the 12 month course include:

- |                     |                               |
|---------------------|-------------------------------|
| • Elements of Drama | • Physical and Visual Theatre |
| • Australian Drama  | • Student Devised Drama       |
| • Gothic Theatre    |                               |

Students are assessed on:

- |                                  |  |
|----------------------------------|--|
| • Creating                       | • Responding through analysis, interpretation and evaluation of Live Theatre |
| • Presenting (group and/or solo) |  |

### Arts Academy Drama Pathway

The Arts Academy Drama program provides the foundation for further study in Drama in Years 10, 11 and 12 through creating, presenting and responding. It also provides an enriching and valuable course of study for students who may pursue further education in Drama and other careers.

### Careers

The Arts Academy Drama program provides the foundation towards future careers such as:

- |                          |  |
|--------------------------|--|
| • Entertainer            | • Choreographer  |
| • Production Manager     | • Designer   |
| • Producer               | • Teaching (Education, Movement, Voice)                |
| • Stage Manager          | • Media and Film & Television                          |
| • Director               | • Journalism   |
| • Theatre Mechanists     | • Public Relations, Advertising, Marketing, Publishing |
| • Theatre Administration |  |

### Expenses

A subject levy of \$120 applies. This needs to be paid before students can participate in the range of experiences, workshops and excursions. For performance, students are required to purchase a suitable pair of black leggings/pants and a black T-shirt.

**\* Students must choose Arts Academy Drama for the whole year \***

**Director/HOD of e4e Academy:**

Mr Mark McKague

Business, International and Partnerships

Staffroom: KS09

Telephone: 5573 8524

Email: mmcka68@eq.edu.au

**Teacher:**

Mr Mark McKague

**Necessary Foundational Skills**

- Year 7 and 8 E4E Academy program (if spaces exist, opportunities for students to apply to enrol in subject)
- An A to C level of Achievement (LOA) all non-academy classes;
- An A or B Level of Achievement (LOA) in their Academy Subject/s;
- 93% attendance rate;
- An A or B for Behaviour and Effort in all subjects

**Definition**

The E4E program is designed for students with the potential to accelerate their entrepreneurial journey. In today's fast paced, technology-driven world, understanding entrepreneurship is valuable for everyone.

Through E4E, students are academically challenged and immersed in real-world, hands-on experiences. The course encourages ambition, leadership and social responsibility while building essential 21st century skills.

Students will develop critical thinking, creativity, communication, collaboration and digital skills. They will also explore exciting technologies like 3D printing, app and website design, robotics and more. E4E offers a dynamic mix of individual and team-based learning, helping students grow as future entrepreneurs and leaders.

**The Education for Entrepreneurs Pathway**

The Year 9 E4E program forms the foundation for Year 10 Business, reinforcing the knowledge and skills already developed, leading towards the Yr11/12 Senior Business (general subject) course. From there, successful Business students may seek early or regular entry into TAFE or University to further study Business and Entrepreneurship.

**Units of Study and Assessment****• Future Engineers**

Students design solutions to a range of challenges using Lego Mindstorms robotics technology. This unit introduces students to the rapidly developing field of robotics. Students will build their knowledge of robotics and its emerging significance to 21st century business. They will also design robotic systems and solutions to various problems and use ICT skills to program their robots.

**• Competition and Business in the Global Market**

The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market.

**• E4E Business Accelerator:**

Students put their entrepreneurial skills to practice and learn about start-up businesses. They design a product to market and sell at Market Day. They must work out costs of the business & marketing materials. Students then pitch their business idea to potential investors.

**• Community Outreach Project: Social Enterprise**

Students use their innovation skills to help solve a social issue affecting the Gold Coast. They use problem solving skills to develop a solution for the issue.

**Careers**

The knowledge and skills developed in E4E will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employers, leaders, managers and entrepreneurs of the future.

