

Learn Lead Succeed

# CURRICULUM HANDBOOKS

## Year 9 2023

North Lakes



Inspiring our students to reach for their dreams and succeed now and in the future

STATE COLLEGE

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# INTRODUCTION

At North Lakes State College, we are committed to the implementation of the Australian Curriculum. School programs, based on Australian Curriculum and Queensland Studies Authority resources are offered to all students in the eight key learning areas. Students will engage in all listed subjects as required by the Australian Curriculum. These subjects are:

CORE SUBJECTS (COMPULSORY)	SELECTION SUBJECTS (PICK ANY TWO)
<b>ENGLISH</b>	<b>THE ARTS</b> Dance Drama Music Visual Art
<b>MATHEMATICS</b>	<b>TECHNOLOGIES</b> Food Specialisations Design and Technologies Digital Technologies
<b>SCIENCE</b>	<b>LANGUAGES</b> Italian Chinese
<b>HISTORY/GEOGRAPHY</b> (6 month rotation)	<b>GLOBAL CONNECTIONS AND BUSINESS</b> Economics & Business
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	

## PLEASE NOTE

- Subjects on offer are dependent on staffing, resourcing and student numbers
- The implementation of the Australian Curriculum may result in changes to some of the subjects in this guide. All information is correct at time of publication

# CORE SUBJECTS

## COMPULSORY

### ENGLISH

In the North Lakes State College Middle Phase, we endeavour to prepare students to be literate critical thinkers in an ever changing global and technological society. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing student's knowledge, understanding and skills in listening, reading, viewing, speaking, and writing. In Year 9 students interact with peers, teachers, individuals, groups and community members and experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction and non-fiction, poetry, dramatic performances and multimodal texts. The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about the Asia-Pacific region.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

#### COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>MYTHOPEDIA</b></p> <p>Students explore myths and legends and consider the value of these texts as literature. They create narrative texts that innovate on these tales using humour and parody.</p> <p>Texts: Myths &amp; Legends</p>	<p><b>MAD WORLD</b></p> <p>Students explore how different characters reflect different perspectives on event and people. They create an imaginative text exploring these perspectives.</p> <p>Texts: <i>The Outsiders</i> S.E. Hinton</p>	<p><b>JAPANIMATION</b></p> <p>Students analyse how the construction and interpretation of texts can be influenced by cultural perspectives and other texts. They analyse anime texts and discuss and evaluate their content and the appeal of the style used by the director/studio.</p> <p>Texts: <i>Spirited Away</i> <i>Princess Mononoke</i> Hayao Miyazaki</p>	<p><b>UNDER THE INFLUENCE</b></p> <p>Students examine how the construction and interpretation of media texts, including social media, are influenced by cultural perspectives and other texts. They present a persuasive speech about a current media issue.</p> <p>Texts: <i>The Social Dilemma</i> Reputation Rehab Macmillan Essential English Unit 3 &amp; 4</p>

English assessment in Year 9 consists of a minimum of two written, two spoken tasks

# MATHEMATICS

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate the area of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

## COURSE OUTLINE AND ASSESSMENT SUMMARY

Students at North Lakes State College will study mathematical units of work from the Australian Curriculum which:

Collaborate in learning environments that are inclusive and academically rigorous	Reflect the development stage of their mathematical learning	Connect to the real world and their interests	Show thorough mathematical investigation and deep understanding of number and algebra, measurement, and geometry, statistics and probability.
Assessed via completion of written tests and assignments			

At North Lakes State College Junior Secondary, we work to prepare students to be active citizens who make thoughtful and critical decisions about scientific claims which influence their own lifestyle, health and environment, and to become citizens of a global community who make sustainable choices in their everyday lives. The study of Science establishes a place in the curriculum for the innate human desire to understand the world in which we live. It affords learners the opportunity to observe, to wonder, to question, to investigate and to explain their surroundings. Science will centre upon constructing new understanding and comparing students' current ideas with those of the scientific community.

