Laidley
STATE HIGH
SCHOOL

2027-2028

Year 9 & 10 Subject Information Booklet

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Aspiring Together...
A World Of Opportunities

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1. Welcome to Year 9 & 10 at LSHS

Introduction

Laidley State High School delivers the Australian Curriculum across the core learning areas of English, Mathematics, Science, Humanities and Social Sciences, and Health and Physical Education. The Australian Curriculum outlines the essential knowledge, skills and understanding students are expected to develop at each year level. It includes content descriptions, which identify what teachers are expected to teach, and achievement standards, which describe the quality of learning students are expected to demonstrate. Teachers use the Australian Curriculum to design engaging learning experiences that respond to students' individual needs, abilities and interests. Further information is available at www.australiancurriculum.edu.au.

At Laidley State High School, students study a combination of compulsory core subjects and elective subjects. This provides students with a strong educational foundation while allowing them to explore areas that align with their interests, strengths and future pathways.

Our curriculum aims to:

- provide students with opportunities and a supportive learning environment in which they can achieve their best educational outcomes;
- maintain a consistent focus on literacy and numeracy;
- deliver relevant and engaging learning experiences that cater for a diverse range of students;
- encourage collaboration while developing independent learners and critical thinkers;
- prepare students to use current and emerging technologies confidently and responsibly;
- develop the skills, confidence and motivation required for lifelong learning; and
- support students to become active, informed and reflective members of Australian and global communities.

Year 9 Curriculum Structure

The Year 9 curriculum consists of the compulsory core subjects of:

- English;
- Mathematics;
- Science;
- Humanities and Social Sciences; and
- Health and Physical Education.

English, Mathematics and Science are each allocated three 70-minute lessons per week throughout the year. History and Health and Physical Education are each studied for one semester and are allocated three 70-minute lessons per week. Each elective subject is allocated two 70-minute lessons per week. Students also select three elective subjects from the other learning areas offered by the school.

Choosing Elective Subjects

Students should carefully consider their interests, strengths and future goals when selecting elective subjects. They are encouraged to seek advice from their teachers, Heads of Department, the Guidance Officer and other career education staff before making their selections. Parents and carers also play an important role in supporting students through the subject selection process. By working together, students, families and school staff can develop a course of study that provides each student with the best opportunity for success. Students and their parents or carers should read this handbook carefully and become familiar with the Year 9 curriculum structure, subject offerings and course requirements before completing the subject selection process.

2. Curriculum Information Organisation

Key Learning Areas

Each Key Learning Area (KLA) in the handbook is presented with units structured in the following format:

Subject Aims	A brief overview of the educational objectives and intended student outcomes for the subject.
Unit Title	Identifies the focus of the unit and may highlight key areas of study or topics.
Resources/Texts	A brief summary of the materials and texts that students may engage with during the unit.
Pre-Requisites	Recommended prior study or learning pathways to support success in this subject.
Assessment	Describes the assessment tasks used to determine achievement levels.
Costs	Provides an indication of anticipated costs, beyond the standard resource contribution.
Careers	Suggests potential career pathways related to this subject area.

Students with Diverse Learning Needs

Laidley State High School uses a whole-school approach to support students with disability, learning difficulties, English as an additional language or dialect (EAL/D), and gifted and talented students.

Support may include differentiated and explicit classroom teaching, focused intervention for identified students and intensive assistance for a small number of students. Teachers, support staff and teacher aides work together to provide appropriate curriculum, teaching and assessment. Students learn alongside same-age peers and may receive reasonable adjustments, which are planned through consultation and based on individual needs.

Students working significantly below or above year-level expectations may require an Individual Curriculum Plan (ICP). Developed in consultation with staff, parents and students, an ICP documents:

- gaps and progress in the student's knowledge, understanding and skills
- the curriculum level to be taught
- learning expectations
- focused teaching strategies and support
- parent approval.

ICPs may affect future subject eligibility and pathways to the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Students expected to pursue a QCE pathway will generally transition from an ICP during Year 10 and engage with year-level curriculum supported by reasonable adjustments.

ICPs may also document extension and enrichment for gifted students. EAL/D learners may receive targeted language support guided by Education Queensland Bandscales.

3. Rationale

Subject selection allows students to explore their interests, build on their strengths and develop skills that support their future learning and pathways. This approach:

- gives students greater choice in planning their course of study and encourages them to take responsibility for their learning;
- allows students to select subjects that reflect their interests, strengths, learning needs and future goals;
- provides opportunities for students to experience success, extend their skills and receive additional support where required;
- encourages students to become more engaged and motivated in their learning; and
- actively involves students, parents, carers and school staff in the subject selection process.

Planning Your Course

English, Mathematics, Science, History, and Health and Physical Education are compulsory subjects in Year 9. When planning their Year 9 course, students should be aware that:

- English and Mathematics classes may be organised using students' learning needs and achievement data to ensure appropriate support and extension. Class placements may be reviewed and adjusted throughout the year as students' progress.
- Students will study two elective subjects. Each elective is allocated three 70-minute lessons per week.
- Elective subjects are available across the learning areas of Humanities, Technologies and The Arts.
- Subject selections may be reviewed, and changes can be negotiated before the commencement of each semester.
- Any requested change will depend on class availability, timetable requirements and the suitability of the subject for the student.

Key Learning Area (KLA)	Subject/s Offered
The Arts	• Dance, Drama, Music • Media Arts, Visual Arts
English	• English
Health and Physical Education	• Health & Physical Education • Touch Football Excellence Program
Mathematics	• Mathematics
Science	• Agricultural Science • Science • STEM
Humanities and Social Sciences	• History • Business and Citizenship
Technology	• Digital Technologies • Food Studies • Design & Technology & TES

4. Homework

Information and Requirements

- Homework is assigned regularly by most teachers across subject areas.
- Students are expected to complete all tasks within the specified timeframe.
- Neglecting or refusing to complete homework may result in a catch up session issued by the teacher.

Recommended time for homework:

- **Years 7–9:** 1 – 1½ hours per night

Types of homework:

- **Set Homework:** Tasks assigned by the teacher, to be completed by the specified day and period.
- **Study Homework:** Revision work for which you are responsible. Regular review of previously learned material helps retain knowledge and understanding.
- **Assignments:** Plan ahead and work on assignments over a period of time to avoid last-minute submissions. Completing them in one night is not recommended.

REMEMBER:

Around 80% of new learning is lost in the first 24 hours!

Research shows that the following revision program is generally effective after a 1-hour learning session.

10 minutes later	-	*Revise for 10 minutes*
1 day later	-	*Revise for 5 minutes*
1 week later	-	*Revise for 2-3 minutes*
1 month later	-	*Revise for 2-3 minutes*
6 months later	-	*Revise for 2-3 minutes*

Effective studying requires the student to:

- ✓ Organise thoughts, time work and materials
- ✓ Make a positive commitment to achieving goals
- ✓ Develop a variety of skills and techniques
- ✓ Actively participate in the learning process

Core Subject Information

English

AIMS (Year 9): The English curriculum involves learning about English language, literature and literacy. These three interrelated areas of learning form the core of the English curriculum and provide the foundation for study across all curriculum areas. The three strands of language, literature and literacy are interwoven to inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading/viewing and writing/creating.

The English curriculum aims to ensure that students:

- understand and use Standard Australian English in its spoken and written forms and in combination with other non-linguistic forms of communication
- develop a sense of the capacity of Standard Australian English to evoke feelings, to organise and convey information and ideas
- use language to inform, persuade, entertain and argue
- understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings
- develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature, and an understanding of literary criticism, heritage and values
- develop proficiency in the increasingly specialised written and spoken language forms of schooling.

CONTENT: *Students will undertake the following units of study:*

Year 9		
Unit 1 **Representations of Culture**	***Unit 2*** **Should We Discard the Bard?**	***Unit 3*** **Exploring Hybrid Speculative Fiction**
In this unit, students explore how people, places, histories and cultures are represented across a range of written, visual and multimodal texts. Students examine how text structures, language features and persuasive techniques are used to construct representations, communicate viewpoints and position audiences. They consider how representations can reflect, reinforce or challenge attitudes, values and beliefs, and develop their own responses to cultural representations.	In this unit, students will delve into the enduring impact of William Shakespeare's literary works, commonly regarded as the pinnacle of English literature. Throughout the exploration of Shakespeare's plays and poems, including deep dives into themes of love, revenge, ambition, and jealousy, students will examine whether these themes and characters retain relevance in the 21st century **Assessment: Blogpost**	In this unit, students will explore speculative fiction (like dystopian stories, science fiction, and fantasy) and look at how authors use text structures and language features to express ideas and opinions about important issues in the world. Students will examine how these stories reflect significant human experiences, such as survival, identity, or technology's impact on society. **Assessment: Narrative**

Assessment: Portfolio Tasks **Assessment: Podcast**		**multimodal**

AIMS (Year 10): English creates confident communicators, imaginative thinkers and informed citizens who analyse, understand, communicate and build relationships with others and the world around them. English develops usage, appreciation and enjoyment of language, form, structure and expression and enjoying English to create meaning, evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.