- Entrepreneur
- Business Analyst
- Engineer
- Product Developer
- Digital Marketing Entrepreneur
- Innovation Manager

**Expenses**

- A subject levy of \$125 applies to the E4E Academy program. This levy provides students with:
- Entrepreneurial workshops and off-campus excursions
- Participation in a Robotics competition (pending)

***\*Students must choose E4E Academy for the whole year\****

# JAPANESE Year 9 ACADEMY

## Elective Subject – One Year Subject

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### Director of Japanese Academy:

Cooper McCann

Telephone: 55738 555

Email: [cmcca363@eq.edu.au](mailto:cmcca363@eq.edu.au)



### Head of Department

Ms Marlie Costan

Humanities Department

Telephone: 5573 8555

Email: [mcost35@eq.edu.au](mailto:mcost35@eq.edu.au)

### Success Indicators

Students selecting Japanese Academy in Year 9 should have attained at least a B in Year 8 Japanese Academy.

Students who did not study Japanese in Year 7 or 8 may seek approval for enrolment from the Academy Director.

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Through a variety of cultural activities, students will develop an ability to compose and comprehend Japanese language texts on a range of topics.

The study of Japanese Academy in Year 9 takes students beyond the basic construction of fact-based sentences and develops skill in expressing opinions, attitudes and emotions, while addressing the Japanese cultural characteristic of using honorific and humble levels of communication. This year includes a more thorough examination of the Japanese lifestyle.

As with any foreign language study, Japanese enhances students' overall literacy and linguistic skills through a contrasting of grammar and sentence construction with English and through requiring students to interpret, recall and comprehend material in Japanese. This subject also contributes to building intercultural understanding and tolerance of cultural differences.

### Subject Pathway

Japanese Academy leads to the General subject **Senior Japanese**. The study of Japanese Academy will provide a solid foundation for studies of Japanese at a senior level and will compliment senior studies in Tourism and Business.

Japanese also offers varied career pathways. In our globalised society, *a second language can give applicants an edge over the competition in any field*. In Japan, there are opportunities to work in various fields including English teaching, business and hospitality. Tourism and Hospitality, the Defence Forces and government departments all seek employees with excellent Japanese language skills. Language skills combine well with Arts, Teaching, Marketing, Journalism, IT, Commerce, Business, Law, Science and Engineering.

### Year 9 Subject Outline

#### Semester One

1. Popular Culture – study of current Japanese trends and famous people.
2. Homestay Experiences

#### Semester Two

1. Japanese Folktales
2. Social Issues – technology use and the impact it has on young people.

### Assessment

Assessment items used in Japanese Academy involve comprehending and constructing Japanese communication in exams and projects. Comprehending tasks include listening and reading. Composing tasks include speaking and writing.

### Expenses

A subject levy of \$100 applies to the Japanese Academy. This will include subsidies for activities such as speech contests, language certificates and cultural incursions and excursions. Japanese lunch days and restaurant evenings will incur an extra cost.

**\*Students must choose Japanese Academy for the whole year\***

# SPORT ACADEMY

## Elective Subject – One Year Subject



Sports Offered
Australian Rules Football Boys & Girls
Football (Soccer) Boys & Girls
Netball

### Director Sports Academy:

TBC

Sports Academy Director

Telephone: 5573 8555

Email:

### Head of Department

Mr Alexander McKean

Health and Physical Education Department Telephone: 5573 8527

Email: [amcke222@eq.edu.au](mailto:amcke222@eq.edu.au)

### Necessary Foundation Skills

- Entry by Application/Parent and Student Interview and Fitness/Skills Testing.
- Students who studied Sports Academy in Year 8 will be promoted to Year 9 Sports Academy on the class teacher's recommendations and on the proviso all fees are up to date and the student has kept an exemplary school record.
- Students need to meet and maintain minimum Academy standards

### Definition

Sport Academy is a sport specialisation subject that allows students to develop their skills, fitness and strategies to improve their performance. Understanding and application of factors underlying performance are also studied.

### Careers

Preparation for high-level club or representative competition. Careers in associated areas of coaching, officiating and training

### Subject Pathway

Preparation for Senior – Sport Academy

Preparation for club or representative competition

### Year 9 Subject Outline

- Individual skills
- Team skills
- Goal setting
- Fitness assessment
- Energy Systems
- Sport Psychology
- Sports Injuries
- Strength and Conditioning

### Assessment

- Mental Health
- Movement Analysis

### Expenses

Academy students are required to pay a sport specific levy to cover course resources including but not limited to competitions, professional coaching and mentoring. Unpaid fees may result in students not being allowed to participate in competitions, excursions and may result in not being invited to join the Sport Academy the following year.

Sport Academy students are also required to purchase relevant training and competition kits.