It will:

- Comprise of opportunities for deep understanding of physical, chemical, biological and earth sciences through scientific investigation.
- Provide situations to examine and discuss scientific social issues.
- Present occasions to '*work scientifically*' by investigating and communicating findings.
- Offer learning experiences which are connected to (a) the real world and (b) the interests of the Junior Secondary student.
- Create collaborative learning environments that are inclusive and academically rigorous.

## COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>PHYSICAL SCIENCES</b> Forms of energy can be transferred in a variety of ways through different mediums.</p>	<p><b>CHEMICAL SCIENCES</b> All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.</p>	<p><b>BIOLOGICAL SCIENCES</b> Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Ecosystems consist of communities of interdependent organisms and abiotic components of the environments; matter and energy flow through these systems.</p>	<p><b>EARTH AND SPACE SCIENCES</b> The theory of plate tectonics explains global patterns of geographical activity and continental movement.</p>
<p>Science assessment in Year 9 consists of one exam or one assignment per semester.</p>			

Students **MUST** wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will result in restricted access to the laboratories.

## HUMANITIES AND SOCIAL SCIENCES

Students in Year 9 will study units in History and Geography throughout the year. The content knowledge, understanding and skills gained in these subjects are essential for the senior phase of learning in Humanities. The assessment in Year 9 will provide students the opportunity to experience a range of assessment techniques that will also prepare them for their senior assessment requirements.

### HISTORY (1 SEMESTER)

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. A framework for developing student's historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. General capabilities to be developed in students include literacy, numeracy, intercultural understanding, personal and social capability, critical and creative thinking, and ethical behaviour.

#### COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
<p><b>MAKING A BETTER WORLD?</b> <b>THE INDUSTRIAL REVOLUTION (1750-1914)</b></p> <ul style="list-style-type: none"> <li>• The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (<i>the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire</i>) and of Australia.</li> <li>• The population movements and changing settlement patterns during this period.</li> <li>• The experiences of men, women and children during the Industrial Revolution, and their changing way of life.</li> <li>• The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.</li> </ul>	<p><b>AUSTRALIA AND ASIA</b> <b>MAKING A NATION</b></p> <p><b>Elective:</b></p> <ul style="list-style-type: none"> <li>• The extension of settlement, including the effects of contact (<i>intended and unintended</i>) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples.</li> <li>• The experiences of non-Europeans in Australia prior to the 1900s (<i>such as the Japanese, Chinese, South Sea Islanders, Afghans</i>).</li> <li>• Living and working conditions in Australia around the turn of the twentieth century (<i>1900</i>).</li> <li>• Key events and ideas in the development of Australian self-government and democracy, including women's voting rights.</li> <li>• Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act.</li> </ul>
Stimulus Response, Research Projects, Short Response and Practical Exams	

### GEOGRAPHY (1 SEMESTER)

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

#### COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
<p><b>BIOMES AND FOOD SECURITY</b></p> <p>Students investigate:</p> <ul style="list-style-type: none"> <li>• The role of the biotic environment in food production.</li> <li>• The concept of food security.</li> <li>• The reasons for food security and the effects upon the world's biomes to achieve it.</li> <li>• The challenges and constraints (environmental, social and economic) on expanding food production in the future.</li> </ul>	<p><b>GEOGRAPHY OF INTERCONNECTIONS</b></p> <p>Students investigate:</p> <ul style="list-style-type: none"> <li>• How the choices and actions of people impact on places and environments.</li> <li>• Local and global connections and interconnections are examined using studies from Australia and across the world.</li> <li>• A world without borders - it's challenges and constraints.</li> </ul>
Stimulus Response, Research Projects, Short Response and Practical Exams	

# HEALTH & PHYSICAL EDUCATION

Health and Physical Education is a highly valued and well-supported part of a student's learning and development at North Lakes State College. Our focus is to encourage all students to actively participate in a variety of physical activities.

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It helps them to be resilient, make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others' health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise, and refine personal, behavioural, social and cognitive skills.