CONTENT: In preparation for senior pathways, students will be streamed into Year 10 English classes based on their historical achievement in English to date and their preferred/suggested English pathway for Senior study. Considering this, the Year 10 English Work Program consists of a range of possible units of work and assessment based on the cohort of students and each class. A SAMPLE of what could be studied is below as a guide.

Year 10	
Unit 1 **Romeo and Juliet**	***Unit 2*** **Dystopian Realms**
Students study Shakespeare's *Romeo and Juliet* to explore how dramatic conventions, language features and characterisation are used to develop ideas about conflict, relationships, identity and social expectations. They examine how Shakespeare positions audiences through character, dialogue, dramatic irony and key themes, and develop analytical and persuasive responses to the play and its interpretations **Assessment: Persuasive Speech** **Assessment: Analytical Essay**	Students read and respond to a contemporary dystopian novel that explores social, moral and ethical issues. They examine how authors use narrative viewpoint, characterisation, setting and plot to construct imagined worlds and communicate perspectives about society. Students consider how values, beliefs and assumptions shape texts and use their understanding of the novel to create both analytical and imaginative responses. **Assessment: Imaginative response** **Assessment: Novel/Film review**

RESOURCES/TEXTS:

- A variety of poetry texts
- Various Novels
- Various visual texts

PREREQUISITES: Nil

ASSESSMENT:

- Written examinations
- Assignments
- Oral presentations
- Portfolios of class activities

- Stimulus or reflection responses

COSTS: If there is a relevant production or film, participation in such excursions is encouraged. Average cost is approximately $20-$30.

CAREERS: A pass in English is a requirement for most careers.

Health and Physical Education

AIMS: Students explore how health is dynamic, interrelated, & influenced by personal and social factors.

They develop skills to promote health and wellbeing, engage in physical activity, & enhance personal development. Through health units and practical movement activities, students learn to make healthy lifestyle choices and explore potential career pathways.

CONTENT: *Students will undertake the following units of study: (HPE is studied for 1 Semester)*

Year 9	
Health Units	
Unit 1 **How social media Affects Me**	***Unit 2*** **Active Life, Long Life**
During the term students will focus on: • Self-esteem & body image • Influence of social media on body image • How social media influences teenagers	*During the term students will focus on:* • Health-related fitness • Circuit training • Developing circuit training programs
Physical Units	
Oz Tag, Netball, Athletics and Fitness Training and Circuits	

Year 10	
Health Units	
Unit 1 **Respectful Relationships**	***Unit 2*** **Looking After Yourself and Others**
During the term students will focus on: • Communication & considerations in relationships • What makes a healthy relationship? • Sexual health and risks of sexual relationships • Coercive control, consent and the laws surrounding sexual relationships	*During the term students will focus on:* • Cardiovascular diseases • Risk factors • Data collection and analysis

Physical Units
Oz Tag, Netball, Athletics and Fitness Training and Circuits

NOTE: This subject is designed to support the research that it is widely recognised that physical activity is essential for good health and wellbeing, enhances students' educational outcomes, supports their personal development and promotes lifelong active lifestyles.

RESOURCES/TEXTS:

- Students will be given physical and digital access with all required information for each unit.

PREREQUISITES: N/A

ASSESSMENT:

- Practical assessment.
- Written Report
- Examination

COSTS: Nil

CAREERS: students may pursue careers in personal training, fitness instruction, physical education teaching, nursing, allied health, youth work, community health, psychology, nutrition, or health promotion.

History

AIMS (Year 9): The Year 9 History curriculum covers the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought.

It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the "war to end all wars".

Students will study one semester of History in either Semester One or Two, alternating with Health and Physical Education.

Inquiry questions that students may investigate throughout their study are:

- What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the causes and significance of the First World War?
- What were the perspectives of different people at the time?
- What are the contested debates and reasons for different historical interpretations?

The course is organised around two depth studies:

- Depth Study 1 – Making and Transforming the Australian Nation
- Depth Study 2 – World War One

CONTENT: *Students will undertake the following units of study:*

Year 9	
Unit 1 **Making and Transforming the Australian Nation**	***Unit 2*** **World War One**
• The causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration • The key social, cultural, economic and political changes and their significance in the development of Australian society • The causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia • Significant events, ideas, people, groups and movements in the development of Australian society • Continuities and changes and their effects on ways of life and living conditions, political and legal institutions, and cultural expression	• The causes of the First World War and the reasons why Australians enlisted to fight in the war • The places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East • Significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice • The effects of the First World War on Australian society, such as the role of women, political debates about conscription, relationships with the British Empire, and the experiences of returned soldiers • The commemoration of the First World War, including different historical interpretations and

around the turn of the 20th century in Australian society • Different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and values • The development of Australian society in relation to other nations in the world by 1914, including the effects of ideas and movements of people	debates about the nature and significance of the Anzac legend and the war

AIMS (Year 10): The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

Students will study one semester of History in either Semester One or Two.

Inquiry questions that students may investigate throughout their study are:
- How did the nature of global conflict change across the 20th century?
- What were the causes and consequences of the Second World War? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?
- What were the perspectives of people at the time? How did these perspectives change?
- What are the contested debates and reasons for different historical interpretations?

The course is organised around two depth studies:
- Depth Study 1 – World War Two
- Depth Study 2 – Building Modern Australia

CONTENT: *Students will undertake the following units of study:*

Year 10	
Unit 1 **World War Two**	***Unit 2*** **Building Modern Australia**
• The causes, outbreak and course of the World War II and the significance of Australian involvement • The places where Australians fought, and their perspectives and experiences during the Second World War, such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and Kokoda	• Effects of significant post-WWII events on the development of Australian society • The causes of changes in perspectives, responses, beliefs and values on migration that have influenced Australian society since 1945 • The causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations

• The significant events and turning points of World War II, including the Holocaust and use of the atomic bomb • The effects of World War II, with a particular emphasis on the continuities & changes on the Australian home front, such as the changing roles of women & First Nations Australians, & the use of wartime government controls • The significance of the Second World War to Australia's immediate post-war economic, political and social development, and Australia's international relationships in the 20th century • The commemoration of World War II including different historical interpretations & debates	• The contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians and the extent to which they brought change to Australian society • The significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change • The significant events, individuals and groups in the women's movement in Australia, and how they have changed the role and status of women • The continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women

PREREQUISITES: Nil

ASSESSMENT:

- Exams
- Written Assignments
- Research Journal

COSTS: At times excursions may be offered to students.

CAREERS: This course provides the foundation for those interested in a wide and varied field related to social and educational services, for example, foreign affairs, politics, public service, law, journalism, teaching, and many other professions requiring skills in communication, research, analysis and decision-making.

Mathematics

AIMS: To ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

CONTENT: *Students will undertake the following units of study:*

Year 9	
Unit 1	***Unit 2***
• *Students have opportunities to develop understandings of:* • Real numbers: Solving rates problems, simplifying rates, identifying additive and multiplicative patterns in direct proportion, representing rates graphically and algebraically • Linear and non-linear relationships: Calculate gradient, calculate the distance between two points on a Cartesian plane using Pythagoras's theorem, calculate the midpoint of a line segment. • Using units of measurement: calculate the area of composite shapes, calculate the surface area and volume of right prisms and cylinders solve problems involving the surface area and volume of right prisms and cylinders, apply reasoning around volume to design a rainwater collection system for a school.	• *Students have opportunities to develop understandings of:* • Patterns and algebra: expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y- intercepts of parabolic functions • Geometric reasoning: describe the conditions for similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests, and investigate scale and area. • Pythagoras and trigonometry: apply Pythagoras' Theorem to check if a triangle is acute, right-angled or obtuse, determine unknown side lengths of right-angled triangles, solve problems involving right-angled triangles, apply naming conventions for sides of right-angled triangles, use similarity to investigate the constancy of the sin, cos and tan ratios, investigate patterns in trigonometric ratios, calculate trigonometric ratios using known angle or side length values, calculate unknown side lengths in right-angled triangles, solve problems using trigonometry, & calculate unknown angles in right-angled triangles.

