



NOOSA
DISTRICT SHS
Excellence, Respect, Integrity, Collegiality
An Independent Public School

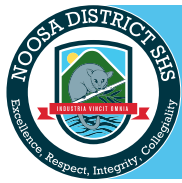
Year 9

Junior Secondary

Subject Suite



2025



Year 9 at Noosa District SHS involves students completing their last year in Junior Secondary (Years 7-9) and then transitioning into Senior Secondary (Years 10-12). Effective subject selection and student preparation at each key learning juncture ensures a positive transition from Junior Secondary to Senior Schooling enabling academic success. Students will study their electives for a semester in Year 9 and transition to Year 10 where they will commit to subjects that reflect their Senior Pathways.

The Noosa philosophy for Junior Secondary education is founded on the six principles of Distinct Identity, Quality Teaching, Local Decision Making, Leadership, Student Wellbeing and Parent & Community Involvement. Year 9 is the final year of Junior Secondary where students engage in more specialised courses of study, discussions about future pathways and make decisions about their Senior Education and Training Plans and pathways for Senior Secondary and beyond.

The curriculum at Noosa District SHS is structured to take advantage of the expertise offered by specialist teachers. Throughout Years 7 and 8, your child would have undertaken core and elective subjects covering the relevant Queensland Key Learning Areas and the Australian Curriculum. These included English, Maths, Science, Humanities, LOTE (Japanese) Health and PE, as well as elective subjects from Technology and The Arts. These subjects form the foundation for further studies in the latter years of schooling at Noosa District SHS.

We strongly encourage students in this phase of their learning to experience and study a balanced range of curriculum areas. It is important to remember that the core subject areas will provide the foundation for the majority of study in Senior Secondary, and the additional choice of four, semester long elective areas will allow students to develop specialised pathways as they enter the Senior Secondary phase of education at Noosa District SHS. Consideration of Senior Pathways is critical in determining subjects for Year 10.

Pathways Planning and Minimum Standards

All subject selection choices for Year 9 should ensure the consideration of future choices and pathways. Year 10 subject choices will provide the foundation of Minimum Standards for Senior Schooling and this information needs to be considered when choosing subjects. This system will come into effect in 2019 and therefore, making effective subject choices in Year 9, will ensure students are well prepared for their futures.

Pomona Campus - Junior Secondary

Year 7

Themed Classes - Core Subjects (English, Maths, Humanities, Science, HPE)

Rotations - 4 per year (2 different per semester)

Year 8

Themed Classes - Core Subjects (English, Maths, Humanities, Science, HPE)

Rotations - 4 per year (2 different per semester)



Cooroy Campus - Junior Secondary

Year 9

Themed Classes - Core Subjects (English, Maths, Humanities, Science, HPE)

Electives - choose 2 per semester (choices made at the beginning of year)



Cooroy Campus - Year 10 Senior Secondary Preparatory

Year 10 - Whole Year Course

Compulsory Subjects: English, Mathematics and Certificate II in Vocational Skills & Pathways

Choose 4 Subjects for the Year



Cooroy Campus - Senior Secondary

Year 11

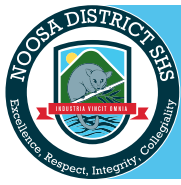
ATAR: General Subjects

Vocational: Applied Subject / VET Qualification

Year 12

ATAR: General Subjects

Vocational: Applied Subject / VET Courses



Agricultural Science

Faculty	Science	Elective
Head of Department	Ms Vanessa Quinlivan	
Senior Subjects	Agricultural Science, Cert III in Agriculture, Biology, Chemistry, Marine Science, Physics, Science in Practice,	
Core Skills	Scientific Inquiry and Design, Scientific Process Skills, Experimental Investigation, Communication and Extended Writing	

Course Overview

Year 9 Agricultural Science allows students to learn in a practical and hands-on relevant way. The school farm is the ideal setting for investigations that focus on problem solving in the real life environment of Agriculture. Students explore science as they work with a range of animals including our stud beef cattle, poultry, bees, fish, crayfish and sheep or goats. Plant enterprises include native plant nursery, market gardens, field crops, improved pastures and hydroponics. Animal Welfare and Environmental Sustainability are brought into sharp focus as students help manage each of the farm enterprises.