Health and Physical Education (HPE) gives students the knowledge and skills to:

- Make informed decisions about their own health.
- Develop personal fitness.
- Participate effectively in physical activities.
- Enhance personal development.
- Enhance and develop fitness capabilities that will prevent current lifestyle diseases.

## COURSE OUTLINE AND ASSESSMENT SUMMARY

The Health and Physical Education (HPE) Key Learning Area is organised into two strands. Students will study units from each strand:

STRAND 1 - PERSONAL, SOCIAL & COMMUNITY HEALTH		STRAND 2 - MOVEMENT & PHYSICAL ACTIVITY	
UNITS INCLUDE:			
ANATOMY AND SPORTS INJURIES	TEENAGE HEALTH	SEXUAL HEALTH	MY FITNESS

Health and Physical Education will include both written tasks and non-written tasks to assess these criteria. Students should expect at least one physical task and one written task per term. Assessment Tasks will include:

- Written tasks (e.g. exam essays, research tasks, journals, performance tasks).
- Physical tasks (e.g. speed and accuracy of responses, performance of offensive and defensive strategies).

**Students must be dressed appropriately for practical work. On the days where practical lessons are scheduled, students are to wear their school sport uniform (as per NLSC Uniform Policy) complete with NLSC cap or hat.**

# SELECTION SUBJECTS

STUDENTS SELECT ANY TWO OF THE FOLLOWING SUBJECTS

## THE ARTS

### DANCE

This subject prepares young people with 21st century skills and resources. The study of Dance enables the application of multiple literacies through which students create, demonstrate, express and reflect on meaning made through movement. Dance has the means to prepare students for unimagined possibilities, with highly transferrable skills and the capacity for flexible thinking and doing. Multiple literacies are essential skills for the artist as both maker and audience and learning in Dance prepares students to engage in a multimodal world. A course of study in Dance establishes a basis for further education and employment across many fields, both inside the Arts and culture industries and beyond. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

Through creating, presenting and responding, students will develop skills transferrable across subjects including: problem-solving, group working, creative and critical thinking, communication, adaptability, multi-tasking and leadership.

#### COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
<p><b>TOP OF THE POPS</b> <b>Iconic Influences In The Music Industry</b></p> <p>Students will expand upon understanding the three major components of Dance: Choreography, Performance and Analysis within Making and Responding tasks. An exploration of popular dance styles and artists, exploring the technological, cultural, societal and historical influences. This unit has a strong choreographic and performance focus, with research into how technology influenced the development of popular dance styles. Critical and creative thinking is embedded within this unit through analytical writing.</p>	<p><b>DANCE THROUGH THE AGES</b></p> <p>Students will expand upon understanding the three major components of Dance: Choreography, Performance and Analysis within Making and Responding tasks. Students will study the evolution of dance as linked with society, culminating in the popular stepping/body percussive/modern tap from the 1990s/2000s. Whilst working within this final focus, students will also physically explore gumboot dancing, African Jazz, whacking and tutting. Through studying these era styles, students will explore: history/culture, clothing/dance styles and political/social impact. Working in groups, students will develop their team-work, problem solving, memory retention, communication, literacy, numeracy, creative thinking and critical analysis skills.</p>
<p>Students perform a set hip hop dance taught by their teacher and choreograph a popular dance utilising set repertoire. Students analyse set repertoire. Students evaluate through a set template of a chosen piece.</p>	<p>Students manipulate movement from an era and modernise the choreography to fit the present day. Students perform a piece of choreography based on the art of stepping, body percussion and tap fusion as well as analysing and evaluating set repertoire.</p>

# DRAMA

Drama is a blend of performance, design and analytical work in an exploration of social issues, performance skills of different genres and historical periods. Theoretical understanding of these areas of study will underpin and support practical work. Year 9 drama offers learning over a wide range of topics, which endeavour to encourage personal and social growth as well as gaining a broader understanding of our present through the study of the past.

## COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>SILENCE IS GOLDEN</b> <b>Visual Storytelling</b></p> <p>Visual Storytelling is theatre that combines many techniques (Puppetry, Movement, Music, Digital Imagery and Live Acting) and relies on showing the story or idea, rather than the telling of the story. Through Visual Storytelling, the audience is taken on a mostly visual journey.</p>	<p><b>JUICE</b> <b>Scripted Drama</b></p> <p>In this unit students will study a set play text that explores teenage issues. Whilst discussing and deepening their understanding of topical issues, students will develop their acting skills and their knowledge of the Dramatic Elements and Conventions of realism. Students will perform scenes from the play as well as be examined on their understanding of the play.</p>	<p><b>HEROES &amp; VILLAINS</b> <b>Melodrama And Soapies</b></p> <p>In this unit students will learn about the Melodrama and Soapie style of acting, with particular focus on stock characters - Hero, Villain, Damsel in distress, Clown/ Joker, Coward etc. A particular emphasis is on the Australian culture and how TV Melodrama and Soapies reflect our culture and the language used. In this unit students will explore the values that appear to be in the soap operas.</p>	<p><b>BATTLE CRIES</b></p> <p>This unit focuses on experiences in war. Students will create and write in role and individually devise a performance that they must rehearse to performance level. Students will be able to use technology incorporated in their assessment to heighten their performances.</p>

The students will be assessed continuously throughout the semester, through both practical and theoretical tasks. There are two dimensions assessed which may be carried out through the following examples:

**MAKING:** Scriptwriting, play building, improvisation, costume and make-up design, performing scripted or original material before a live audience

**RESPONDING:** Evaluations, written exam, written analysis of recorded or live performance

Students who select Music need to have a keen interest in studying all aspects of music including responding and making (presenting and creating). Some prior experience in music would be an advantage but not necessary.

A study of Music can lead to careers in performing, music tuition (both private and formal education systems), A/V industry, entertainment, music therapy, speech pathology, child-care and arts administration. Music is also an effective outlet for students with creative and analytical potential.

## COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3
<p><b>ON TV</b></p> <p>The course begins with a study of music used in television advertising and shows. Students will develop skills in becoming more discerning consumers by analysing music used in media and how it manipulates its target audience.</p>	<p><b>THE MUSICAL</b></p> <p>This unit is a study of the musical as it is arguably one of the most popular forms of live theatrical entertainment. Composition will involve basic harmonisation and arranging. Performance skills will also be a second focus of the assessment. Students will be learn to make use of the compositional software program MuseScore as a tool for creating.</p>	<p><b>SHOW TIME</b></p> <p>This semester is dedicated to students taking responsibility for their own learning. They are to work collaboratively to prepare for a concert of their own devising and are to coordinate the event from conception to execution. Students will be required to complete written and composing tasks to ensure their preparations are thorough.</p>

- Year 9 begins the journey of the Year 9-10 Band Plan, as students analyse different scores and performances aurally and visually. They will evaluate the use of elements of music and defining characteristics from different musical styles. They will use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.
- Students will learn to interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They will learn to interpret and perform music with technical control, expression and stylistic understanding. They will use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They will use knowledge of the elements of music, style and notation to compose, document and share their music.

Visual Art prepares students for participation in the 21st century by fostering curiosity and imagination and teaching students how to generate and apply new and creative solutions when problem solving in a range of contexts. This learnt ability to think in divergent and creative ways enables artists, designers and craftspeople to work in collaboration within multiple fields to design and manufacture images and objects that enhance and contribute to our daily lives. Students will use the design process in problem solving and in the creation of artworks. The focus in this subject is on students creating, responding, presenting, reflecting and appraising images and objects.

Students learn and apply the Elements and Principles of Design to a variety of 2D and 3D experiences. They will engage in experiences to develop personal expression, aesthetic judgment and critical awareness. Students will gain satisfaction and enjoyment from making images and objects and displaying them. This subject is a combination of theoretical understanding with practical applications. Students who intend studying Visual Arts in Year 10 must have studied Visual Arts in Year 9.

## COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>LINED PERSONA</b></p> <p>Students are to produce a 'tonal drop-out' black and white portrait drawing, based on the photographic image of an elderly person. They will use the grid technique to enlarge the image to an A3 size, to ensure the drawing is accurate and in proportion. They must maintain, through the use of various marks, the tone evident in the original photograph, which is created by the light source and form of the subject matter. Line work, tone and proportion are the focus for this artwork.</p>	<p><b>DARING DESIGN</b></p> <p>Students are to create an effective logo and a skateboard artwork they have designed in response to a design brief. Using the design process, they will research, experiment, reflect, draw and create works using their original works. They will conduct extensive drawings and media experiments, which will inform the completion of their final work. They will create an original logo and designs for a skateboard, inspired by Street Art, with limited use of tone for graphic effect. They must select the most effective design that addresses the design brief and enlarge this onto a skateboard deck which we provide. The appraising essay focuses on the life and work of the surf artist, Drew Brophy, and the appraisal of one of his works.</p>	<p><b>MAGNIFICENT CREATURES</b></p> <p>Students are to design and make a unique mask based on aspects of cultural animal masks. Using the design process, they will research different cultures and their masks, and create original compositions in their journal. The resolved mask must have sculptural qualities and must demonstrate an understanding of symbolism, and the Elements and Principles of Art. Scale, materials used and interpretation of the culture are student-teacher negotiable. Students will construct their masks using papier mache and complete their mask using acrylic paints and their choice of embellishments. The appraising essay focuses on the life and work of the mask maker Michael Taylor and the appraising of one of his unique and spectacular mask</p>	<p><b>VIEW TO VALUE</b></p> <p>Students are to produce a representational landscape painting on stretched canvas based on a photograph of a view that they value. The artwork is required to demonstrate an understanding of: composition, depth, space, aerial perspective, balance, colour, shape, texture, tone and brush work. The design process Journal work will include painting experiments, which involve colour mixing, painting terms and techniques.</p>

Visual Arts students are assessed in relation to: creating, responding, reflecting, presenting and appraising images and objects. A student's Visual Arts results will be based on the making task/s in each unit, an assignment in Units 2 and 3 and journal work in each unit. Students are to maintain a well presented art journal that contains classroom exercises, notes, sketches, skill building exercises, media experiments, collected resources and written reflection within specified timeframes. The journal follows the design process and demonstrates visual and verbal evaluations and reflections about the different creative processes explored during the unit of work.

**CREATING IMAGES AND OBJECTS:** Students engage in making images and objects by designing and creating two-dimensional and three-dimensional forms using a variety of materials, processes and functions.

**REFLECTING AND PRESENTING:** Through the making process, students communicate their ideas, feelings, experiences and observations of their worlds.

**APPRAISING IMAGES AND OBJECTS:** Students describe, analyse, interpret and evaluate their own and others' images and objects.

# TECHNOLOGIES

## FOOD SPECIALISATIONS

The aim of the subject is for the student to use design and technologies knowledge, understanding, processes and production skills and design thinking, to produce designed solutions for identified needs or opportunities of relevance to individuals and regional/ global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related occupations and further study. Students will have the opportunity to design and produce at least four designed solutions focused on Food Specialisation.

### COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>INFLUENCES ON FOOD CHOICE</b>	<b>HELLO DINNER</b>	<b>FOODIFICATION</b>	<b>WHAT IN THE WORLD ARE WE EATING?</b>
Students explore a range of lifestyle diets, adapt recipes and design solutions to lifestyle problems. The assessments include a multi-modal presentation, examination and practical production of food.	Students investigate and design a meal box, document their progress and produce food solutions. The assessments include a project, design folio and practical production of food.	Students analyse the characteristics and properties of food, participate in trials, taste test evaluations and explore the influence of bush tucker. The assessments include an examination, design folio and practical production of food.	Students explore the Asian influences and emergence of bush tucker flavours in Australian food. The assessments include an investigation, presentation and practical production of food.

**Students need to wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will restrict entry to the kitchen.**

## DIGITAL TECHNOLOGIES

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for Digital Technology in Year 10.