Unit 3	*Unit 4*
• *Students have opportunities to develop understandings of:* • Real numbers: understand and use index notation, convert index notation to expanded notation and vice versa, investigate the index laws for multiplication, division, zero index, power of a power, power of a product, power of a quotient, the negative indices and simplify expressions using the index laws, convert numbers from scientific notation to standard decimal form and vice versa, use index laws to solve problems involving scientific notation. • Money and financial mathematics: use the simple interest formula, rearrange the simple interest formula, solve problems using simple interest. • Patterns and algebra: review the distributive law, expand and simplify binomial expressions, apply the index laws to expansion, investigate special cases of binomial expansion (perfect squares, the difference of squares). • Data representation and interpretation: consolidate types of statistical variables, collect primary and secondary data to investigate statistical questions, calculate, interpret and describe statistics from both raw data and data representations using non-digital and digital resources, construct and compare histograms and back-to-back stem-and-leaf plots and use statistical knowledge to draw conclusions.	• *Students have opportunities to develop understandings of:* • Real numbers: express numbers using scientific notation and perform operations using the index laws. • Linear and non-linear relationships: model relationships between variables and link algebraic, graphical and tabular representations of those relationships. • Using units of measurement: investigate very large and very small-time scales, express time scales using metric prefixes and scientific notation, convert units of time using the index laws. • Chance: determine outcomes of two-step chance experiments using tree diagrams and arrays, assign probabilities to outcomes, calculate relative frequencies, determine probabilities of events (including those involving 'and' and 'or' criteria), organise data and determine relative frequencies in Venn diagrams and two-way tables, investigate data used in media reports (estimate population means and medians and evaluate the validity of statistics used).

Year 10	
Unit 1	*Unit 2*
Students develop understandings of: • Pythagoras and trigonometry: revise Pythagoras' Theorem and solve contextualised problems, apply the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions and solve contextualised trigonometric problems including surveying and orienteering. • Chance: describe the results of two- and three-step chance experiments, assign and	*Students develop understandings of:* • Patterns and algebra: apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, expand and factorise quadratics. • Linear and non-linear relationships: explore connections between algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines,

determine probabilities including conditional probability and investigate the concepts of dependence and independence.	identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised problems, formulate & solve real life problems involving monic quadratic expressions and equations, adapt graphing techniques to solve problems involving monic quadratics, make connections between functions and their graphical representations, extend application of graphing techniques from linear functions to parabolas, circles & exponential functions.
Unit 3	***Unit 4***
Students develop understandings of: • Using units of measurement: recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids • Geometric reasoning: recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties. • Data representation and interpretation: develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations, calculate statistical measures of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports.	*Students develop understandings of:* • Money and financial mathematics: recall simple and compound interest formulas, calculate simple and compound interest connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans. • Linear and non-linear relationships: represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically.

RESOURCES/TEXTS: A variety of texts and teacher resources will be used. Scientific calculator is required and may be purchased from the school administration office.

PREREQUISITES: Nil

ASSESSMENT: Up to 3 pieces of assessment each term consisting of a variety of

- Topic tests
- Investigations and problem-solving tasks
- Mathematical modelling tasks
- Projects using real-world data
- Statistical investigations
- Practical and digital-tool-based activities
- Classwork and teacher observations

COSTS: Nil

CAREERS: Data processor, Sales assistant, Credit officer, Metallurgist, Exporter, Optometrist, Actuary.

Science

AIMS: The Australian science curriculum aims to ensure that students develop:

- an interest and curiosity in science
- an ability to investigate questions about the world using scientific inquiry methods
- an ability to communicate their scientific understandings and findings
- an ability to solve problems and make informed, evidence-based decisions
- an understanding of historical and cultural aspects of science
- a solid foundation in science knowledge and understanding of the biological, physical and earth and space sciences

CONTENT: *Students will undertake the following units of study:*

Year 9			
Biology	**Physics**	**Earth and Space**	**Chemistry**
Students explain how body systems provide a coordinated response to stimuli. They describe how sexual and asexual reproduction contribute to the survival of species. They investigate human body systems and how they work together to maintain life. Students also explore ecosystems, sustainability, and the interrelationships between populations.	Students analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer, including wave motion in sound and light and the effects of different materials.	Students explain how interactions within and between Earth's spheres affect the carbon cycle. They explore plate tectonics, geological processes, and tectonic events at plate boundaries.	Students explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement, and conservation of mass. They investigate chemical reactions in living and non-living systems and how new substances are formed.

RESOURCES/TEXTS: Various texts and teacher resources.

PREREQUISITES: Completion of the previous year science course.

Year 10			
Biology	**Physics**	**Earth and Space**	**Chemistry**
Students explain the processes that underpin heredity and genetic diversity. They investigate DNA, genetic diseases, and pedigree analysis, and analyse monohybrid crosses to predict offspring genotypes and phenotypes. They also describe evidence supporting evolution by natural selection and explore biodiversity.	Students explain how Newton's laws describe motion and apply them to predict the motion of objects. They explore forces, technologies to measure forces and motion, and conduct investigations to collect quantitative data.	Students sequence key events in the origin and evolution of the universe and describe supporting evidence for the Big Bang theory. They analyse how matter cycles within and between Earth's spheres and consider human impacts on global systems, such as climate change.	Students explain patterns and trends in the periodic table and predict the products of chemical reactions. They analyse factors that affect reaction rates and investigate the usefulness of products and effects of changing reactants and conditions.

RESOURCES/TEXTS: Various texts and teacher resources.

PREREQUISITES: Completion of the previous year science course.

ASSESSMENT:
- Practical reports
- Scientific reports
- Exams

COSTS: Nil

CAREERS: This course provides a foundation for senior science subjects and can support a wide range of career pathways, including:

- **Medical and Health Sciences:** Medicine, nursing, allied health, physiotherapy, pharmacy, biomedical science.
- **Engineering and Technology:** Civil, mechanical, electrical, environmental, chemical, and software engineering.
- **Environmental and Earth Sciences:** Environmental consulting, geology, meteorology, conservation, climate science.
- **Research and Academia:** Laboratory technician roles, research assistant positions, and academic careers in scientific fields.
- **STEM Industries:** Biotechnology, agricultural technology, renewable energy, robotics, and information technology.

STEM: Science, Technology, Engineering and Mathematics

AIMS: STEM provides students with opportunities to explore **Science, Technology, Engineering and Mathematics** through practical, creative and problem-solving activities. Students will work independently and collaboratively to investigate real-world problems, develop ideas, design and test solutions, and evaluate their success. The course is intentionally flexible so that projects can respond to student interests, available resources, emerging technologies and local or community opportunities. Students will develop skills in critical and creative thinking, collaboration, communication, innovation, investigation and project management.

CONTENT: *Students will undertake a range of STEM investigations and projects across the year.*

Year 9			
Unit 1 **STEM Foundations**	**Unit 2** **Investigate & Innovate**	**Unit 3** **Design & Create**	**Unit 4** **STEM Challenge**
During the term students may: Explore the STEM design process and develop problem-solving skills. Participate in practical STEM challenges and investigations. Develop skills in planning, designing, testing and evaluating. Use science, mathematics and technology to develop solutions.	*During the term students may:* Investigate a real-world scientific, technological or community problem. Collect, represent and analyse data to inform decisions. Generate and compare possible solutions. Consider factors such as cost, sustainability, safety and user needs.	*During the term students may:* Design, construct and test a solution to a STEM problem or need. Use a range of materials, equipment, digital technologies or systems. Test, modify and improve prototypes or solutions. Apply scientific and mathematical knowledge where appropriate.	*During the term students may:* Apply STEM knowledge and skills to complete an extended challenge or project. Work independently and collaboratively to manage a project. Test and refine solutions using evidence and feedback. Communicate and showcase the design process and final solution.

ASSESSMENT

1. **STEM Investigation** – investigate a problem and use evidence to develop conclusions.
2. **Design Challenge** – plan, design, create and test a prototype, product or solution.
3. **STEM Project** – apply STEM knowledge and skills to a practical or real-world context.
4. **STEM Showcase** – communicate, demonstrate and evaluate a completed project or solution.

PREREQUISITES: No specific prerequisites. An interest in practical problem-solving, designing, creating and investigating is encouraged.

COSTS: Some projects may require students to supply low-cost or recycled materials. Any additional costs associated with specific projects will be communicated in advance.

CAREERS: Engineering, Science, Agriculture, Environmental Science, Information Technology, Robotics, Coding, Data Science, Renewable Energy, Construction, Design, Advanced Manufacturing, Laboratory Technology and other STEM-related careers.