### Levies

\$250 AFL Boys & Girls

\$250 Football (Soccer)

\$250 Netball

***\*Students must choose Sport Academy in their chosen field for the whole year\****

# **ELECTIVE SUBJECTS**

# BUSINESS AND ECONOMICS

## Elective Subject – One Semester Subject

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### Head of Department

Mr Mark McKague

Business, International and Partnerships

Staffroom: KF06

Telephone: 5573 8524

Email: [mmcka68@eq.edu.au](mailto:mmcka68@eq.edu.au)

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### Why Study Business and Economics?

Students who study Business and Economics will develop their understanding of economic and business concepts by exploring the economy at a domestic and global level, concepts of financial literacy, and competition and participants in the marketplace. This subject is an elective subject which runs over one semester.

These skills will keep students up to date with the 21<sup>st</sup> century skills and real world business.

### Topics Covered

<b>Unit 1: Australia, Asia and the Global Economy</b>	<b>Unit 2: Managing Financial Risk and Rewards</b>	<b>Unit 3: Competition and Business in the Global Economy</b>
The Australian economy and.. <ul style="list-style-type: none"><li>its participants</li><li>its role in the Asia region</li><li>its place in the global economy</li></ul>	Types of.. <ul style="list-style-type: none"><li>investments</li><li>financial risks and rewards</li><li>debt management strategies</li></ul>	Understanding.. <ul style="list-style-type: none"><li>competitive advantage</li><li>the changing workplace</li><li>employer responsibilities in the workplace</li></ul>

### Assessment

- Exam
- Multimodal Presentation
- Business Report

### Expenses

Nil



# DANCE

## Elective Subject – One Semester Subject

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### Head of Department

Ms Bek Shinn  
Arts Department

Telephone: 5573 8549

Email: [ranso4@eq.edu.au](mailto:ranso4@eq.edu.au)

### Necessary Foundation Skills

- An ability to work collaboratively in groups
  - An interest for movement and dance
- 

### Definition

Dance is a unique medium for learning about self and the world. It is one essential component of artistic, aesthetic and cultural education, and develops creative potential through physical expression. The Dance course is designed to offer students the opportunity to build on skills in Dance while encouraging a broad approach to performance, choreography and analysis. The course aims to foster student appreciation of diverse world cultures and traditions, develops knowledge and awareness of the body through the mastery of various dance techniques, genres, styles, traditions and cultures familiar and unfamiliar.

### Careers

The Dance program provides the foundation towards future careers such as:

- Teaching Dance
- Choreography
- Community Dance
- Dance Movement Therapy
- Technical Production
- Administration/Management
- Journalism/Criticism

### Units of Study and Assessment

Performance, choreography and analytical skills are mutually developed and valued whether the students are writing papers or creating and performing Dances. The Units studied across the 6 month course could include:

- Jazz
- Contemporary Dance
- Popular Dance – Hip Hop

### Students are assessed on:

- Performance
- Responding through analysis, interpretation and evaluation of Dance
- Responding through an unseen Exam
- Choreography

### Dance Pathway

The Dance program provides the foundation for further study in Dance in Years 10, 11 and 12 through history, theory and practice. It also provides an enriching and valuable course of study for students who may pursue further education in Dance and other careers. This course provides all students with the opportunity to engage in the world of Dance as lifelong participants.

### Expenses

If choreographic workshops are conducted these will be an additional expense that will have to be paid at the Finance Department.

# DESIGN TECHNOLOGIES

## Elective Subject – One Semester Subject

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### Head of Department

Mr Michael Buchanan  
Design Technology Department

Telephone: 5573 8553

Email: [mbuch87@eq.edu.au](mailto:mbuch87@eq.edu.au)

### Subject Pathway

This subject leads into Design Technology in senior and has useful applications in design-based curriculums. Senior Design is a General subject and will contribute to an ATAR score.

### Necessary Foundation Skills

It is recommended for any student wishing to participate in this subject to have strong results in English. Design Technology is an intellectually challenging subject that requires students to have an interest in learning new specific computer programs and their applications.

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### Definition

Design Technology actively engages students in creating quality designed solutions for identified needs and opportunities. Students manage projects independently and collaboratively from conception to realisation. They apply the design process to investigate ideas through research and sketching.