Course Outline

Students work with animals and plants on the school farm as they investigate issues that affect Agricultural Production.

- Animal Production Systems – Poultry
- Plant Production Systems – Market Gardens
- Animal Production Systems – Sheep
- Introduction to Sustainable Agriculture

Students will:

- demonstrate appropriate handling techniques for different farm animals
- research the diversity of animal types and breeds
- relate animal types to production systems
- record and analyse the growth of baby chickens and lambs
- evaluate the welfare and husbandry requirements for successful rearing of animals
- investigate the effect and management of disease outbreaks in animal populations
- investigate sustainability and environmental aspects of agricultural production
- carry out a variety of animal husbandry tasks with a focus on poultry and sheep
- work in groups to produce a market garden from design stage through to harvest

Assessment

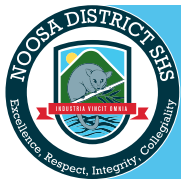
Students will be assessed through the use of, Research Assignment or Field Trials, Class Folios, Written Tests, Practical Skills

Additional Information

Our highly successful Murray Grey Beef Cattle Show Team is an excellent extension activity for students wishing to further develop their skills and learning.

Careers

Veterinary Science, Equine Science, Agricultural Research, Farm Management, Environmental Management, Ecotourism



Dance

Faculty	IT & Performing Arts	Elective
Head of Department	Mrs Alison Rexa	
Senior Subjects	Dance, Drama, Music	
Core Skills	Perform, Communicate, Interpret	

Course Overview

Dance education provides another mode of learning and a means of identifying and developing special interests, needs and talents not emphasised in other educational areas. It also provides a basis for post-secondary involvement in dance and related arts for employment and leisure. Students' self-confidence and the necessary social skills to work effectively, individually and in teams are developed within dance education.

Dance heightens awareness of, and develops respect for the body and increases the quality of a person's physical well-being. Creative and problem-solving abilities are fostered through research, synthesis and communication of ideas and feelings. The study of dance in its wider context promotes within students an understanding of their own culture, other cultures and the world at large.

Course Outline

The dance program offered at Noosa District is designed to give students the opportunity to develop their self-expression and increase their imagination and artistic awareness. Students will study various styles of dancing and will have the opportunity to create, present, reflect and respond to these styles. This subject provides students with an opportunity to learn to cooperate with others and above all, give personal fulfilment and enjoyment.

Students studying dance in Year 9 will participate in the following dance genres:

- Popular Dance (Hip Hop)
- Cheerleading
- Ballroom Dance

Assessment

Students will be working in the following dimensions:

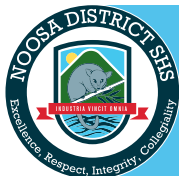
- Creating: Choreograph dances in the following styles: popular dance, cheerleading, ballroom dance
- Presenting: Learn, rehearse and perform teacher-devised dances in the following styles: popular dance, ballroom dance
- Responding/Reflecting: Appreciate dance techniques in various styles in the form of a critique.

Additional Information

Students may have the opportunity to work with guest artists in specialised areas, and perform in major school productions.

Careers

Performer, Entertainer, Director, Teacher



Faculty	Art, Design & Technology	Elective
Head of Department	Mrs Anne Collingwood	
Senior Subjects	Design, Furnishing Skills, Engineering Skills, Certificate II in Manufacturing Technology, Industrial Technologies	
Core Skills	Construct, Workplace Protocols and Appraise	

Course Overview

Design & Industrial Technology is a dynamic and diverse course of study aimed at a wide range of students who want to learn about materials, tools and processes used in manufacturing, engineering, woodworking and design. We cater for a wide range of students who may be looking for trade apprenticeships, tertiary study or who may have an interest in just making things. We offer students an active and physically engaging learning process by providing practical and interesting task activities. We have well equipped industry standard facilities that have been developed to cater for both hand tool use and modern manufacturing techniques where heavy emphasis is placed on fixed and portable power tools.

