North Lakes STATE COLLEGE

Year 9

CURRICULUM HANDBOOK

2025

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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)
ENGLISH	**THE ARTS** Dance Drama Music Visual Art Media Arts in Practice
MATHEMATICS	**TECHNOLOGIES** Food Specialisations Design and Technologies Digital Technologies
SCIENCE	**LANGUAGES** Chinese
HISTORY (6-month rotation)	**BUSINESS** Economics & Business
HEALTH & PHYSICAL EDUCATION	

PLEASE NOTE

- Subjects on offer are dependent on staffing, resourcing and student numbers
- The implementation of the Australian Curriculum V9 may result in changes to some of the subjects in this guide. All information is correct at time of publication

INSPIRE

The Inspire Academy is an innovative, engaging and rigorous learning environment designed for high achieving students. Learning sequences are adapted in order to challenge, extend and accelerate the academic ability of students across the core learning areas of Math, English, Science and Humanities.

Students are provided with a number of opportunities to develop 21st century skills such as critical thinking and decision making, information gathering and communication. This is achieved through extension tasks and projects throughout the learning sequence that extend students from the core content to real world contexts.

The Inspire Academy classroom has been purposefully designed to promote collaboration and team work. Students have opportunities to work in small or large groups by rearranging the flexible furniture. Brainstorming and problem solving can be completed individually or with peers on the whiteboard tables throughout the room.

There is a strong focus on developing and enhancing digital fluency for each student with the utilisation of the iPad. Teachers create a seamless blend of technology and challenging learning experiences to create an engaging classroom environment where learning is not only more relatable for the students, but is also helping to prepare them for a digitally focussed future.

Connections are made across the core learning areas to help create a more holistic curriculum for students. For example, while studying Physics in Science, students make connections with their study of Ancient Egypt by looking at the Physics involved in the construction of the Great Pyramids. Another example is the link between English and History as students link their learning of ancient myths to story development and storytelling in English. As students progress through the year, the assessment tasks also feature connections across core learning areas through project based learning.

Students follow the same overall curriculum plan of the core subjects, however are given opportunities to experience a range of extension tasks and activities across the learning areas.

CORE SUBJECTS

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

SEMESTER 1	
UNIT 1	**UNIT 2**
Anime has long been popular in Japan, but it is reaching a new level of global popularity. Studio Ghibli has produced some of the most critically acclaimed films. Their work has influenced other filmmakers by 'refusing to talk down to children and allowing adults to explore their feelings in unexpected ways.' In this unit, students analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style comparing texts by the Japanese Anime filmmaker, Hiyao Miyazak	Want to rebel against authority? Prepare to conquer a dismal future? What kind of world would you create for yourself if you could start again? In this unit, students analyse the effects of text structures, language features and literary devices, in a range of literary texts. They create and edit their own literary texts that may be a hybrid, experiment with text structures, language features and literary devices for purposes and audiences, in response to one of the texts studied.
SEMESTER 2	
UNIT 3	**UNIT 4**
Fake news can threaten our democracy and distort our view of the world. We are living in a digital world and can no longer take everything we see, hear, or read at face value. In this unit, students analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group. They present and discuss opinions regarding the way these are used to cover a contentious issue in a range of news and social media.	What are Australian values? Where do they come from? Do they include everyone? Students analyse the representations of people and places in literary texts, drawn from historical, social, and cultural contexts to explore and compare representations of values of characters
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
The English course is designed for students to be able to complete most work in class during lessons. It is expected students complete the reading of set texts for homework. Students will have additional reading and work on assignments/ assessment tasks to complete in addition to class work.	English assessment in Year 9 consists of a minimum of four tasks, including written, spoken and multimodal tasks • Extended response - Multi modal • Extended response – Written • Extended response – Spoken/signed • Short response – Written

MATHEMATICS

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

By the end of Year 9, students recognise and use rational and irrational numbers to solve problems. They extend and apply the exponent laws with positive integers to variables. Students expand binomial products, and factorise monic quadratic expressions. They find the distance between 2 points on the Cartesian plane, and the gradient and midpoint of a line segment. Students use mathematical modelling to solve problems involving change in financial and other applied contexts, choosing to use linear and quadratic functions. They graph quadratic functions and solve monic quadratic equations with integer roots algebraically. Students describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations.