AIMS: Year 10 STEM provides students with opportunities to extend their skills across **Science, Technology, Engineering and Mathematics** through practical, project-based and real-world learning. Students will investigate problems, generate and develop ideas, design and test solutions, analyse evidence and evaluate outcomes. The course is intentionally flexible so projects can respond to student interests, available resources, emerging technologies and local or community opportunities. Students will further develop skills in critical and creative thinking, collaboration, communication, innovation, investigation and project management.

CONTENT: *Students will undertake a range of STEM investigations and projects across the year.*

Year 10			
Unit 1 **Explore & Investigate**	**Unit 2** **Design & Engineer**	**Unit 3** **Innovate & Create**	**Unit 4** **STEM in Action**
During the term students may: Investigate contemporary or real-world STEM problems. Use scientific investigations, data and research to develop understanding. Analyse information and evidence to identify patterns and possible solutions. Consider environmental, social, economic and technological factors.	*During the term students may:* Apply an engineering design process to a problem or need. Generate, compare and refine possible solutions. Design, construct, test and modify prototypes. Consider safety, sustainability, cost, efficiency and user needs.	*During the term students may:* Develop an innovative product, prototype, system or solution. Use technologies, materials, equipment or digital systems where appropriate. Test ideas and use evidence and feedback to improve solutions. Evaluate the effectiveness and limitations of solutions.	*During the term students may:* Complete an extended STEM challenge or project. Apply knowledge and skills from different STEM areas. Manage a project from initial idea through to a final outcome. Evaluate and communicate the success of the final solution.

ASSESSMENT

1. **STEM Investigation –** investigate a real-world problem, analyse evidence and propose possible solutions.
2. **Engineering Design Challenge –** design, construct, test and refine a prototype, product or system.
3. **Innovation Project –** develop and evaluate a STEM solution in response to an identified need or opportunity.
4. **STEM Major Project/Showcase –** manage, complete and communicate an extended STEM project or solution.

PREREQUISITES: No specific prerequisites. An interest in practical problem-solving, science, technology, engineering, mathematics, designing or creating is encouraged.

COSTS: Some projects may require students to supply low-cost or recycled materials. Any additional costs associated with specific projects will be communicated in advance.

CAREERS: Engineering, Science, Agriculture, Environmental Science, Information Technology, Robotics, Coding, Data Science, Renewable Energy, Construction, Design, Advanced Manufacturing, Laboratory Technology, Project Management and other STEM-related careers.

Elective Subject Information

Agricultural Science

AIMS: Agricultural Science develops knowledge of factors influencing plant and animal production, with a focus on sustainable practices.

Students investigate cropping, horticulture, animal health, and welfare, alongside practical experiences in animal husbandry and plant production.

They develop research and communication skills through both theoretical and field-based learning, preparing them for senior study in Agricultural Science.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Term 1	***Term 2***	***Term 3***	***Term 4***
During the term students will focus on: **Introduction to Agricultural Science** • Elements of Agriculture • Occupational Health and Safety • Agricultural Industries • Cropping and Horticulture • Natural and Rural Systems	*During the term students will focus on:* **The animal environment** • Climatic Environment • Spatial Environment • Social Environment • Animal Welfare and Ethical Considerations	*During the term students will focus on:* **Animal health** • Animal Handling and Husbandry • Types of Disease • Disease Transmission, Symptoms and Control Measures • Disease Prevention and Biosecurity	*During the term students will focus on:* **Plant science** • Requisites for Growth • Processes and Responses

RESOURCES/TEXTS: Dynamic Agriculture Years 7-10 by Lisle Brown et.al. and teacher resources

COSTS: Nil

PREREQUISITES: Pass in year 8 Science, Maths and English

Year 10			
Term 1	***Term 2***	***Term 3***	***Term 4***
During the term students will focus on: **Introduction to Agricultural Science** • Elements of Agriculture • Occupational Health and Safety • Agricultural Industries • Cropping and Horticulture • Natural and Rural Systems	*During the term students will focus on:* **Animal Welfare and Ethical** Considerations • Animal Welfare • Ethical Considerations • Legislation and requirements • Ethical dilemmas and real-world issues	*During the term students will focus on:* **Plant and Animal Disease** • Animal Handling and Husbandry • Types of Disease • Disease Transmission, Symptoms and Control Measures • Disease Prevention and Biosecurity	*During the term students will focus on:* **Plant Production** • Requisites for Growth • Processes and Responses • Plant reproduction • Plant adaptations and responses

NOTE: Concepts of sustainable production underpin all units throughout the course. During Year 10 students will also consider the importance of mechanisation within the Agricultural sector and machinery purposes, componentry and effective operation.

RESOURCES/TEXTS: Dynamic Agriculture Years 7-10 by Lisle Brown et.al. and teacher resources

PREREQUISITES: Pass in year 9 Science, Maths and English

ASSESSMENT:
- Examination
- Extended Written Task
- Oral Presentation (Individual or pairs)
- Written Report

COSTS: Nil

CAREERS: This course provides the knowledge and skills to pursue senior agricultural studies and careers in:
- **Agriculture and Agribusiness:** Farm management, crop and livestock production, agricultural consultancy.
- **Animal Science and Veterinary Services:** Veterinary nurse, technician, animal welfare officer, livestock specialist.
- **Environmental and Sustainability Roles:** Land management, sustainable agriculture, conservation projects, biosecurity.
- **Food Production and Horticulture:** Crop science, horticulture, greenhouse management, irrigation systems.
- **Research and Technology in Agriculture:** Agricultural research, soil science, plant breeding, agricultural engineering.

Certificate II in Active Volunteering (CHC24015)

Registered Training Organisation (RTO): Volunteering Queensland Inc

(RTO number: 6020 VET subject)

Qualification description: This is a nationally accredited course which is recognised throughout Australia. It is designed to provide students with the opportunity to develop and enhance their employability skills, whilst helping to make a difference to the lives of others and improving the school and local community.

Refer to www.training.gov.au for specific information about the qualification.

Entry requirements: There are no entry requirements for this qualification.

Duration and location: This are a one-year course delivered in Year 10 on site at Laidley State High School on behalf of Volunteering Queensland (RTO number 6020)

Course units: Students are required to successfully complete 7 competencies to achieve their Certificate II in Active Volunteering (CHC24015) from the CHC Community Services Training Package and students must also complete 20 hours of volunteer work.

This will enable students to demonstrate in a practical manner the ability to apply the theoretical knowledge they gain through their training.

Units of Competencies		
CODE	**TITLE**	**CHC24015**
CHCDIV001	Work with diverse people	CORE
CHCVOL001	Be an effective volunteer	CORE
HLTWHS001	Participate in workplace health and safety	CORE
BSBCMM201	Communicate in the workplace	CORE
BSBTEC201	Use business software applications	ELECTIVE *
BSBTEC202	Use digital technologies to communicate in a work environment	ELECTIVE *
BSBPEF202	Plan and apply time management	ELECTIVE *

Learning and assessment: This is a competency-based course. Students will have a number of opportunities to demonstrate that they can competently complete the set activities over the course of study.

A range of teaching/learning strategies will be used to deliver the competencies.

These include:

- Practical activities
- Multiple choice
- Short answer written assessment
- Volunteer placement
- Project work and Case studies
- Observations

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Potential activities:

Students will be provided with the opportunity to do Structured Workplace Learning where they are provided with the opportunity to work in the 'real world".

The students may be involved in projects such as horticulture, Teacher Aide duties, refereeing and managing at cluster days and carnivals, sport carnival preparation activities and school breakfast club.

Volunteer hours may also include school time activities such as Clean Up Australia and local sporting events. This is a touch football practical subject where all students will need to participate in Touch Football activities. From time to time, project delivery may require a mandatory 'outside subject' component (e.g., before or after school).

QCE credits available: Successful completion of the Certificate II in Active Volunteering contributes four (4) credits towards a student's QCE.

Resources/texts: Laptop and home internet access for completion of study outside school hours.

Prerequisites: Nil

Costs: $TBA (Volunteering Queensland training and administration fees). Please be aware that these prices may be subject to change prior to commencement of the course in 2024.

Careers and pathways: Students may pursue careers in youth work, aged care, disability services, nursing support, community health, mentoring, teaching assistance, event management, coaching, or sports and recreation program delivery.