Design & Industrial Technology is about problem solving and higher order thinking.

Design & Industrial Technology is also about Learning by Doing, so whether it is, a wood, metal, plastics, electronics or a computer based graphics task the focus is about designing, making and evaluating the outcome. In Design & Industrial technology, outcomes are a physical reality and not just a concept. Whether it is, the use of materials or a virtual outcome we are about seeing, touching and interacting with the end result.

Course Outline

Woodwork & Plastics Unit –

This woodworking unit encompasses the basic skills involved with working with timber and plywood. Students are instructed in the safe and correct use of hand tools and portable power tools for construction of Timber projects.

Fitting And Fabrication & Sheet Metal –

This is an introductory metal working unit encompassing the basic skills involved in constructing fitting and fabrication type projects. Students will also be instructed in the safe and correct use of hand tools with some limited use of machinery.

Assessment

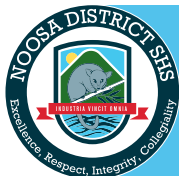
- Practical tasks
- Workbooks
- Written assignments

Additional Information

Students must follow Workplace Health and Safety standards.

Careers

Builder, Boat Builder, Welder, Cabinet Maker, Electrician, Plumber, Mechanic, Engineer, Diesel Fitter, Engineering, Artist-Industrial, Graphic & Interior Design, Architect



Digital Technology

Faculty	IT & Performing Arts	Elective
Head of Department	Mrs Alison Rexa	
Senior Subjects	ICT / Cert III Information Technology	
Core Skills	Digital Technologies, Knowledge and Understanding, Processes and Production Skills	

Course Overview

Digital Technologies should prove relevant to students as it prepares them to cope with, and harness to their advantage, the rapid changes and significant opportunities associated with IT, now and into their future. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games, website design and animation.

Course Outline

- Students will:
- Use algorithms and an object oriented programming language to design and create a responsive program to solve an identified problem.
 - Students will be exposed to programming constructs and the four cornerstones of computational thinking (decomposition, pattern recognition, abstraction and writing algorithms)
 - Coding using Python and explore programming languages
 - Problem solving using Design, Develop and Evaluate.
 - Use MBOTS as a tool to carry out algorithm developed using Python

Assessment

- Programming projects
- Portfolio of work
- Exam

Additional Information

You will need a USB and a set of headphones. This subject leads into Information and Communication Technology, Certificate III in Information Technology. Students MUST have a functional laptop in order to choose this course, with appropriate RAM.

Careers

Computer Programmer, Web Developer, Game Developer, Digital Communications & Marketing, Teacher

Faculty	IT & Performing Arts	Elective
Head of Department	Mrs Alison Rexa	
Senior Subjects	Drama, Drama in Practice, Dance, Music, Film, Television and New Media, Cert II in Creative Industries	
Core Skills	Critical and Creative Thinking, Collaboration and Teamwork, ICT Skills, Communication, Personal and Social Skills	

Course Overview

Students gain confidence through drama, they build partnerships and practise collaborative learning. Drama is a highly accessible and relevant art form for students. Through Drama, students learn to reflect critically on their own experiences and responses and further their own artistic knowledge. Drama supports the development of skills that are transferable to a variety of artistic, social and work-related contexts.

Drama develops students' non-verbal and verbal, group and individual communication skills. This subject also utilises written communication skills in creative, critical and reflective ways.

Course Outline

Through Drama, students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Year 9 Drama is organised into two units of work:

Unit 1: Real Drama

Students explore Realism through improvised and scripted Drama. They develop a practical understanding of performance skills.

Unit 2: Something To Say

Students will explore Collage theatre by devising a scene that focuses on a current social issue of importance to them. They will then work in groups to turn their concepts into an extended performance.

Assessment

Students will work individually and in groups throughout each unit to design, perform and respond to theatre using the dramatic languages and a variety of styles and forms.

Unit 1 Assessment: Performance and reflection journal

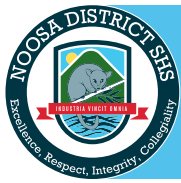
Unit 2 Assessment: Script of a student devised scene and performance of a dramatic collage.