### Careers

Design Technology occupations include:

- Architectural Designer
- Industrial Designer
- Landscape Designer
- Interior Designer
- Environmental Designer

### Year 9 Subject Outline

Students will be expected to learn aspects from the following areas of Design Technology.

- Foundation of design processes
- Sketching and investigating design principles
- Design processes & production skills
- Low fidelity prototyping (2D and 3D)

### Assessment

2 x Design Projects

### Requirements

Access to a computer at home with the capacity to run programs we use.

### Expenses

Nil

# DIGITAL TECHNOLOGIES

## Elective Subject – One Semester Subject

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### Head of Department

Mr Chris Lockett

Science Department

Telephone: 5573 8555

Email: [cluck35@eg.edu.au](mailto:cluck35@eg.edu.au)

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### Duration

Digital Technologies is a 6 month subject that can be selected by students in either semester 1 or semester 2 as an elective.

### Definition

This subject gives students an opportunity to gain important transferable technology skills for using a computer as a problem-solving and communication tool. Students will be able to explore Graphic Design (Photoshop) skills, learn fundamental programming in Visual Student C# and the opportunity to investigate various aspects of digital technologies suited to their own skill and interest level by individual topic selections.

### Careers

Network engineer, systems administrator, web developer, multimedia developer, graphic designer, IT teacher, university lecturer, IT sales, computer technician, and IT support team member

### Subject Pathway

Digital Technologies is structured to provide foundation skills for entry into both senior General subjects and Certificate courses, which allow for further study pathways at university or TAFE in this field and other related disciplines.

### Year 9 Subject Outline

#### Term 1

- Graphic Design (Adobe Photoshop)

#### Term 2

- Graphic Design (Adobe Photoshop)
- Visual Studio C# Programming
- Choose your own adventure (from):
  - Programming
  - Multimedia – e.g. web design, animation, graphic design, video editing
  - Robotics
  - 2D or 3D animation
  - Game design
  - Your (approved) choice
- 

### Assessment

- Practical tasks
- Individual open-ended projects
- Journals
- Design, Development & Evaluation written tasks

### Expenses

Nil

# DRAMA

## Elective Subject – One Semester Subject

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### Head of Department

Ms Bek Shinn  
Arts Department

Telephone: 5573 8549

Email: [ranso4@eq.edu.au](mailto:ranso4@eq.edu.au)

### Necessary Foundation Skills

- An ability to collaboratively work in groups
- An ability to perform in front of people

Drama is an exceptionally engaging and dynamic area of study, which explores and celebrates the human presence within real, imagined and mediated worlds. The Drama course connects students to their own creative processes and provides opportunities for students to imagine themselves as others, exploring beliefs, feelings, behaviours and relationships across diverse situations, cultures and contexts.

The Drama course challenges students to develop knowledge, understanding and skill of Drama, which can be transferred to a variety of vocational and academic pathways. Throughout the course, students will actively participate in a multitude of units that span many dramatic styles, including movement, storytelling and scripted texts.

### Careers

The Drama program provides the foundation towards future careers such as:

- |                          |  |
|--------------------------|--|
| • Entertainer            | • Choreographer  |
| • Production Manager     | • Designer   |
| • Producer               | • Teaching (Education, Movement, Voice)                |
| • Stage Manager          | • Media and Film & Television                          |
| • Director               | • Journalism   |
| • Theatre Mechanists     | • Public Relations; Advertising; Marketing; Publishing |
| • Theatre Administration |  |

### Units of Study

The Drama course focuses around the components of making, performing and responding. Throughout the course of study, students will develop the valuable skills of:

- Evaluating a range of diverse performances
- Creating, forming and presenting performances
- Engaging in ongoing self-reflection and self-evaluation of their own creative processes to develop their craft and find their voice
- Interpreting play texts and other types of performance texts
- Analysis of live theatre performances and plays
- Knowledge and understanding of the Dramatic Elements
- Developing initiative and perseverance in both individual and group projects.

Making, performing, responding and analytical skills are mutually developed and valued whether the students are writing papers or forming and presenting Drama. The possible Units studied across the 6 month course include:

- Elements of Drama
- Australian Drama
- Student Devised Drama

### Students are assessed on:

- Making/Creating
- Presenting (group and/or solo)
- Responding through analysis, interpretation and evaluation of Live Theatre
- Responding through an unseen Exam

For performance, students are responsible for providing their own costumes and prop requirements for assessment.