They apply formulas to solve problems involving the surface area and volume of right prisms and cylinders. Students solve problems involving ratio, similarity and scale in two-dimensional situations. They determine percentage errors in measurements. Students apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles. They use mathematical modelling to solve practical problems involving direct proportion, ratio and scale, evaluating the model and communicating their methods and findings. Students express small and large numbers in scientific notation. They apply the enlargement transformation to images of shapes and objects, and interpret results. Students design, use and test algorithms based on geometric constructions or theorems.

They compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. Students explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view. They determine sets of outcomes for compound events and represent these in various ways. Students assign probabilities to the outcomes of compound events. They design and conduct experiments or simulations for combined events using digital tools.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

COURSE OUTLINE AND ASSESSMENT SUMMARY

Students at North Lakes State College will study mathematical units of work from version 9 of the Australian Curriculum which:

TERM 1	TERM 2	TERM 3	TERM 4
STATISTICS AND PROBABILITY Compare distributions of multiple numerical data sets, represent, describe features of data sets using summary statistics and shape, consider the effect of outliers, explain how techniques and representation support or question conclusions **Problem solving modelling task – Race Riot** Determine sets of outcomes for compound events and represent these in various ways, assigning probabilities **TERM EXAM**	**NUMBER AND ALGEBRA** solve problems with rational and irrational numbers, apply exponent to variables, expand binomial products, and factorise monic quadratic expressions, express small and large numbers in scientific notation **SEMESTER EXAM**	**MEASUREMENT AND GEOMETRY** Solve problems for surface area and volume of right prisms and cylinders, determine percentage errors in measurements, Pythagoras' theorem and trigonometric ratios to solve problems involving right-angled triangles, use mathematical modelling to solve practical problems, evaluating the model and communicating their methods and findings **Problem solving modelling task – Putt Putt design**	**NUMBER AND ALGEBRA** use mathematical modelling to solve problems involving change in financial, use linear and quadratic functions, graph quadratic functions and solve monic quadratic equations with integer roots algebraically, describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations **Problem solving modelling task – Finance**

HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
• Weekly tasks to be completed at home • Assignments to be completed at home and in class time	Assessed via completion of written tests and problem-solving modelling tasks

SCIENCE

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
PHYSICAL SCIENCES Forms of energy can be transferred in a variety of ways through different mediums.	**CHEMICAL SCIENCES** 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.	**BIOLOGICAL SCIENCES** 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.	**EARTH AND SPACE SCIENCES** How combustion, photosynthesis and respiration effect the carbon cycle and interactions between the Earths spheres.
HOMEWORK/STUDY REQUIREMENTS		ASSESSMENT TECHNIQUES	
• Weekly tasks to be completed at home • Assignments to be completed at home and in class time.		Science assessment in Year 9 consists of one exam or one assignment per semester	

UNIFORM REQUIREMENTS

Students <u>MUST</u> 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

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

TERM 1	TERM 2
MAKING A BETTER WORLD? **THE INDUSTRIAL REVOLUTION (1750-1914)** • The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain *(the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire)* and of Australia. • The population movements and changing settlement patterns during this period. • The experiences of men, women and children during the Industrial Revolution, and their changing way of life. • The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.	**ORIGINS OF WW1 & AUSTRALIAN LEGENDS** • Causes of WW1 • Formation of The ANZACS and the Australian Legend • The experiences of Gallipoli • Trench Warfare • The Western Front • The role of women during the war
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
• Weekly tasks to be completed at home • Assignments to be completed at home and in class time.	• Multi Modal Presentation, Short Response and Response to stimulus exams

Students will require an IPAD for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century learning.

HEALTH & PHYSICAL EDUCATION

(SEMESTER ONLY COURSE)

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:

ONE SEMESTER OF STUDY ONLY	
RESPECTFUL RELATIONSHIPS	**TEENAGE HEALTH**
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
• The HPE course is carefully designed to enable students to complete most of their coursework during class lessons. This approach allows for interactive learning, group activities, and immediate feedback from our experienced educators. • Ensure that the parent permission form is completed and returned • For practical lessons conducted outdoors, it is mandatory for students to wear the North Lakes State College school hat, following our uniform policy. • We encourage students to revise class materials in preparation for theory exams • Students may receive weekly tasks and assignments. Some of these assignments will be completed at home, while others will be done during class time.	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).*

UNIFORM REQUIREMENTS

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.