Additional Information

The Performing Arts faculty has a range of staging, lighting, audio and projection equipment. The use of cinematic and vision projection will be encouraged to complement the live presence and stage presentation of the actor. This subject leads on to Drama in years 10, 11 and 12, and has links to senior VET pathways as well as many skills that are interchangeable with many subjects and career pathways.

Careers

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions including arts administration and management, communication, education, public relations, research and technology.



Faculty	English	Compulsory
Head of Department	Ms Alarna Priestley	
Senior Subjects	Essential English, English, Literature, English and Literature Extension	
Core Skills	Writing, Listening and Viewing, Reading, Interacting	

Course Overview

The study of English helps create effective communicators, creative and critical thinkers, and global citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and the world around them. The subject English helps young people develop the knowledge and skills needed for education, training and the workplace. English helps students relate to others, be thoughtful and informed, and recognise diverse perspectives. Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. In senior study, students must study an English subject to be eligible for a QCE (Queensland Certificate Education), unless they achieve their literacy component through another mode. To be eligible for an ATAR in senior, students must pass their English subject.

Course Outline

By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.

Assessment

- Writing minimum 500 words (Imaginative, Analytical, Persuasive)
- Spoken minimum 4 minutes (Imaginative, Analytical, Persuasive)
- Comprehension/Language Tests: completed at stages in unit to demonstrate understanding of key concepts, reading comprehension, grammar, punctuation and spelling.

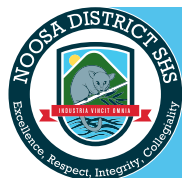
Additional Information

- Opportunities to be extended in English include:
- Shake and Stir performances
 - Reader's Cup, Premier's Reading Challenge
 - ICAS English test
 - Voices on the Coast
 - Short Story and Poetry competitions
 - Writer's Toolbox Online Tool

Careers

University entrance subject, further study, Law, Education, Media, Communications, Professional Writer, Copy Editor, Screen Writer, Sales, Entrepreneur, Retail, Trades

Faculty	Art, Design & Technology	Elective
Head of Department	Mrs Anne Collingwood	
Senior Subjects	Certificate II in Hospitality	
Core Skills	Nutrition Technology	
Course Overview		
<p>Food Specialisation supports students to make decisions of practical concerns to individuals, families and communities in the local and global context. Food Specialisation gives students opportunities to develop attitudes and behaviour regarding healthy living and the need to develop the confidence to make ethical and sustainable decisions.</p> <p>Students will develop the knowledge, understanding and skills to make healthy choices about food and nutrition. They will also develop understandings of contemporary technology-related food issues such as 'convenience' foods, highly processed foods, food packaging and food transport.</p>		
Course Outline		
<p>The production and consumption of food is an activity of fundamental importance for all human beings. There are choices regarding resources use at all stages of food production and processing and during transportation of food from site of production to point of consumption. The unit aims to equip students to think critically about the appropriateness of their decisions and actions as food consumers. It also aims to develop their understanding and application of the values of responsibility (particularly towards the environment), care and respect for others and integrity of decision making in matters relating to food choice and use. This unit also considers the behaviours and practices related to the production, distribution, preparation and consumption of food that minimises environmental impact and waste. This will provide an opportunity for students to explore the benefits of environmentally responsible food choices and to understand the impact of these choices on the environment.</p>		
Assessment		
<p>Assessment of Food Specialisation involves students working on authentic, problem-solving situations. Students will be assessed in the following ways:</p> <p>Food</p> <ul style="list-style-type: none"> • Practical Task and Folio • Ongoing practical (cookery) and Responding Task • Written Examination 		
Additional Information		
<p>Students will be provided ingredients for weekly food activities, students will need to supply ingredients for practical exams.</p>		
Careers		
<p>Nutrition, Dietetics, Catering, Teacher, Chef, Hospitality Worker.</p>		



Health and Physical Education

Faculty	Health & Physical Education	Compulsory
Head of Department	Mr Murray Gordon	
Senior Subjects	Health, Sports and Recreation, Certificate III in Fitness	
Core Skills	Physical Wellbeing, Literacy, Movement	

Course Overview

Physical activity is no longer a normal part of our daily routine. The health problems that arise from this are regularly highlighted in the media. Health and PE provides students with the opportunity to participate in fun, active classes where physical skills, fitness activities and the relevant sport and health theory elements are taught.