By the end of Year 9, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

### COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>ANIMATION</b>	<b>DATABASES</b>	<b>SPREADSHEETS</b>	<b>PYTHON</b>
Students will: <ul style="list-style-type: none"><li>• Demonstrate knowledge and understanding of Digital Technologies.</li><li>• Demonstrate processes and production skills in Digital Technologies.</li><li>• Complete various projects using the EDGE (explore, develop, generate, evaluate) cycle.</li><li>• Complete exams and assignments throughout the units of work</li></ul>			

## DESIGN AND TECHNOLOGIES

Design and Technologies may be best understood as a process where people use tools to manipulate the environment and resources for a particular purpose that is sustainable, and meets the needs of people. It introduces students to the basic design processes combined with the use of materials to construct solutions to real-life situations.

Students will learn to interpret drawings and designs to then cut out, fix together and finish a project/solution. This subject has both practical and theoretical components.

Students will also be introduced to computer aided drafting software including AutoCAD 2D, Inventor, Revit and Adobe Illustrator. Free CAD software can be downloaded from the following site for student use: (<http://www.autodesk.com/education/free-software/featured>). Students will become familiar with 3D printing and using 3D printers to design products for a particular audience.

The focus in Year 9 will include design as well as improving and building hand skills; measuring and marking out; joining and finishing timber.

### COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>NATURAL RESOURCES</b> <ul style="list-style-type: none"> <li>• The use of timber and metal in society</li> <li>• Constructing with timber and metal</li> <li>• Materials focus</li> </ul>	<b>LIFTING UP</b> <ul style="list-style-type: none"> <li>• Using engineering and force to create motion</li> <li>• Lifting motion</li> <li>• Design focus</li> </ul>	<b>FANTASTIC PLASTIC</b> <ul style="list-style-type: none"> <li>• Using manufactured materials in society</li> <li>• Constructing using plastics</li> <li>• Materials focus</li> </ul>	<b>DESIGN TO IMPROVE</b> <ul style="list-style-type: none"> <li>• Perspective Sketching</li> <li>• Using technology</li> <li>• Improve a product, space or location</li> <li>• Design focus</li> </ul>

Students will be assessed by a series of design and construction tasks which will involve research to meet audience requirements. Assessment types will include, but not limited to: Projects; Reports; Exams; Folios of tasks.

**Students need to wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will restrict entry to the workshops.**

## LANGUAGES

### ITALIAN

Italian engages students in language learning through the use of communicative tasks that are engaging and fun. Students who completed Year 8 at North Lakes State College are required to have achieved at least a 'C' in both semesters of Italian to continue with the subject in Year 9. Entry to new students in Year 9 is at the discretion of the Head of Department Languages & International Studies.

Students from an Italian language background may wish to apply to the Head of Department Languages & ICT to enter the Italian Immersion Program in Year 9. It is recommended that students of Italian should be dedicated to their studies, hard-working and show initiative.

Learning a language is not an easy task but it is very rewarding. Students of a second language typically demonstrate higher levels of literacy, improved problem-solving skills and a greater appreciation of diversity than their peers.

### COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>I GIOVANI E IL TEMPO LIBERO</b> Youth and free time	<b>LA VITA CREATIVA</b> The creative life	<b>LA SALUTE E IL BENESSERE</b> Health and Wellbeing	<b>DA GIOVANE</b> When I was young

Students are required to complete a variety of assessment tasks in reading, writing, speaking and listening.

These tasks include:

- Exams
- Pre-prepared pieces of work

# CHINESE

Chinese engages students in language learning through the use of communicative tasks that are engaging and fun. Students who completed Year 8 at North Lakes State College are required to have achieved at least a 'C' in both semesters of Chinese to continue with the subject in Year 9. Entry to new students in Year 9 is at the discretion of the Head of Department Languages & International Studies.

Learning a language is not an easy task but it is very rewarding. Students of a second language typically demonstrate higher levels of literacy, improved problem-solving skills and a greater appreciation of diversity than their peers.

## COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
DAILY ROUTINE	SCHOOL LIFE	MY HOUSE	MY COMMUNITY
Students are required to complete a variety of assessment tasks in reading, writing, speaking and listening. These tasks include: <ul style="list-style-type: none"><li>• Exams</li><li>• Pre-prepared pieces of work</li></ul>			

# BUSINESS

## ECONOMICS AND BUSINESS

*Economics and Business* empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of *Economics and Business* develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society.

The Year 9 *Economics and Business* curriculum challenges students to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

*Economics and Business* provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the *Economics and Business* curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently.

*Economics and Business* will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

### COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>AUSTRALIA AS A TRADING NATION</b></p> <ul style="list-style-type: none"> <li>• Participants in the Australian economy</li> <li>• Distribution of goods and services</li> <li>• Australia’s major trading partners</li> <li>• Impact of global events and specific case studies</li> </ul>	<p><b>GLOBAL BUSINESS AND COMPETITIVE ADVANTAGE</b></p> <ul style="list-style-type: none"> <li>• Australia’s interdependence with other economies</li> <li>• Overseas production</li> <li>• Implications of an interdependent economy</li> <li>• Transnational corporations</li> <li>• Reasons for competitive advantage</li> <li>• Strategies to create competitive advantage</li> <li>• Corporate social responsibility</li> <li>• Emerging techniques to gain advantage</li> </ul>	<p><b>MANAGING FINANCIAL RISKS AND REWARDS</b></p> <ul style="list-style-type: none"> <li>• Role of banks and institutions</li> <li>• Financial risks</li> <li>• Types of investment</li> <li>• Good and bad debt</li> <li>• Protection from risks</li> <li>• Australian financial landscapes</li> <li>• Strategies to manage finances in business</li> </ul>	<p><b>THE GLOBAL WORKPLACE</b></p> <ul style="list-style-type: none"> <li>• Responsibilities of participants</li> <li>• Changes to roles of employees</li> <li>• Employer responsibilities</li> <li>• Government responsibilities</li> </ul>
Combination Response Exam	Extended Response to Stimulus Exam	Business Report	Combination Response Exam

# SIGNATURE PROGRAM

ENTRY IS BY APPLICATION ONLY. PLEASE SEE THE COLLEGE WEBSITE FOR APPLICATION PROCESSES

## DANCE

As part of North Lakes State College's Signature Program, we offer a highly successful extension dance program from Prep to Year 12 for students who are considering the possibility of a career based around the dance industry.

Entry into this program is through audition only. There are three troupes running within the College: Lil/Mid Kicks (Prep to Year 6), and Kicks (Year 7 to Year 12). These troupes perform at various competitions and events throughout the year ranging from Eisteddfods to the North Lakes State College Arts and Culture evening. The troupes have demonstrated excellence in their practice, winning a multitude of awards since their inception in 2005. Within the troupes the students learn from qualified dance teachers with only a small fee to cover costumes and eisteddfod entry fees. Students require a team uniform, tights and dance shoes.

### GOALS OF PROGRAM

- To continue the development of North Lakes State College Dance students to provide them with tools necessary to forge a career in Dance.
- To further develop the performance skills of Dance students through a variety of opportunities such as: Eisteddfods, Dance Camp (Year 7 to Year 12), Choreographic Development, Mentoring for younger students and other performance opportunities for various community and schooling events.
- To provide intensive specialised training for dance students and assist them in the understanding of how to improve and develop as a dancer.

### ELIGIBILITY CRITERIA

Entry via audition showing:

- Demonstration of outstanding behaviour and understanding of Prep to Year 12 Culture in College life.
- Evidence of high level of motivation and commitment to Dance through attendance, participation, personal philosophy and performance.
- Commitment to academic studies.
- High level of Dance and performance ability

## GOLF

North Lakes State College offers the Signature Golf Program as part of the College's commitment to the development of sport. This program is currently available to all students in Year 7 to Year 12 who meet the selection criteria and standards set down by the College's coaching and management staff. Entry into the program is by application only.