ELECTIVE SUBJECTS

STUDENTS SELECT ANY TWO OF THE FOLLOWING SUBJECTS FOR THE YEAR

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 work, creative and critical thinking, communication, adaptability, multi-tasking and leadership.

COURSE OUTLINE AND ASSESSMENT SUMMARY

SEMESTER 1	SEMESTER 2
TOP OF THE POPS **ICONIC INFLUENCES IN THE MUSIC INDUSTRY** 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.	**DANCE THROUGH THE AGES** 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, stepping and tap. 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.
Students perform a set hip hop dance taught by their teacher and choreograph a popular dance utilising set repertoire. Students analyse and evaluate set repertoire.	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.
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
Homework/study for Dance often encompass both practical and theoretical aspects, which may include the following components: • Learning choreography • Rehearsing • Choreographing both individually and in groups • Analysis of dance works (personal and professional)	The students will be continuously assessed throughout the semester through tasks that cover the sub-strands of: • Performance • Choreography • Responding

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

TERM 1	TERM 2	TERM 3	TERM 4
HEROES & VILLAINS **MELODRAMA AND SOAPIES** 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.	**REALISM** **SCRIPTED DRAMA** 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.	**BATTLE CRIES** 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.	**SILENCE IS GOLDEN** **VISUAL STORYTELLING** 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.

HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
Homework/study for Drama often encompass both practical and theoretical aspects, which may include the following components: • Learning lines • Rehearsing performances • Completing analysis and evaluation on viewed performances • Scriptwriting.	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, story-making and performing scripted or original material before a live audience. **RESPONDING**: Evaluations, written exam, written analysis of recorded or live performance

MUSIC

Students who select Music in Year 9 need to have a keen interest in studying all aspects of music, including responding to, composing, and performing music. Some prior experience in music would be an advantage and is strongly advised, but not essential.

This subject prepares young people with 21st Century skills including:
- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- ICT skills, through the embedded use of iPad and laptop devices.

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

SEMESTER 1		SEMESTER 2
UNIT 1	UNIT 2	UNIT 3
ON TV 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. Students will complete the following assessment task: • Responding Essay	**THE MUSICAL** 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. Students will be learning to make use of the compositional software program MuseScore as a tool for creating. Performance skills will also be a second focus of the assessment.. Students will complete the following assessment tasks: • Composition • Performance	**SHOW TIME** 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. Students will complete the following assessment tasks across the semester: • Performance – mock audition video • Composition portfolio • Responding Exam

HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
Homework/study for Music often encompass both practical and theoretical aspects, which may include the following components: • Individual practice/group rehearsal • Composing • Analysing and evaluating music • Completing theory tasks • Completing work not finished in class	The students will be continuously assessed throughout the semester through tasks that cover the sub-strands of: • Responding • Composing • Performing

- 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

Visual Art students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences. 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

TERM 1	TERM 2	TERM 3	TERM 4
LINED PERSONA Students analyse the work of London-based portrait artist Mark Powel, and develop an art journal containing media experiments, planning and reflections. Students will produce a portrait study, where they will reduce the tones to black and white, exploring shading techniques and proportion processes. They develop this artwork further by exploring etching and print making.	**DARING DESIGN** Students analyse by the work of American artist Drew Brophy. His street art and a design brief will influence their art making. 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.	**MAGNIFICENT CREATURES** Students respond to the work of Mark Taylor, a mask maker inspired by his travels and different cultures. Students explore how masks have changed throughout times, places and people. They select a culture, develop designs and solve a final design. Students create this design 3 dimensionally using papier mache or plaster and acrylic paint.	**VIEW TO VALUE** Students explore observational techniques and process to paint a figurative landscape on canvas. They use perspective tone and value elements to create a realistic resolved acrylic painting. An extended written response comparing two Modern artists and their paintings is included in this unit.
HOMEWORK/STUDY REQUIREMENTS		ASSESSMENT TECHNIQUES	
Homework/study for Visual Art often encompass both practical and theoretical aspects, which may include the following components: • Journal work • Research • Annotations • Reflections through written responses or essays		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 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.