Course Outline

All students will experience a broad range of the theoretical elements of health and physical education, promoting healthy and active lifestyles. In addition to this, students will have access to learning a selection of physical skills and activities, with the view to facilitating participation in lifelong physical activity in both a social and competitive environment. The timing and sequence of these units will be guided by the availability of facilities and the suitability of seasons.

Fitness & Recreation	Theory	Invasion Sports	Net & Implement Sports
<ul style="list-style-type: none"> • Lifesaving • Athletics 	<ul style="list-style-type: none"> • Respectful Relationships • Exercise Science/Fitness • Drug Education • Nutrition 	<ul style="list-style-type: none"> • Basketball • Soccer • Touch 	<ul style="list-style-type: none"> • Volleyball • Tennis • Badminton • Softball/Cricket

Assessment

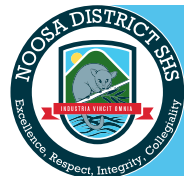
- Assessment is a combination of ongoing criteria based practical assessment.
- Written exams and assignments, which look at health and physical education content and literacy skills.

Additional Information

Students must participate in physical activity to pass the course.

Careers

Physiotherapist, Teacher, Gym Instructor, Nursing, Occupational Therapy, Allied Health Industry



Humanities and Social Sciences

12

Faculty	Global Studies & Languages	Compulsory
Head of Department	Mrs Sarah Thornley	
Senior Subjects	Economics & Business, Tourism, Social & Community Studies	
Core Skills	Research, Communication and General Knowledge	

Course Overview

History	Economics & Business
<p>"You have to know the past to understand the present." Doctor Carl Sagan</p> <p>History is an essential part of the Junior School experience. It gives students a better understanding of the world in which they live. This subject provides students with a strong framework to interpret, analyse and make judgements about our past, our current society and the government of our nation. The innovative Junior Secondary Humanities course follows the guidelines of the National Curriculum, yet offers modern history with a local/ global twist with a critical hat whenever possible.</p>	<p>In this course students will develop knowledge of a wide range of effective and valuable skills such as teamwork, research, marketing, organisation and business operations and a variety of financial skills. These skills are developed through practical and "real-life" projects such as creating a business solution to a problem.</p>

Humanities Skills

Academically, students will develop strong written analytical skills with diverse 21st Century skills through a variety of Humanities' Assessment. These skills are invaluable for Senior studies and for creating individuals who wish to be part of preserving our environment. There is a strong emphasis on guest speakers, reading comprehension of news articles and graphing to bring both History and Geography to life. Above all, this subject is designed to promote the idea of citizenship and sustainable ways of living and a secure future for us all.

Course Outline

Term 1 - History The Anzac Legend	Term 3 - Economics & Business Financial Risks and Rewards
Term 2 - History Global Connections	Term 4 - Economics & Business Global Trade Workplace Responsibility and Competitive Advantage

Assessment

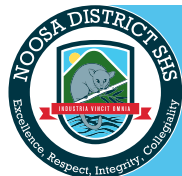
- Multi Modal Research Presentation
- Research Report
- Historical Narrative
- Written Investigation
- Multi Modal Presentation
- Short Response Exam

Additional Information

This subject offers students the opportunity to learn by going on excursions, listening to guest speakers and being involved in local community projects. Some of these excursions may come at an extra cost, but we endeavour to keep costs to a minimum. Students may also have the chance to enter prestigious competitions such as The National Geographic Competition. Students may also have the chance to enter prestigious competitions such as The Australian History Competition, The Simpson Prize or participate in Anzac Day ceremonies.

Careers

Law, Tourism, Journalism, Town Planner, Environmental Scientist, Archaeologist, Sociologist, Teacher, Historian



Faculty	Support Services	Elective
Head of Department	Mr Tony Leigh-Sheriden	
Senior Subjects	Individual Learning Plans	
Core Skills	Reading, Writing and Comprehension	

Course Overview

This is a specific pathway for students not participating in an ATAR, QCE or VET Exit Pathway at the end of Year 12.