Student information: Laidley State High School does not guarantee that students will complete their qualification

Dance

AIMS: Students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Dance. They enhance their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering specific audiences and specific purposes. They recognise that the Arts provide career opportunities and develop skills that will help them to lead fulfilling recreational and working lives.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Term 1 **Everybody Dance Now**	***Term 2*** **Life is a Cabaret**	***Term 3*** **Dance for Change**	***Term 4*** **Lights, Camera, Dance!**
During the term students will focus on: • Popular Dance Styles History, characteristics and techniques • Safe Dance Practices • Body/ Spatial Awareness • Transitions • Choreographic devices • Dance Elements: Focus Form (structure); Space Time; Dynamics: movement qualities; Relationships • Performing and choreographing dance works that reflect the Popular Dance styles	*During the term students will focus on:* • Musical Theatre characteristics • Musical Theatre techniques • History of Musical Theatre • Cultural and Social Contexts of Musical Theatre • Use of Props • Drama in Dance • Performing and choreographing dance works suitable for the Musical Theatre context	*During the term students will focus on:* • Exploring movement to communicate ideas and emotions • Choreographing a Contemporary Dance in response to a chosen issue • Developing choreographic intent and a choreographic statement • Analysis of selected Contemporary dance works • Filming and editing choreography into a Dance Film • Creating awareness of the chosen issue through dance	*During the term students will focus on:* • Jazz and Commercial Dance characteristics and techniques • Musicality, performance skills and stage presence • Choreographic devices, formations and transitions • Analysis of selected Jazz & Commercial Dance works • Exploring the relationship between movement and music • Performing Jazz and Commercial Dance works with confidence and expression • Video analysis of Jazz and Commercial Dance performances

PREREQUISITES: Nil

COSTS: Nil

Year 10			
Term 1 **Dances on Screen**	***Term 2*** **Dances of the People**	***Term 3*** **Move, Create, Inspire**	***Term 4*** **Thinking Outside the Square**
During the term students will focus on: • Dance in Popular Video Clips, Advertisements and Movies • Wide variety of Dance Genres linked to the chosen examples including Hip Hop, Tap, Jazz, etc. • Camera Shots • Camera Movement • Length of Shot • Considerations for Filming • Analysing the Video • Creating a Dance Video Clip	*During the term students will focus on:* • Celebratory and Ritual Dance • History, characteristics and purposes of Celebratory/Ritual Dances • Form: Repetition, Ternary • Floor patterns: Choral, Round, Line, Chain, Serpentine Dance • Modern-Day: Rites of Passage • Choreographing and performing dance works which reflect the celebratory/ritual context	*During the term students will focus on:* • Modern and Contemporary Dance • Cultural and Social Contexts of Modern and Contemporary Dance • Modern and Contemporary Technique and Terminology • Blending/fusion of Dance Genres • Performing and choreographing sequences and dance works reflecting the Modern/Contemporary dance styles	*During the term students will focus on:* • Modern and Post-Modern Dance • Experiments in Space • Chance Choreography • Pedestrian Movements • Choreographic Devices including Accumulation, Retrograde, Canon, Ternary, Chance etc. • Costume, Lighting and Sound • Non-traditional settings and staging • Choreographing using Post-modern concepts

RESOURCES/TEXTS: Dance: Count Me In; various DVDs and Videos

PREREQUISITES: A pass in either year eight or nine Dance or through consultation with the Dance Teacher.

ASSESSMENT:

- Performance
- Choreography
- Exam
- Multi-media presentation
- Assignment
- Journal

COSTS: Possible guest artists and/or excursions

CAREERS: Professional Dancer/Performer, Choreographer, Dance Teacher, Dance Analyst, Administration in the Arts, Primary/High school Teacher, Studio Owner, Reviewer, and Model to name a few.

Digital Technologies

AIMS: As 21st century learners, Digital Technologies students will work independently and collaboratively to plan, design and develop a range of digital solutions. Students will develop critical and creative thinking skills and learn the importance of project management and decomposition. When creating digital solutions, students investigate privacy and security risks, legal obligations and sustainability requirements associated with technology and develop appropriate communication protocols when sharing in online environments.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Unit 1 **Show and Tell (HTML & CSS Website)**	***Unit 2*** **Python Theory & Design (Concepts + UI Planning)**	***Unit 3*** **There's an app for that! (Python)**	***Unit 4*** **Game Mode Engaged! (Python)**
During the term students will: • Create a website using HTML and CSS, representing documents in terms of content, structure, and presentation. • Plan and manage a digital project using project management methods. • Apply design principles such as layout, accessibility, and visual hierarchy. • Explore how data and multimedia are represented in web environments. • Consider privacy principles when publishing and managing their digital footprint online.	*During the term students will:* • Explore Python fundamentals: variables, conditionals, and loops. • Analyse stakeholder needs and generate user stories to inform design. • Design and prototype user interfaces for a school-based application using sketches, flowcharts, or digital prototyping tools. • Evaluate alternative design solutions, considering	*During the term students will:* • Implement their school-based app using Python with variables, conditionals, loops, and modular programming. • Apply object-oriented programming structures where appropriate. • Acquire and model datasets (e.g., CSV files, school-based data) and integrate these into Python programs or spreadsheets. • Analyse and visualise data interactively, identifying trends and outliers to draw	*During the term students will:* • Design and implement a Python game using sprites, collision detection, scoring systems, and map transitions. • Apply algorithm design and validation to manage gameplay logic. • Incorporate custom graphics and audio while considering functional and non-functional constraints like performance, usability, and playability. • Use iterative and agile development processes for managing tasks and collaboration.

• Define problems with functional and non-functional constraints, decomposing them into smaller tasks.	usability and efficiency. • Consider potential security requirements or vulnerabilities relevant to their app designs. • Document their solutions using project management practices, tracking ideas and iterations.	conclusions or make predictions. • Validate algorithms through testing, debugging, and refinement. • Consider cybersecurity threats and implement secure data-handling practices in their projects. Reflect on privacy, ensuring solutions respect digital footprints and data usage.	• Explain how their game's systems manage, control, and secure access to data. • Apply privacy and ethical considerations when sourcing or creating game assets.

YEAR 9 ASSESSMENT:

1. Website Project: Design and build a personal or school-themed website using HTML and CSS.
2. UI Design Portfolio: Design a school-based application with user stories, interface mock-ups, and flow diagrams.
3. Python App & Data Task: Develop a Python application and complete a short data analysis and visualisation task.
4. Python Game Project: Create a Python game with custom sprites, scoring, collisions, and level transitions.

Year 10			
Unit 1 **Bug Pi**	***Unit 2*** **Crack it, Break it!**	***Unit 3*** **Python Party**	***Unit 4*** **Picture This!**
During the term students will: • Use digital systems (e.g., Raspberry Pi, Arduino, or similar) to design and implement input/output solutions (sensors, LEDs, actuators). • Explain how digital systems manage, control, and secure access to data in a local network. • Plan, manage, and document the project	*During the term students will:* • Investigate historical and modern cryptography, including ciphers, encryption, and decryption. • Use Python to develop simple cryptographic programs (e.g., Caesar Cipher). • Analyse how cybersecurity threats impact individuals and organisations,	*During the term students will:* • Develop a Python-based application or game using modular or object-oriented programming. • Incorporate algorithms, flowcharts, and data structures to design efficient solutions. • Implement scoring, feedback, and UI elements to meet stakeholder needs.	*During the term students will*: • Develop a website using HTML/CSS and JavaScript, or a content management tool, applying UI/UX principles. • Manipulate and optimise images or multimedia for digital presentation. • Investigate how data is represented, compressed, and transmitted across networks.

collaboratively using agile methods.	and explore the role of ethical hacking. • Apply strategies for data protection and secure communication in digital solutions.	• Test and refine the solution through stakeholder feedback and debugging.	• Explore the information processing cycle and how emerging technologies are changing data use. • Students will use this website to collate projects from unit 1, 2 and 3 and showcase their work in the form of an online portfolio.

PREREQUISITES: Sound Achievement in English is desirable.

YEAR 10 ASSESSMENT:

1. Hardware Project: Design and build a Raspberry Pi (or similar) device using input/output components with project documentation.
2. Cryptography Tool: Create a Python cipher program and research cybersecurity threats and ethical hacking.
3. Python Application/Game: Develop and evaluate a Python application or game that meets stakeholder needs.
4. Web & Data Project: Build an interactive website and analyse how data is represented, processed, and transmitted.

COSTS: It is expected that students will have a USB and always maintain an appropriate amount of print credit.

CAREERS: Computer Programmer, Website Developer, Visual Designer, Software Developer, Android Technician, sustainability consultant /coordinator and Information Technology Systems related positions, Artificial Intelligence Engineer.