MEDIA ARTS IN PRACTICE

Students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

COURSE OVERVIEW

SEMESTER 1	
UNIT 1	**UNIT 2**
ADVERTISING How advertising works, viral marketing, advertising techniques and appeals.	**MUSIC VIDEO** Introduction to photography and basic animation. Storytelling through visuals and audio.
ASSESSMENT REQUIREMENTS	**ASSESSMENT REQUIREMENTS**
Discuss the history of a brand, how advertising choices change across different time period.	Photograph Flip Book
SEMESTER 2	
UNIT 3	**UNIT 4**
CREATIVE COMPOSITION Camera and editing techniques, television genres, how social and cultural values and beliefs inform media texts.	**VIDEO GAMES** Genres of video games, roles of video games, roles of characters in video games, appealing to the audiences of video games.
ASSESSMENT REQUIREMENTS	**ASSESSMENT REQUIREMENTS**
Film Production of television opening credits.	Construct a playable character and an NPC for an existing video game that appeals to a diverse audience.
HOMEWORK/STUDY REQUIREMENTS	**ASSESSMENT TECHNIQUES**
• Production log book • Complete filming for productions and editing film for assessment, if not completed in class • Students are encouraged to have their own iPad laptop device to complete editing.	• Photography • Animations • Storyboard • Film productions • Written analysis
WORK PLACE HEALTH AND SAFETY REQUIREMENTS: Working with specialist equipment including electrical cords, power-points, and lighting.	

Successful engagement across this subject prepares students for Senior Subjects: Media Arts in Practice

TECHNOLOGIES

FOOD SPECIALISATIONS

While studying Food Specialisation in Year 9, students will work independently and collaboratively to demonstrate their understanding and skills of design in food-based contexts. Students will develop their design and technologies knowledge, while practising and refining key process and production skills. Students will be required to produce designed solutions for identified needs or opportunities of individuals or global communities.

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.

Students will use their learning device to access complete digital course work, research, locate visual stimulus, document their cooking products, use digital creation platforms such as CANVA, create digital portfolios, produce and submit assessment tasks.

COURSE OUTLINE AND ASSESSMENT SUMMARY

TERM 1	TERM 2	TERM 3	TERM 4
FUNCTIONAL PROPERTIES OF FOOD	**HELLO DINNER**	**PROMOTION OF HEALTHY OPTIONS**	**INFLUENCES ON FOOD CHOICES**
Students Investigate the functional property of food. The unit facilitates student exploration of how ingredients behave during preparation and cooking, and how they affect the finished food product in terms of how it looks, tastes, and feels.	Students investigate trends in convenience and how technologies have impacted our eating patterns, with the introduction of new products, packaging, and innovative cooking methods. It also explores our role in designing and contributing to new food products and how we can ensure sustainability our future.	Students will examine current nutritional issues resulting from lifestyle. The unit explores food consumption patterns and trends, ethical responsibilities of governments and communities; mass production systems and impact on food needs; evolution of food technologies and products/services to meet consumer needs.	Students will examine food technology as an occupation and its impact on food and nutrition from a local to global context. It explores food consumption trends and cultural influences on our food choices.
ASSESSMENT REQUIREMENTS	**ASSESSMENT REQUIREMENTS**	**ASSESSMENT REQUIREMENTS**	**ASSESSMENT REQUIREMENTS**
• Written Assignment: Design three recipe cards and present using digital media • Practical: Cook one of the designed recipes	• Written Exam • Practical Project: Design and Cook Two Meals for 'Hello Dinner' Box	• Written Task: Re-design a recipe that is suitable for remote areas • Practical: Cook the re-designed recipe	• Multi-modal Task: research and present about a chosen country and the relevant food influences • Practical: Cook a dish of the chosen country
STUDY REQUIREMENTS			
• Completion of online 'OnGuard' training requirements • Signed parent permission form • Weekly recipe preparation and familiarisation • Supply of container and cool bag to transport prepared food home.			