Access to this course is by invitation from the Head of Special Education Services. Students generally start in Year 9 and continue to Year 12.

Course Outline

(Individualised for each student)

It can be a combination of:

- Individualised Literacy and Numeracy program
- Access to Certificate I courses eg Access to Vocational Pathways
- Personal Development course
- Bridge Duke of Edinburgh course
- Therapy programs
- Human Relationship Education
- Transition to Work program
- Access to community programs eg Riding for the Disabled
- Networking with community job providers
- Enterprise Activities eg Markets, Coffee Shop
- Some access to mainstream subjects

Assessment

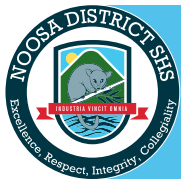
Students are assessed and recorded on their own individual achievements in each target area.

Work experience opportunities assist in developing a CV and pathway to relevant post school options.

Additional Information

Students must be verified to access this curriculum.

Careers



Japanese

Faculty	Humanities & Languages	Elective
Head of Department	Mrs Sarah thornley	
Senior Subjects	Japanese	
Core Skills	Japanese, Literacy	

Course Overview

Noosa District High School is very proud to offer Japanese as an Asian Language choice. With strong connections to Japan we can offer many opportunities to explore the Japanese culture with sister schools, exchange programs, international trips and school study tour visits. Japan continues to be Australia's second biggest trading partner, providing diverse employment opportunities in many sectors including the tourism industry. The study of Japanese will develop in our students, a greater understanding, oh and increased language skills, which will enable them to interact more effectively in the region.

Studies show students are advantaged academically in many ways by studying another language and receive more job opportunities. It is important that students continue the study of a language in successive years to develop and refine their skills.

Generally, the study of another language is especially relevant today if our students are to flourish in our ever changing multicultural society.

Course Outline

The course covers the four core skills of language learning; listening, speaking, reading and writing, as well as cultural components that as a whole should enable students to become confident language learners. Lessons and activities for each skill area are made enjoyable and motivational. While Japanese writing can be seen as something difficult with different scripts, we like our students to embrace the difficulty and enjoy the challenge. Rewards to success in acquiring another language such as Japanese are enormous.

It is possible to study both Semester 1 and Semester 2. The units would be the same but covered more in depth for those continuing from Semester 1. This is recommended for students aiming for Japanese in Senior Schooling.

Course Topics: My Town: describing towns directions; Let's go out: shopping, food and eating out; Are you healthy: health, lifestyles/leisure, part-time work; Let's travel: travel, Japanese culture

Assessment

- Listening tasks/ tests
- Speaking tasks/ tests
- Reading tasks/ tests
- Writing tasks/ tests

Additional Information

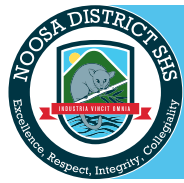
Every year, we are able to host a visit from our sister school in Japan and every second year an international trip to Japan is offered. Each year, selected Year 10 students from our school visit our sister school for up to three months on an exchange program to gain first-hand experience of school life in Japan.

Japanese language students are often invited to participate in the Immersion Days hosted at the University of the Sunshine Coast, where they interact with native speakers and meet Japanese language students from other schools. Our students also participate in regional speech contests and international proficiency tests are offered to our high achievers as part of an extension program.

Guest speakers and excursions are an integral part of Japanese. A range of real life role play situations and hands-on cultural experiences equip the students to be engaged and think openly.

Careers

Translator/Interpreter Tourism, Flight Attendant, Teacher



Faculty	Mathematics & Aviation	Compulsory
Head of Department	Mr Greg Wilson	
Senior Subjects	Essential, General, Mathematical Methods or Specialist Maths, Aerospace Systems	
Core Skills	Problem Solving, Fluency & Reasoning	

Course Overview

Mathematics is an integral part of a general education. It enhances both an understanding of the world and the quality of participation in a rapidly changing society. Mathematics is central to nearly all major scientific and technological advances. Many of the developments and decisions made in industry and commerce, in the provision of social and community services, and in government policy and planning, rely on the use of mathematics.