### Drama Pathway

The Drama program provides the foundation for further study in Drama in Years 10, 11 and 12 through forming, presenting and responding. It also provides an enriching and valuable course of study for students who may pursue further education in Drama and other careers. This course provides all students with the opportunity to engage in the world of Drama as lifelong participants.

### Expenses

There is no subject levy for students to study Drama, however it is expected that students pay to attend live theatre performances at school and possibly participate in excursions to see live theatre at a professional venue as part of their assessment. These opportunities will be an additional expense that will have to be paid at the Finance Department.

# TEXTILE TECHNOLOGIES

## Elective Subject – One Semester Subject

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### Head of Department

Mr Michael Buchanan  
Design Department

Telephone: 5573 8553

Email: [mbuch87@eq.edu.au](mailto:mbuch87@eq.edu.au)

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### Definition

Students selecting Year 9 Textile Technologies, will investigate and make judgements on the ethical and sustainable production and marketing of fibres. Students will be introduced to basic sewing skills and engage in the design process to create designed solutions.

### Careers

Textile Technology may lead to careers in:

- Design and innovation in textiles, fashion design and production, marketing, clothing manufacture, costume design and production, fashion consultant or buyer.
- Teaching at any level, management and other professional careers.

### Subject Pathways

Year 9 Textile Technologies will enable students to complete a foundation in textiles and fibre production and provide students with an introduction to fashion, design and garment production and an insight into the Fashion / Clothing Industry. Students may continue to study TAFE courses/textile industry traineeships.

### Year 9 Textile Technology

- Introduction to textiles, fabrics and fibres
- Sustainable fibre production
- Design process and creating designed solutions
- Production sewing skills which includes the construction of boxer shorts and sweatshirt.

### Assessment

Assessment includes:

- 2 Projects (this includes practical sewing)

### Expenses

The school will provide the sewing equipment for all practical learning experiences. This includes the fabric for the boxer shorts. Students will be required to provide fabric and resources for the construction of the sweatshirt.

# FOOD TECHNOLOGIES

## Elective Subject – One Semester Subject

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### Head of Department

Mr Michael Buchanan  
Design Department

Telephone: 5573 8553

Email: [mbuch87@eq.edu.au](mailto:mbuch87@eq.edu.au)

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### Definition

Students selecting Year 9 Food Technologies will investigate and make judgements on how the principles of food safety, sustainability, nutrition presentation, preparation and sensory perceptions influence the creation of food solutions for healthy eating.

### Careers

Studying Food Technology may lead to careers in:

- Health, nutrition and dietetics, food styling, food technology and analysis, food product development, hospitality, community health and nursing.
- Teaching at any level, social work, tourism, human movements, management and other professional careers such as medicine and law.

### Subject Pathways

Year 9 Food Technologies will enable students to complete a foundation toward the following senior subject pathways for Year 10, Year 11 and Year 12:

Food and Nutrition – Senior General Subject (ATAR eligible). Completing Senior Food and Nutrition leads to university studies in Nutrition, Health and Food Science.

Certificate II in Cookery – a Vocational subject with pathways to employment and further studies in the hospitality industry. For example: Apprentice Chef, Work in restaurants, Hotel Management.

Hospitality Practices – an applied subject which gives a general introduction and insight into the hospitality industry. Completion of this course can lead to direct employment in small hospitality establishments and further study of qualifications in Hospitality, Tourism and Events Management.

### Year 9 Food Technology – Subject Outline

- Personal and environmental hygiene
- Food Safety
- The Australian Guide to Healthy Eating & Nutrition principles
- Contemporary technology – food sustainability
- Food selection & preparation skills

### Assessment

Assessment includes:

- Investigation
- Project (written & practical cookery)

### Requirements

- Students are expected to have or access a laptop for written assessment items.
- Students are to wear fully enclosed leather/ shoes (as per school uniform policy).
- Follow WHS procedures.

### Expenses

\$65 levy covers the cost of all ingredients used for class practical cookery.