Drama

AIMS: Drama is one of the oldest art forms known. It is the making and communication of meaning. Involving both performers and audiences, it encourages people to enter a fictional world. Drama provides a medium for exploration, social criticism, celebration and entertainment.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Term 1 **Back to Basics**	***Term 2*** **From Stage to Screen**	***Term 3*** **Australian Gothic Theatre**	***Term 4*** **Monologues**
During the term students will: • Consolidating the basic acting skills • Core theory underpinning the study of drama – the elements of drama • Building confidence and ability in performing • Developing ensemble skills • Extending Improvisation skills • Interpreting character, action and meaning from scripted work • Detailed creation of character profiles	*During the term students will:* • Explore how stories can be transformed into short, impactful performances. • Apply the elements of drama to make performances dynamic and engaging. • Create a storyboard to plan a digital performance. • Develop an understanding of key conventions of digital performances. • Build interesting, relatable, and memorable characters. • Establish and heighten tension within brief scenes to capture audience attention quickly.	*During the term students will:* • Reading of play text (e.g., *Wolf Lullaby* by Hilary Bell) • Workshop Australian Gothic Theatre style • Shared reading of selected scenes • Exploration of play's themes • Analysis of how the dramatic languages help to convey the play's themes • Devising and consultation • Performance and rehearsal techniques • Performance of play excerpt for peer audience	*During the term students will:* • Characterisation and role • Monologue conventions and monologue structure • Establishing in performance • Acting skills and staging • Realism-based approach to preparing and presenting scripted scene • Responding to performance – analysis and evaluation peer and professional work

YEAR 9 ASSESSMENT:

- Making: Performing – Improvised performance.
- Making: Forming – Annotated storyboard of digital performance.
- Making: Performing – Digital performance.
- Making: Forming – Annotated Australian Gothic Theatre script.
- Making: Performing – Australian Gothic Theatre scene from scripted play text.
- Making: Performing – Devised monologue performance.
- Responding – Analysis and evaluation of peer and professional work.

Year 10			
Term 1 **Physical Theatre**	***Term 2*** **Play Analysis**	***Term 3*** **Realism**	***Term 4*** **Analytical Eye**
During the term students will: • Explore conventions of Physical Theatre • Analyse themes and ideas in The Rabbits by John Marsden • Workshop movement-based interpretations of the text • Create a directorial vision • Devise and script a Physical Theatre performance inspired by The Rabbits • Cast and rehearse the performance • Develop ensemble and physical performance skills • Present their work to an audience	*During the term students will:* • Read, comprehend and unpack the play *Juice* by Stephen Davis. • Explore the characters, relationships and key ideas presented. • Develop understanding of dramatic languages, including the Elements of Drama and conventions of Realism. • Analyse how dramatic languages are used to shape characters and relationships. • Analyse a key dramatic moment considering purpose, context and dramatic meaning. • Explain how dramatic choices make meaning and impact of the play.	*During the term students will:* • Rehearse and perform selected scenes from the play text • Develop vocal and movement skills for characterisation • Apply stagecraft to support a scripted performance • Strengthen ensemble and rehearsal skills • Present their performance to an audience	*During the term students will:* • Explore conventions of relevant performance style and elements of drama language • View live/recorded live theatre performance • Debrief/Reflection on performance • Group analysis of how director and actor choices • Revision of how the dramatic languages affect an audience's experience of a play • Deconstruct essay writing process • Drafting essay in consultation with teacher

RESOURCES/TEXTS: Students will study a variety of Drama texts and plays.

PREREQUISITES: Sound Achievement in Year 9 Drama and English is desirable.

ASSESSMENT:

- Making: Forming – Directorial vision of selected text.
- Making: Performing – Group Physical Theatre performance.
- Responding – Analytical essay on play studied.
- Making: Performing – Realism group performance of scripted play text.
- Responding – Analytical essay on play studied.

COSTS: Possible live performance cost.

CAREERS: Possible career options: acting, directing, scriptwriting, film and television, arts management, designer, teaching. Benefits all career paths through increased confidence with public speaking, teamwork, critical and creative thinking, and empathy

Business and Citizenship

AIMS: Through authentic learning opportunities, Business and Citizenship fosters enterprising individuals who can effectively embrace change, seek innovation and work with others. Students develop initiative, flexibility and leadership skills and explore new technologies used in the industry. Business and Citizenship will better place students now and in their adult lives to actively and effectively participate in business ventures and be an active, global citizen, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Unit 1 **Around the World**	***Unit 2*** **Pitch it**	***Unit 3*** **Law & Citizens**	***Unit 4*** **Citizenship, Diversity & Identity**
During this unit students will: • Investigate competition within global economies and the impact of global events. • Analyse the external business environment. • Interpret a range of data and trends. • Examine the Australian economy including needs & wants and production & distribution. • Analyse a range of economic performance indictors to make decisions. • Identify trading partners and their influence on business.	*During this unit students will:* • Examine how consumers, producers, workers and government interact. • Investigate the impact of resource availability and industry specs. • Explore overseas verses domestic products. • Describe global supply chain and transnational corporations. • Develop enterprising skills including leadership, goal setting and accepting responsibility. • Select an overseas product and pitch it to an Australian market.	*During this unit students will:* • Investigate the key features and jurisdiction of Australia's court system • Understand the operations of courts and tribunals • Understand the role of courts, judges, lawyers and juries in trials • Understand the rights of the accused and the rights of victims	*During this unit students will:* • Understand how and why individuals and groups participate in and contribute to civic life in Australia • Understand global citizenship • Investigate the influence of a range of media, in shaping identity and attitudes • Investigate human rights

PREREQUISITES: Sound Achievement in Year 7/8 English and HASS is desirable

COSTS: Nil

CAREERS: Management, Banking & Finance, Business Law, Economics, Human Resource Management, Accounting, Marketing and Tourism.

AIMS: Business and Citizenship combines learning from Civics & Citizenship and Economics and Business subjects. This subject aims to equip students with knowledge and skills to understand Australian government, laws and society. Alongside knowledge and understanding of international and national economic structures, the business cycle and making informed financial decisions.

CONTENT: *Students will undertake the following units of study:*

Year 10			
Unit 1 **The Price is Right**	***Unit 2*** **The Building Blocks**	***Unit 3*** **Government and Democracy**	***Unit 4*** **Law and Citizens**
During this unit students will: • Define factors that influence major consumer and financial decisions. • Explore the short and long-term consequences of consumer and financial decisions (loans). • Evaluate the outcomes of credit versus cash purchases. • Identify the difference between major and minor consumer and financial decisions. • Investigate major and minor consumer and financial decisions. • Generate a range of viable options. • Explore and create a range of financial documents used in business.	*During this unit students will:* • Explore strategies business use to respond to changing economic conditions. • Describe how a business can improve productivity. • Identify a range of business structures and leadership styles. • Explore innovation through technology. • Examine businesses trade-offs used to increase stakeholder satisfactions. • Identify ethical and unethical practices and explore the Triple bottom line. • Analyse the CSR using a cost benefit analysis and SWOT analysis tools.	*During this unit students will:* • Understand the key features and values of Australia's government system. • Compare Australia's government system with other democratic and non-democratic systems of government • Investigate the Australian government's role and responsibilities at a regional level. • Investigate the Australian government's role and responsibilities at a global level through international treaties, conventions & agendas. • Compare the responses of governments & organisations around the world to a global issue. • Identify ways that the forces of global interconnectedness could both exacerbate and enhance the ability to solve the key issues of our time.	*During this unit students will:* • Understand the role of the Parliament and the High Court of Australia. • Understand the constitution, common law, federal and state law. • Investigate how Australia's international legal obligations shape government policies and law.

		• Evaluate the impacts of these issues on Australia's identity; First Nations Australians' reconciliation, truth-telling and sovereignty; Australian government policies and citizens' choices to act in the global interest.	

PREREQUISITES: Sound Achievement in Year 8/9 English and HASS is desirable

ASSESSMENT:

- Unit 1- Exam
- Unit 2- Business Report
- Unit 3 – Exam
- Unit 4 – Argumentative Essay

COSTS: Nil

CAREERS: Management, Banking and Finance, Business Law, Economics, Human Resource Management, Accounting, Marketing and Tourism.

Food Specialisation

AIMS: Food Specialisation is a Design and Technologies subject that allows students to use critical and creative design thinking as well as problem solving skills to produce designed solutions.

Students will be introduced to the diverse range of skills including planning, preparing, presenting and evaluating.