The intent of junior mathematics is to encourage students to develop positive attitudes towards mathematics by an approach involving exploration, problem solving, and applications in different situations. It also aims to develop students' thinking skills, their ability to work systematically, logically and communicate with and about mathematics. It is hoped that students will develop an appreciation of the power and diversity of mathematics, and provide a very strong basis for further mathematics study.

Course Outline

Throughout year students will study:

Number and Algebra, Measurement, Chance, Data Representation and Interpretation, Money and Financial Mathematics, Geometric Reasoning, Patterns and Algebra, Pythagoras and Trigonometry, Linear and non-linear relationships.

Students will also have the choice of selecting Mathematics and Mathematics with Extension. By choosing Mathematics students are preparing themselves to study General and Essential Mathematics in Year 11. Mathematics with Extension is designed for students who have gained a C, B or A in Year 9 maths.

Assessment

There will be two pieces of assessment per term which will comprise of:

- Supervised Assessment
- Take home assignments

Additional Information

Pathways:

- Mathematics Year 10
- Mathematics Year 10 with Extension

Careers

Teacher, Engineering, Medicine

Faculty	IT & Performing Arts	Elective
Head of Department	Mrs Alison Rexa	
Senior Subjects	Music, Drama, Dance, Film, TV and New Media, Cert II in Creative Industries	
Core Skills	Critical and Creative Thinking, Collaboration and Teamwork, ICT Skills, Communication, Personal and Social Skills	

Course Overview

By the end of Year 9, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

Course Outline

Course Outline Semester 1: Popular Music from 1950 - 2000:

Students will revise and study the foundations of music theory, musical elements, audio production, musicology, composition and performance skills related to many genres and styles. Drawing on technological devices, instrumental skills and independent thinking to produce and perform works that are purposeful to the music industry. Students will scaffold written responses to examples of music and perform a variety of music excerpts.

Assessment

Students will work individually and in groups throughout the semester to perform, listen, and compose a variety of styles and genres of music.

Unit 1 Assessment:

Performance Project - To perform, analyse and evaluate popular music from 1950 - 2000

Unit 2 Assessment:

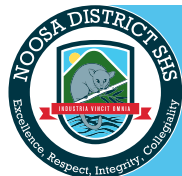
Composition – To compose a melody over a popular chord progression

Additional Information

The Performing Arts faculty has a range of staging, lighting, audio and projection equipment. Students will learn how to work with amplification, PA's, mics and recording their own songs. These skills will provide pathways to the senior syllabus and beyond.

Careers

A course of study in Music can establish a basis for further education and employment in the field of music, and to broader areas in creative industries and cultural institutions. For example instrumental maker, musician, composer, arts administration and management, communication, education, public relations and research and technology.



Faculty	Science	Core
Head of Department	Ms Vanessa Quinlivan	
Senior Subjects	Biology, Chemistry, Physics, Marine Science, Aquatic Practices, Agricultural Science	
Core Skills	Scientific Inquiry and Design, Scientific Process Skills, Experimental Investigation, Communication and Extended Writing	

Course Overview

An understanding of Science helps to develop a curiosity and willingness to explore and ask questions and to speculate on the changing world in which students live. People who understand the scientific process are more likely to make thoughtful and critical decisions about issues which may influence their own lifestyle, health and environment and to comprehend the social implications of their decisions.

At NDSHS students explore Science through the process of inquiry and design and carry out experiments. This understanding of the nature of scientific inquiry and the ability to use a range of scientific methods teach students how to make these critical evidence based conclusions.