### GOALS OF PROGRAM

Students will engage in specifically designed training sessions by a qualified Australian PGA Professional aimed at enhancing the student's knowledge, skills and attitudes important for participation at the highest level. The program provides students who have a genuine commitment to their chosen sport with an opportunity to pursue the sport along many pathways that now exist. This includes the option of pursuing the sport as a career. The program follows a holistic approach to student development and exposes the students to all facets of the game with the objective of assisting each student to be the best player they can be. The program is conducted weekly before, during and after school and includes the following sessions:

- Fitness (Tuesday Mornings): Addresses stability, core and dynamic strength using state of the art equipment such as TRX, VIPR, BOSU and HART training equipment.
- Skill Development (Wednesday Afternoons): This session allows students to work on technical aspects of their game. All sessions are conducted at a local Golf Club (TBA) and address all aspects of the game.
- On Course Play (During School Sport): Each week students are given the opportunity to hone their skills. Students play under the supervision of PGA Professional, Anthony O'Connell. They work on their course management skills and learn the finer details of the rules and etiquette of the game.

## BASKETBALL

North Lakes State College offers the Signature Basketball Program as part of the College's commitment to the development of sport. This program is currently available to all students in Year 7 to Year 12 who meet the selection criteria and standards set down by the College's coaching and management staff. Entry into the program is by application only.

### GOALS OF PROGRAM

- To offer basketball as an alternative to school sport
- To continue in the growth and development of our current North Lakes State College basketball students, by providing a more enhanced specialised program.
- To develop the basketball and general athletic abilities of each student enrolled in the program.
- To provide specialised training for students and assist them in the understanding of how to improve and develop as a player
- Provide opportunities to compete at various high-level basketball competitions and assist in the development of each individual to reach their maximum potential.
- To develop a strong basketball culture within the school and wider community whilst developing morals and values prevalent in positive citizenship

### ELIGIBILITY CRITERIA

- Outstanding athletic ability as evidenced by fitness results.
- Representative in club basketball, playing and training with local club
- Demonstration of outstanding behaviour in all aspects of College life
- Evidence of commitment to interschool sport and to personal fitness
- Member of a representative team for club basketball e.g. Wizards U14 div 1
- Representative of state emerging basketball squad or state team member
- Representative Player at district, regional or state level in basketball

## RUGBY

The Signature Rugby Program at North Lakes State College is designed to develop the sporting talents of students, and illustrates the College's commitment to excellence. The program is currently available to students in Years 7 to 12. To be selected in the Signature Rugby Program students must meet selection criteria, maintain standards set by the College, and attend multiple trials. The program is conducted through before and after school sessions. Students involved in the program will also be required to attend tournaments both during and outside normal school hours.

### GOALS OF PROGRAM

- To further create a positive sporting culture within North Lakes State College
- To develop personal fitness and health levels
- Have high standards both on and off the field
- Build self-confidence, and take pride in representing the school at events
- To help students achieve their personal goals in Rugby (i.e. Representative teams)
- Provide opportunities to play against schools/teams from across the state

## ITALIAN IMMERSION

The Italian Immersion Program at North Lakes State College challenges students in Year 7 to Year 9 to experience learning in a new and exciting way. In Year 7, Immersion students are immersed in the study of the Italian language by receiving their Italian, Mathematics, and Science lessons completely in the Italian language. Humanities does not become part of the Immersion Program until Year 8. Due to the nature of the program, the students develop proficiency in Italian at an accelerated rate compared to students studying mainstream Italian. Immersion subjects follow the same study programs and units of work as the mainstream classes of the same year level. Students will be required to complete the same assessment as mainstream students for Science and Humanities.

### ELIGIBILITY CRITERIA

- Students must have achieved a B for Italian in Year 6 (or current language of study) as well as a minimum of a B in English, Mathematics, Science and Humanities (Geography and History).
- Students are required to complete an application. The application process occurs during Semester 2 of Year 6. All enquiries should be directed to the HOD Languages and ICT.
- Students of Immersion should be dedicated to their studies, hard-working, show initiative and maintain a high level of achievement.