They will select and employ appropriate techniques and equipment for a variety of food specific purposes.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Term 1 **Creative Me!**	***Term 2*** **Nutrition and Diet Related Diseases**	***Term 3*** **Food Around the World**	***Term 4*** **Food Around the World**

During the term students will focus on:
• Kitchen safety and hygiene practices
• Nutrients: carbohydrates, vitamins, fats & oils, water, minerals protein and fibre
• Nutritional needs
• Australian Guide to Healthy Eating
• Preparing recipes and menus
• Create a pie with alternative ingredients
	During the term students will focus on:
	• Diet related diseases
	• Causes and prevention of diet related disease
	• Applying nutritional knowledge
	• Influences on diet
	• Preparing recipes and menus
	•
		During the term students will focus on:
		• Investigate food habits and patterns in Australia
		• Indigenous ingredients and influences
		• Multicultural Influences on Australian cuisine
		  ○ Indigenous
		  ○ Italy
		  ○ UK
		  ○ Chinese
		  ○ Thailand
		  ○ France
		  ○ Greece
		• Preparing multicultural recipes
			During the term students will focus on:
			• Continue investigating, discussing and analysing multicultural influences on Australian cuisine
			• Multicultural Influences on Australian cuisine
			  ○ India
			  ○ Mexico
			  ○ America
			  ○ Japan
			  ○ Russia
			• Design, prepare and decorate Gingerbread houses for Christmas
			• Preparing multicultural recipes

Year 10			
Term 1 **Food Trends**	*Term 2* **Food Product Development**	*Term 3* **Sustainable Food**	*Term 4* **Celebrations**
During the term students will focus on: • Managing food hygiene and safety • Street food • Social media trends Develop and produce a food trend item + marketing	*During the term students will focus on:* • Types of products available • Line extensions • Me Too's • Product innovations • Design process • Sensory testing • Packaging design • Product trial • Recipe modification	*During the term students will focus on:* • Think green- how food impacts the environment • Fair trade • Reducing food and water waste • Supporting farmers • Organic vs the use of chemicals • Genetically modified foods • Factory farming	*During the term students will focus on:* • Celebrations around the world • The role of food in celebrations • Technical skills • Design and create a birthday cake

RESOURCES/TEXTS:
- A4 exercise book
- Laptop and USB

Under Workplace Health and Safety Regulations it is a requirement for **ALL students to wear impervious upper shoes** to protect from liquids and sharp objects.

PREREQUISITES: Nil

ASSESSMENT:

Year 9:
- Practical Cooking
- Continuous assessment written Product Management Plans and Evaluations
- written assignments

Year 10:
- Exams
- Written Assignments
- Practical Cookery
- Written Product Management Plans and Evaluations

COSTS: $60

NOTES: Please note this subject is **not** a Certificate I in Hospitality.

CAREERS: This subject provides students with real life experiences for those who are interested in a career within the hospitality industry or Home Economics. It also provides students with valuable skills that many employees look for when hiring young people.

Design and Technology

AIMS: This course aims to further develop the knowledge and skills required to successfully produce articles constructed from timber, plastics and related materials.

The focus being on the application of available technologies and processing methods to create successful projects from the chosen materials and the use of suitable construction methods and surface and finishing processes.

Students are challenged to design and develop products using a range of technology skills, sketching and CAD in both 2D & 3D formats, hand & fixed or portable power tools and 3D printing & engraving, along with information about different materials and processes to produce projects that meet detailed specifications.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Term 1	***Term 2***	***Term 3***	***Term 4***
During the term students will focus on: • Timber Workshop Induction (WH&S, Tool Safety) • Product -Timber Toy.	*During the term students will focus on:* • Metal Workshop Induction (WH&S, Tool Safety) • Product – Multi Function Key Ring.	*During the term students will focus on:* • Design and Production Process • Manufacturing Process • Product - CO2 Dragster	*During the term students will focus on:* • Customisation (Laser engraving/decal designs) • Product – Game Board/Wall Clock.

Year 10 DAT			
Term 1	***Term 2***	***Term 3***	***Term 4***
During the term students will focus on: • Timber Workshop Safety (WH&S, Tools and Machinery) • Product – Passive Speaker	*During the term students will focus on:* • Design and Production Process • Manufacturing Process • Product – Timber & Plastic product.	*During the term students will focus on:* • Metal Workshop Safety (WH&S, Tools and Machinery) • Product – Sheet Metal Toolbox	*During the term students will focus on:* • Computer Aided Design and Computer Numerical Control production. • Product – CNC products & folio.

Year 10 TES			
Term 1	***Term 2***	***Term 3***	***Term 4***
During the term students will focus on: • Sheet metal fabrication. • Design and production process. • Product – Metal Toolbox	*During the term students will focus on:* • Sheet Metal jointing • Interpreting Technical drawings • Planning individual designs and evaluating fabrication outcomes • Product – Metal Funnel	*During the term students will focus on:* • Developing an understanding of engineering fasteners. • MIG Welding Theory, Safety (WH&S, Tools and Machinery • Interpret technical drawings • Planning and producing designs.	*During the term students will focus on:* • Interpreting multi component technical drawing • Fabricating and assembling multi component products. • Adapting parts using engineering techniques. • Product – Sliding vice

DAT 1 is a broader subject and will suit students who are more interested in Furnishing and Building and Construction.

TES is directed at students who are only interested in metal fabrication and intend to go into engineering pathways.

Students can choose both subjects.
RESOURCES/TEXTS:
- Workshop
- Computer-Aided Design

PREREQUISITES: Nil

ASSESSMENT:
- Practical Projects
- Multimodal Presentations / Theory Booklets

COSTS: $40 for Year 9; $75 for Year 10

CAREERS: This course provides a foundation for students to undertake senior studies in Furnishing Skills, Building and Constructions Skills, Industrial Graphics, Certificate I in Building and Construction and Certificate II in Engineering Pathways. It is suggested for those interested in a career in design, engineering, furnishing, building and construction industries.

Media Arts

AIMS: Media Arts is an arts subject that constructs and analyses visual methods of storytelling including films, television shows, music videos and animations.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Unit 1 **Breaking Down the Basics**	***Unit 2*** **Video Hits**	***Unit 3*** **Selling Genres**	***Until 4*** **Faking News**
Students will study the basics of film production through a study of the fundamentals of filmmaking. Students will learn to use film cameras and editing software to create moving image products and will examine how cinematography elements are used to create meaning in film. Students will learn the following: • Elements of screen composition and their role in storytelling. • How to operate a video camera. • How to use a tripod. • How to use lighting equipment. • How to edit videos using the Adobe Premiere Pro CC software. • How to create a shot list.	Students will study the music video genre and critically examine how media creators manipulate film languages to create representations of teenagers. Students will explore ways to challenge these representations through the design and production of their own music video. Students will learn the following: • Codes & conventions of music videos. • Creating representations of teenagers through elements of mise-en-scene. • Narrative structure and continuity. • Advanced compositional techniques: rule of thirds, leading lines, head room, lead room. • Advanced storyboarding: camera & character movement	Students will study the codes and conventions of the Action and Romance genres and examine how filmmakers manipulate these codes and conventions to market films to a target audience. They will study the institutional format of the movie poster and create their own. Students will learn the following: • Codes and conventions of the action and romance genres. • Institutional format of the pitch and movie poster. • How to create and edit images using Photoshop software.	Students will be introduced to the various types of news and current affairs – hard news, soft news, online, print, and broadcast. They will take on the role of news reporters and follow the news gathering process. Students will critically examine how digital technologies have impacted the ways we gather, verify and distribute news. Students will learn the following: • Social, institutional & ethical issues relevant to media producers. • Structural elements of a news report. • How to use advanced features of the Adobe Premiere Pro CC editing software. • How to record quality sound & use sound effects. • How to use a green screen.

ASSESSMENT:

- **Exploring/Responding:** Short response, exam poster exam
- **Developing Practices & Skills**: Three Column Script, Music Video Storyboard
- **Creating & Making:** The Box Short Film, Fake News Report
- **Presenting and Performing:** Photoshop Genre Poster, Narrative Music Video

Year 10	
Unit 1 **Movies with a Message**	***Unit 2*** **Exploring Narrative**
In this unit, students will explore how filmmakers use the language of cinema to communicate powerful ideas and social issues. Beginning with close analysis of the short film Boys Don't Cry, students will examine how directors employ narrative structure, symbolism, mise-en-scene, shot composition, colour theory, and editing to influence audiences. *Students will learn the following:* • Creative idea generation and pitching. • Visual communication through storyboarding. • Applying cinematic techniques to original concepts. • Understanding the pre-production process in filmmaking.	In this unit, students move from analysing films to collaboratively producing their own cinematic works. Building on the Treatment Plans created in Unit 1, students take on specialised film crew roles — such as Director, Producer, Editor, or Sound Designer — and work together to transform their ideas into screen-ready productions. *Students will learn the following:* • Collaboration & teamwork: Working in defined film crew roles (Director, Producer, Editor, Sound Designer, etc.). • Project management: Planning, organising, and meeting deadlines as a group. • Technical production skills: Editing video, applying colour grading, refining sound design. • Graphic design skills: Designing professional-quality posters using layout, typography, and visual hierarchy. • Marketing & audience awareness: Understanding how to "sell" a film through promotional materials. • Reflection & evaluation: Documenting process, analysing decision-making, and learning from challenges.