Course Outline

- Energy on the Move
- Making Waves
- Its Elementary
- Chemical Patterns
- My Life in Balance
- Responding to Change
- The Changing Earth
- The Universe

Assessment

Students are assessed under 2 categories:

Science Understanding: The content that is assessed comprises content that is derived from the following four strands. Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences

Science Inquiry Skills: Assessment is based in the skills that scientists use to work scientifically. Questioning and Predicting, Conducting, Processing and Analysing Data, Evaluating and Communicating

Assessment items include: Exams, Experimental Investigations, Scientific Reports, Responding to Claims, Research Assignments, Presentations

Additional Information

Pathways to Senior subjects include: Biology, Marine Science, Physics, Chemistry, Agricultural Science, Aquatic Practices, Science in Practice, Agricultural Practices

Careers

Biologist, Zoologist, Medicine, Dentist, Physiotherapy, Engineering, Chemist, Nurse, Vet

Faculty	Art, Design & Technology	Elective
Head of Department	Mrs Anne Collingwood	
Senior Subjects	Certificate II in Hospitality	
Core Skills	Textile Technology	

Course Overview

Textiles supports students to make decisions of practical concerns to individuals, families and communities in the local and global context. Textiles give students opportunities to develop attitudes and behaviour regarding healthy living and the need to develop the confidence to make ethical and sustainable decisions.

They will progressively develop knowledge and understanding of the characteristics and properties of a range of materials through producing designed solutions for the home environment or fashion. Students will also investigate increasing concerns related to sustainability.

Course Outline

With textiles being such a large part of our society, whether it be the clothes we wear, the way we furnish our houses or the upholstery in our cars, students' needs to have a basic understanding behind fabrics construction and characteristics and the task they should be used for. However with all these textiles around so does there continued waste. We are living within a throwaway society. Due to increased wealth it has resulted in people having more money to spend, thus they are more willing to pay for convenience when purchasing goods resulting in waste. This waste is not only seen with your traditional goods such as paper, plastic and glass but textiles are now a common component in household garbage and landfill. Textiles can not only be reused again by sending them to a charity shop but they can also be recycled to create a new textile items. This not only allowing people to become more creative but also sustainable. Textile items should be allowed a second use, whether it is purchased to be re-worn or whether its use is totally changed.

Assessment

Assessment of Textiles involves students working on authentic, problem-solving situations. Students will be assessed in the following ways:

- Practical Task: Design make & appraise task will be supported by written documentation outlining planning, decision making, justifying, managing and evaluating products.
- Ongoing practical (sewing) and Task Responses
- Written examinations.

Additional Information

Students are required to supply practical resources for textile activities.

Careers

Teacher, Textile Designer, Fashion Designer, Retail

Faculty	Art, Design & Technology	Elective
Head of Department	Mrs Anne Collingwood	
Senior Subjects	Visual Art, Visual Design, Fashion	
Core Skills	Create, Design, Communicate, Evaluate, Develop, Reflect	

Course Overview

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students develop perceptual and conceptual understanding, as well as critical reasoning and practical skills. Art should be seen as an important part of the development of all students because of its broad application. Students draw on inspiration from multiple sources to generate and develop ideas for artworks and are given opportunities to reflect, evaluate or respond to their own work and the work of others. Studying Visual Art helps students to become more aware of their surroundings, equips them to appreciate their own work and the work of others, and improves the quality of their perception in an increasingly visual work place.

Course Outline

Students in Year 9 continue to build on prior learning in Years 7 and 8. In purposeful and creative ways, students build confidence with art processes and art materials to communicate ideas, perspectives, and meaning in 2D, such as drawing and painting, and 3D, such as ceramics and sculpture, as well as some mixed-media/ multidisciplinary forms, to communicate their intentions as young artists. Students will also explore and respond to art practices from other cultures, times and places, in diverse contexts, including artworks created by First Nations Australians.

In Visual Art, Year 9 students commit to one semester of study, in the context of Australian Narratives. They create artworks that communicate a specific intention through the use of symbolism and juxtaposition to an intended audience. They respond in written or spoken form to their own artwork, and the work of selected artists, through reflection and evaluation.

Assessment

- Body of Work Making Task (Practical art work) , 70% Practical folio-based
- Appraising Task, can include Oral, or Written, 30% Appraising
- Tests, can include Short Response, or Essay

Additional Information

Visual Literacy is a key element of all communication and promotes higher order thinking as well as complex problem solving.

Careers

Fashion Designer, Graphic Artist, Advertising, Set/Costume/Theatre Designer, Design Industries. Education, Architecture