# GEOGRAPHY

## Elective Subject - One Semester Subject

### Head of Department

Mrs Marlie Costan  
Humanities Department

Telephone: 5573 8555

Email: [mcost35@eq.edu.au](mailto:mcost35@eq.edu.au)

### Success Indicators

Due to the literacy and numeracy demands of this subject, students enrolling in Geography should have attained a strong C in Mathematics and English in Year 8.

Geography is the study of the human and natural characteristics of places and the interactions between them. In Geography, you will explore and find solutions to real life and current problems facing our environment.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinct way, conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies.

Geography aims to ensure that students develop:

- a sense of wonder and curiosity about, and respect for, places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the countries of Asia and the world
- the ability to inquire and think geographically, using the geographical concepts of place, space, environment, scale, change, interconnections and sustainability
- the capacity to be competent, critical and creative users of geographical methods and skills, including questioning and researching, interpreting and analysing, concluding and decision-making, and communicating effectively
- an appreciation for the nature of geographical phenomena and challenges, and their impact on people's lives, places and environments
- capabilities to engage in everyday life, including critical and creative thinking, ethical understanding and intercultural understanding.

### Subject Pathway and Careers

Studying Geography in Year 9 will be an advantage if you like to get outside and undertake fieldwork (including a possible camp in year 12). It is also a great complement to studying science. There are many rewarding careers available to people who have a background in Geography. Some examples of careers related to Geography include: town planning, teaching, architecture, conservation, environmental health, government, journalism, mining, geology and travel.

### Course Outline

Year	Semester	Topic	Focus	Geography develops your thinking for QCE
9	This course will run for 1 Semester	Biomes and food security	<ul style="list-style-type: none"><li>• What are Biomes?</li><li>• How do humans alter biomes?</li><li>• Why is food security of serious problem for the world?</li><li>• How can we ensure everyone in the world has access to food?</li></ul>	<ul style="list-style-type: none"><li>• Predict</li><li>• Identify</li><li>• Analyse</li><li>• Evaluate</li><li>• Record</li><li>• Represent</li><li>• Synthesise</li><li>• Interpret</li><li>• Propose</li></ul>
		Geographies of interconnections	<ul style="list-style-type: none"><li>• How are humans and the environment interconnected?</li><li>• How do our purchasing decisions affect the environment?</li><li>• How are places and people interconnected through trade, technology and transport?</li></ul>	

### Assessment

Assessment items in Geography can include: short response tests, multi-modal presentations, practical skills tasks, and extended written responses.

### Expenses

Field work for the purpose of practising and demonstrating the skills of collection of primary source data may be a component of this course. There may be one excursion, costing approximately \$35.00 payable directly to the Finance Department.



# MATERIALS & TECHNOLOGIES

## Elective Subject – One Semester Subject

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### Head of Department

Mr Michael Buchanan  
Design Department

Telephone: 5573 8553

Email: [mbuch87@eq.edu.au](mailto:mbuch87@eq.edu.au)

### Necessary Foundation Skills

Materials & Technology is a practical subject and requires students to have an interest in using their hands, tools, and machinery to create high quality products. Due to the nature of the subject and the exposure to hand and power tools, machinery and various potentially harmful materials, students must be able to follow instructions to ensure safety for all.

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### Definition

Materials & Technology will focus on developing your problem solving, technical and practical skills. During the course you will have the opportunity to work on woodwork projects in a workshop.

### Careers

This subject can lead to a career in a construction and trade. These careers range from being a carpenter, ITD Teacher and other trade related industries.

### Subject Pathway

This subject prepares students for the senior applied subjects of Industrial Technology Skills and Building & Construction Skills.

### Year 9 Subject Outline

#### Semester outline

- WHS – Workshop & Onguard Safety Induction
- Materials and technologies specifications
- Processes and production skills

#### Assessment

- Investigation
- Project

#### Requirements

- Signed contracts and completion of Onguard Safety induction and continual display of appropriate workshop conduct.
- Safety glasses to be worn at all times whilst in the workshop.
- Leather lace up shoes to be worn at all times as per school uniform policy for health and safety.

#### Expenses

The school will provide materials for all classwork samples in the practical assessment task.

# JAPANESE

## Elective Subject – One Semester Subject

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### Head of Department

Ms Marlie Costan  
Humanities Department

Telephone: 5573 8503

Email: [mcost35@eq.edu.au](mailto:mcost35@eq.edu.au)

### Success Indicators

All students who are interested in studying Year 9 Japanese are required to have achieved a 'C' standard LOA in years 7 & 8 Japanese.