UNIFORM REQUIREMENTS

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 Computer Science and/or Digital Enterprise 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
PROGRAMMING	**WEBSITE DESIGN**	**DATABASE DESIGN**	**ANIMATION**
Students will learn all aspects of coding – pseudo code, data flow diagrams, syntax of coding languages eg Python	Students will design a static website using HTML and CSS for a given scenario involving e-commerce.	Students will design and implement a relational database, including queries, reports and forms.	Students will learn to construct a 30 second animation for a given scenario. Students will ensure they apply the 12 animation principles to their animations

HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
Both in class and at home will be needed to complete project work across the semester.	• Projects - design a solution to a given problem. • Combination of written and practical elements • Exams

SUBJECT SPECIFIC CONSIDERATIONS

- There is a strong focus on computational thinking and problem solving in this subject.
- Students will use both their iPads and school desktop computers to complete this subject.

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
TECHNOLOGY FOR SUSTAINABLE LIVING • Safety Induction • Research of alternative energy options and how they work • Designing an Ecolamp • Prototype using 3Dpriners laser cutter, hand skills and a variety of materials	**LIFTING UP** • Using engineering and force to create motion • Lifting motion Design focus	**DESIGNING WITH EMPATHY** • Designing a product with for a client with special needs • Research task • Building a questionnaire for design	**ROCKET ENERGY** • Design, test and manufacture a CO2 Car to race. • Report writing • Evaluating

HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
On guard online training modules and Project planning not completed at school. Practical tasks will be assessed alongside evaluations by students of their work.	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.

UNIFORM REQUIREMENTS

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.

LANGUAGE

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

TERM 1	TERM 2
DAILY ROUTINE	**SCHOOL LIFE**
HOMEWORK/STUDY REQUIREMENTS	**ASSESSMENT TECHNIQUES**
• Weekly tasks to be completed at home • Assignments to be completed at home and in class time	Multi Modal Presentation, Short Response and Response to stimulus exams

Students will require an IPAD for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century learning.

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.

Students will require a suitable device for a number of applications within Economics and Business including:

- The internet for online research, survey development and to access class materials on QLearn
- Microsoft Word for the creation and presentation of business reports
- Microsoft PowerPoint, or other presentation software, for the creation of multimodal presentations and supportive visuals for oral presentations

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
MARKETING Students explore the world of Marketing, learning about the four P's – Product, Place, Price and Promotion whilst being introduced to some key Business skills including a SWOT analysis, interpreting and evaluating using criteria. The assessment will require students to analyse the marketing mix of Australia Zoo and write a *Business report* to suggest a new attraction for the zoo, evaluating its potential for increasing the zoo's competitiveness.	**BUSINESS ENTERPRISE** In this unit, students will explore entrepreneurs and discover the different ways of entering into business. Inventions and innovative ideas will be investigated and of course, Shark Tank clips will be viewed! The assessment sees students form into groups and prepare to participate in a simulated "Shark Tank" whereby each group will deliver a persuasive sales pitch to a panel of "Sharks" for a business idea of their very own.	**FINANCIAL FUNDAMENTALS** Students will learn about the necessary fundamentals for entering the workforce and being a contributing member of society. Topics include: • Types of income • Types of taxes and charges • How the government raises revenue • Federal and state budgets • Tax File Numbers • Payslip analysis • Paying Tax • Superannuation Towards the end of the unit, students will be asked to apply the knowledge and skills they have learned throughout the term to complete a short response exam.	**BUYER BEWARE** In this unit, students will examine their rights as a consumer, as well as learning how to detect and avoid scams. Through exploring this unit, students will learn how to exercise their rights. Students investigate: • Consumer rights • Consumer guarantees • Refund policies • Online shopping • Scams • Office of Fair Trading • The complaint process The assessment requires students to investigate a current scam of their choice and create a *multimodal presentation* to educate others and offer suggestions to avoid becoming a victim.
HOMEWORK/STUDY REQUIREMENTS		**ASSESSMENT TECHNIQUES**	
• Review of notes each evening • Completion of research and written homework tasks • Study for written exams • Work on assignments		• Assignment – Business Report • Exam – Short response • Assignment – Group oral • Assignment – Multimodal Presentation	

YEAR 9 ACCESS PROGRAM

The Junior School Access program is built on the General Capabilities framework of the Australian Curriculum – Personal and Social Capability. The Personal and Social capability provides a foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, collaborate, develop empathy, set goals and resolve conflict, including identifying, managing and reporting bullying. They feel positive about themselves and the world around them.