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Through a variety of cultural activities, students will develop an ability to compose and comprehend Japanese language texts on a range of topics. The study of Japanese takes students beyond the basic construction of fact based sentences and develops skill in expressing opinions, attitudes and emotions while addressing the Japanese cultural characteristic of using honorific and humble levels of communication.

As with any foreign language study, Japanese enhances students' overall literacy and linguistic skills by contrasting grammar and sentence construction with English. This subject also contributes to building intercultural understanding and tolerance of cultural differences.

### Subject Pathway

Japanese leads to the General subject **Senior Japanese**. The study of Japanese will provide a solid foundation for studies of Japanese at a senior level and will compliment senior studies in Tourism and Business.

Japanese also offers varied career pathways. In our globalised society, *a second language can give applicants an edge over the competition in any field*. In Japan, there are opportunities to work in various fields including English teaching, business and hospitality. Tourism and Hospitality, the Defence Forces and government departments all seek employees with excellent Japanese language skills. Language skills combine well with Arts, Teaching, Marketing, Journalism, IT, Commerce, Business, Law, Science and Engineering.

### Year 9 Subject Unit Outline

Unit Topic	Focus
<b>Unit 1</b> Super Heroes	<ul style="list-style-type: none"><li>• Abilities</li><li>• Likes</li><li>• Dislikes</li><li>• Appearance</li><li>• Describing things</li></ul>
<b>Unit 2</b> Shopping and Dining Out	<ul style="list-style-type: none"><li>• Making purchases</li><li>• Asking for assistance</li><li>• Money and menus</li></ul>

### Assessment

Assessment items used in Japanese involve comprehending and composing Japanese communication in exams and projects. Comprehending tasks including listening and reading. Composing tasks include speaking and writing.

### Expenses

One excursion or incursion each year may be offered. It is anticipated the cost would not exceed \$20.00 per student. Students may wish to participate in voluntary activities such as speech contests, language certificates, Japanese lunch days and restaurant evenings that incur an extra cost.

# MEDIA ARTS

## Elective Subject – One Semester Subject

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### Head of Department

Ms Bek Shinn  
Arts Department

Telephone: 5573 8549

Email: [ranso4@eq.edu.au](mailto:ranso4@eq.edu.au)

### Necessary Foundation Skills

- Previous knowledge and/or experience in Adobe Photoshop would be beneficial, but is not essential
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The Year 9 Media Arts course focuses on enhancing a student's computer and artistic skills in the making, creating and appropriation of digital imagery, and understanding of how to target and engage audiences through media productions. With an emphasis on the core art and design principles of composition, colour and perspective, students will begin this course learning image manipulation and content creation skills. Media Arts will introduce students to current technology and students will learn the skills needed to operate the Adobe Photoshop and Procreate software. As an Arts subject, this course is concerned with developing students' understanding of visual expression and communication in a practical manner. This course will also develop students' understanding of visual literacy, reading comprehension skills, spelling and vocabulary knowledge.

### Careers

The Media Arts program provides the foundation towards future careers such as:

- Graphic Design
- Advertising and Marketing Strategist
- Event Publicist
- Social Media Manager
- Branding Consultant
- Photo-Journalism
- Special Effects and Design
- Event Management and Planning
- Gallery Director
- Commercial Artist
- Freelance Artist
- Illustration

### Units of Study and Assessment

**Unit 1:** Students explore the role of branding and graphic design in shaping audience perception and festival identity. They research existing music festivals, identifying visual trends and how design communicates genre, mood, and values. Students create a fictional or rebranded music festival, developing a visual identity through logo design, colour palette, and poster artwork using Adobe Photoshop. The final assessment includes a professionally styled A3 print poster and logo, accompanied by a short written rationale explaining design choices, target audience, and festival branding.

**Unit 2:** Building on their brand, students plan and execute a social media marketing package to promote their festival. They explore how platforms like Instagram and TikTok use imagery, text, and interactivity to engage audiences. Students create a suite of sponsored post mock-ups (e.g., Instagram tiles, stories, YouTube thumbnails) and a short video teaser or GIF, maintaining consistency across designs. Assessment includes the digital media suite and a reflective evaluation on campaign effectiveness.