The Personal and Social capability supports students to build their ability to regulate their thoughts, emotions and behaviours. This ability assists students to effectively engage with new ways of thinking, knowing and doing in an increasingly demanding and diverse global society.

Each year level participates in a specialised program for their specific juncture within the Junior Phase of Learning and will culminate in the successful completion of the Junior Certificate of Education to be launched in 2025. The key topics are explored in both class sessions and on assemblies.

KEY TOPICS & AREAS OF LEARNING	
ONE SEMESTER – CONTENT COVERED BY HPE TEAM	ONE SEMESTER – TRANSITION PREPARATION
• Study skills – understanding my learning strengths and preferred study techniques • Achievement reflection and goal setting leading to the successful completion of the Junior Certificate of Education • Introduction to Senior Education and Training Plan – how to use the SET Planning tool on One School as a reflection process prior to subject selection • Subject selection talks from various staff from the senior team • External talks from various tertiary education providers. • Respectful Relationships – the P-10 program package for Queensland State Schools designed to equip students with skills to develop respectful and ethical relationships free of violence • Nutrition/Exercise/Sleep - what is healthy • Transition from Year 9 into Year 10.	

YEAR 9 TUTORIAL PROGRAM

The Junior Secondary Tutorial program has been designed to provide the school with an opportunity to address key learning needs within the junior secondary cohort. Literacy and numeracy have been identified as two key, foundational focus areas to improve academic outcomes for students at North Lakes State College. Data interrogation will assist in identifying gaps to strategically target teaching and learning to improve outcomes. Literacy and numeracy are woven into every subject area and is therefore a priority for the college community.

	POTENTIAL AREAS OF IMPROVEMENT PER SEMESTER
LITERACY	**Focus Areas may Include:** • Writer's Toolbox to improve student writing • Cognitions – explicit teaching of cognitive verbs to improve assessment literacy • Reading Program – to improve student success in reading fluency and comprehension
NUMERACY	Data will inform the gaps in learning that need to be addressed in the Numeracy Program and will be characterised by the following: • Numeracy connections to subject areas • Numeracy connections to real-world and 21st century contexts • Uncovering and bridging gaps in numeracy understanding and/or concepts.

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:

ELIGIBILITY CRITERIA

- Official handicap required or willingness to obtain a handicap.
- Nudgee Golf Club Junior membership
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- 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

The Signature Basketball program is available to students in years 5 to 12 who meet the selection criteria and standards set down by the College coaching and management team.

The Signature Basketball Program allows a core group of dedicated members additional practical experiences in the sport of basketball, encouraging students to reach new levels of achievement. The Program is based on the operating principles of high-performance programs. Students engage in specifically tailored curriculum programs aimed at enhancing an athlete's knowledge, skills and attitude, important for successful participation at the elite level.

The program is conducted through before and after school training sessions each week. Students involved in the program will also be required to attend practice games, competitions and state tournaments both during and outside normal school hours.

PROGRAM OBJECTIVES

- To offer basketball as a pathway for students to engage in physical movement and build skills in teamwork, resilience, collaboration and communication.
- To provide a program that supports the physical, mental and emotional growth of each individual student, thus guiding all students to reach their full potential.
- Utilise community connections to enhance real world learning opportunities for students in areas beyond basketball, including, but not limited to strength and conditioning, sports nutrition, exercise physiology, injury prevention and sports psychology.
- To provide an avenue for students to engage in competitive basketball, competing at various high-level events, and enhance their skills and experience in such settings.
- To provide students with a holistic respect for the sport of Basketball and build knowledge and experience around the various facets necessary for game success, including coaching, officiating and team management.
- To develop a strong basketball culture within the College, and wider community, which strengthens student morals and values, and builds a positive ethos around global citizenship.

ELIGIBILITY CRITERIA

- High level of athletic ability as evidenced by fitness results.
- Experience in club and representative basketball is highly regarded.
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- Having a strong team focus and recognising the importance of being a team player

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

ELIGIBILITY CRITERIA

- Willingness to improve rugby knowledge and skill level.
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- Having a strong team focus and recognising the importance of being a team player