### Media Arts Pathway

The Year 9 Media Arts course provides the foundation for further study in the Year 10 Media Arts course and then in the Applied Media Arts in Practice course in Year 11 and 12. With the digital world developing at such a fast pace, the course also provides an enriching and valuable course of study for students who may pursue further education in Media and Design and other creative careers. This course provides all students with the opportunity to engage in the world of Media and Design as lifelong participants.

### Expenses

Students are required to maintain print credit for presentation of their posters.

# MUSIC

## Elective Subject – One Semester Subject

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### Head of Department

Ms Bek Shinn  
Arts Department

Telephone: 5573 8549

Email: [ranso4@eq.edu.au](mailto:ranso4@eq.edu.au)

### Necessary Foundation Skills

- Recommended for students who have an interest in the area of Music and play instrument/s or sing (including electronic media)
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Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study. Music, and all of its associations, may vary considerably from one musical culture to another: yet music may share similarities. Such richness offers a variety of ways to encounter and engage with a constantly changing world.

The Music program at Helensvale State High School involves the study and development of musicianship skills through a variety of musical styles and genres. The course is designed to offer students the opportunity to build on prior experience in music whilst encouraging a broad approach to the subject and developing new skills, techniques and ideas. In addition, the aim of the Music course is to enable students to develop their knowledge and potential as musicians, both personally and collaboratively.

### Careers

The Music program provides the foundation towards future careers such as:

- |                   |                           |
|-------------------|---------------------------|
| • Entertainer     | • Composer                |
| • Music Tutor     | • Sound Technician        |
| • Music Therapist | • Stage Manager           |
| • Teacher         | • Arts Administrator      |
| • Music Arranger  | • Audio-Visual Technician |

### Units of Study and Assessment

The Music course is focused around the components of performance, composition, responding and listening to music. Throughout the course of study, students will develop the valuable skills of active/critical listening and analysis through study of scores and recordings of various genres and styles throughout history and around the world.

During their study students aim to develop creative skills through exploration, control and development of musical elements. Creativity demands self-discipline and focus on the part of students as they shape and assemble the musical elements to express a particular mood, character or other intended meaning.

Performance, composition, repertoire and analytical skills are mutually developed and valued whether the students are responding to repertoire or composing and performing Music.

Students are assessed on:

- Making: Performing
- Responding to repertoire through analysis, interpretation and evaluation of Music
- Making: Composing

### Music Pathway

The Music program provides the foundation for further study in Music in Years 10, 11 and 12 through skills developed in studying music repertoire, composing and performing. It also provides an enriching and valuable course of study for students who may pursue further education in Music and other careers. This course provides all students with the opportunity to engage in the world of Music as lifelong participants.

### Expenses

Students may need to purchase equipment and music at their own expense.

Students will be required to have access to free music related software on their computer. There could be other possible costs involved if students participate in workshops or excursions to performances.

# VISUAL ART

## Elective Subject – One Semester Subject

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### Head of Department

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### Necessary Foundation Skills

- Artistic skill and natural creative ability
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The Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course, in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing Visual Arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

The Year 9 Visual Arts course continues to build knowledge through the study of the visual connections and will expose students to a range of media and techniques for the creation of artworks.

### Careers

Visual Art is a subject that is established on skills that are highly desired within the 21<sup>st</sup> Century which will be beneficial across all areas of further study and future pathways. While this course allows students the opportunity to be exposed within the world of Visual Art it will support direct pathways in relation to creativity, problem solving and critical and creative thinking.

### Units of Study and Assessment

Creative and analytical skills are mutually developed and valued whether the students are making or responding to artworks. Students will explore a range of contemporary art practices through the Unit of Australian Identity.

Students are assessed on:

- Collection of experimental and resolved artworks: skateboards and mixed media.
- Submission of creative inquiry process

### Visual Art Pathway

The Year 9 Visual Arts program provides the foundation for further study in Visual Art in Years 10, 11 and 12 through making, responding and practice. It also provides an enriching and valuable course of study for students who may pursue further education in Visual Arts and other careers. This course provides all students with the opportunity to engage in the world of Visual Art as lifelong participants.

### Expenses

The Arts Department provides all basic requirements for art materials, however, if students have more specific needs, they need to meet these by providing their own specialist materials and a laptop.