RESOURCES/TEXTS: Class sets of Dell Laptops with Adobe CC software. Class sets of video cameras and film equipment.

PREREQUISITES: Nil

ASSESSMENT:

- **Exploring / Responding -** *Analytical Film Essay* – Students analyse the short film *Boys Don't Cry*, focusing on how cinematic techniques convey a social issue.
- **Developing Practices & Skills -** *Treatment Plan & Storyboard* – Students develop a Treatment Plan for a social-issue short film and present a 12-panel storyboard that visually communicates their concept.
- **Creating & Making -** *Movie Trailer, Promotional Poster & Process/Reflection Document* – In production teams, students take on crew roles to create a polished trailer and poster, applying advanced editing, design, and sound techniques.
- **Presenting & Performing -** *Final Short Film & Premiere Event* – Students collaborate to produce a complete short film, presenting their work at a celebratory premiere and reflecting on their overall creative journey.

COSTS: $25

CAREERS: This course provides the foundation for those interested in a wide and varied field related to media production. Possible careers in the media include: director, producer, camera operator, sound recorder, editor, cinematographer, journalist, production designer, web designer, graphic designer, animator, games designer, news reader, public relations officer, advertising executive, or business manager.

Music

AIMS (Year 9): The Music course at Laidley SHS is designed to provide students with learning experiences and achievable short-term goals that are in line with their long-term musical ambitions – vocational or recreational.

Students are expected to participate in a variety of relevant, sequential activities to develop their skills performing, composing and analysing music.

Year 9			
Unit 1 **Ensemble Foundations**	**Unit 2** **Creating Pop Music**	**Unit 3** **Music, Meaning and Emotion**	**Unit 4** **Shaping a Performance**
Students develop the essential skills required to perform successfully in a band or small ensemble. Through the study and rehearsal of rock and popular music, students investigate how artists manipulate musical elements to create a distinctive style. Practical activities focus on timing, listening, balance, communication, musical roles and effective rehearsal techniques. Students apply these skills in ensemble performances that demonstrate accuracy, cohesion and expression.	• Students explore the stylistic conventions of pop music and investigate how composers use melody, harmony, rhythm, texture and structure to create engaging works. Through composition, notation, transcription and performance activities, students develop their ability to generate, organise and communicate musical ideas. They apply this knowledge by creating and refining an original piece of pop music.	Students examine music from a range of genres to explore how musicians communicate ideas, perspectives and emotions. Through analysis and evaluation, students investigate the manipulation of musical elements, performance techniques and compositional devices. Structured writing tasks develop students' use of musical terminology, supporting evidence and clear analytical arguments.	• Students explore how performers interpret music and communicate a musical identity, idea or perspective. By examining a broad range of repertoire and performances, students consider how musical elements, expressive techniques and presentation choices shape an audience's experience. Rehearsal, analysis and performance activities develop students' technical skills, expressive control, confidence and ability to reflect on their work.

PREREQUISITES: Nil

COSTS: Nil

AIMS (Year 10): The Year 10 Music course at Laidley SHS aims to prepare students to undertake studies in Senior Music (Authority subject) or Music in Practice. The program is designed to provide students with learning experiences and achievable short-term goals that are in line with their long-term musical ambitions – vocational or recreational. Students are expected to participate in a variety of relevant, sequential activities to develop their skills performing, composing and analysing music.

Year 10			
Unit 1 **Style and Interpretation**	**Unit 2** **Composing for Genre**	**Unit 3** **Music, Identity and Perspective**	**Unit 4** **Independent Performance Project**
Students investigate how artists create distinctive musical styles and consider how this understanding can inform their own performances. Through practical work in solo and ensemble settings, students refine their technique, interpretation, expressive control and ability to adapt to different musical contexts. Students plan, rehearse and refine performances with increasing independence.	Students investigate how composers use musical elements and compositional devices to meet the stylistic conventions of genres. Through composition, notation, transcription and performance activities, students develop their ability to generate, organise and communicate increasingly sophisticated musical ideas. They apply this knowledge by planning, creating and refining an original composition for a chosen genre.	Students analyse how composers and performers use music to represent identities, ideas and perspectives. Through close listening, research and evaluation of music from a range of genres, students examine the manipulation of musical elements, performance techniques and compositional devices. Musicological writing tasks develop students' ability to construct well-supported interpretations using appropriate terminology and musical evidence.	Students design and complete an independent performance project that reflects their musical interests and abilities. They select appropriate repertoire, establish performance goals and use purposeful rehearsal strategies to refine their work. Analysis of professional and peer performances informs their artistic decisions. The project culminates in a performance demonstrating technical control, stylistic understanding, expressive intent and thoughtful evaluation of the development process.

RESOURCES/TEXTS:

- A variety of texts, musical recordings and scores, a variety of musical instruments, a recording and sound technology equipment

PREREQUISITES: A 'C' level of achievement in Junior Music is recommended.

ASSESSMENT:

- Musical analysis and evaluation tasks
- Composition tasks
- Small ensemble/Solo performances of songs or pieces related to repertoire studied in class
- Rehearsal Diary & self and peer evaluations (performances and compositions)

COSTS: Nil

CAREERS: Some careers in the music and entertainment industries include:

- Composer/songwriter
- Performer/D.J.
- Musical Director/Conductor
- Music Teacher/Producer
- Music Manager/ Audio Engineer
- Music Publisher
- Promoter/Publicist
- Music Journalist/Therapist

Sport, Recreation & Fitness

AIMS: Sport, Recreation and Fitness aims to engage students in a variety of physical activities, fitness concepts and recreational pursuits that promote lifelong health and wellbeing. Over the course of study students explore a range of sporting activities and roles within different sporting contexts. The program encourages students to understand training principles, fitness and the role of physical activity in maintaining a person's overall health, while demonstrating teamwork, participation and personal responsibility. This subject is designed to provide the foundations for Sport and Recreation, Certificate III Fitness and Certificate III Sports Coaching in the senior years.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Unit 1 **Introduction to Sport, Recreation & Fitness**	***Unit 2*** **Sports of the Lockyer Valley**	***Unit 3*** **Types of Movement & Physical Activities**	***Unit 4*** **Emerging Sports**
During the term students will focus on: • Different Types of Sport & Recreation Activities • Fitness Testing • Basic Training Principles	*During the term students will focus on:* • Popular Sports in the Local Community • Reasons for participation • Available community sporting facilities	*During the term students will focus on:* • Different Physical Activity Types • Physical Activity and Movement • Staying Healthy by being active	*During the term students will focus on:* • Non-traditional Sports • Modern versions of traditional sports

Year 10			
Unit 5 **Refereeing & Officiating**	***Unit 6*** **Fitness Training & Testing**	***Unit 7*** **Sports Medicine & First Aid Basics**	***Unit 8*** **Coaching**
During the term students will focus on: • Refereeing and Umpiring	*During the term students will focus on:* • Fitness Testing	*During the term students will focus on:* • Basics of Sports Medicine and First Aid	*During the term students will focus on:* • How to be a Coach

• How to Referee • Career Pathways of Refereeing	• Group Fitness Sessions • Personal Fitness and Health	• How to Treat Minor Injuries	• Career Pathways in Coaching • Different Coaching and Leadership Approaches

RESOURCES/TEXTS:

- Students will be given handouts and access to digital technology with all required information for each unit.

PREREQUISITES: N/A

COSTS: Nil

ASSESSMENT:

- Performance assessment tasks
- Project assessment featuring written and practical performance components.

CAREERS: Students may pursue careers in personal training, group fitness, strength and conditioning, sports coaching and development, recreation management, allied health assistance, or physical education teaching.

Touch Football Excellence Program

AIMS: The subject is for students who have in Year 7 and 8 demonstrated interest and skill in the sport of Touch Football. The subject will be focused on enhancing skill and knowledge of touch football with the goal of excelling in a number of local, district and regional touch football competitions offered across the year. Students will also explore dimensions of health specifically linked to touch football with the aim to promote their own and others health and wellbeing. Students will have the option to continue this subject in senior allowing for the development of highly proficient sports people who are equipped with a variety of life and academic skills to assist in their successful transition into an active workforce.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Unit 1 **Foundation Level Attack and Defence**	***Unit 2*** **Line Attack and Defence**	***Unit 3*** **Talent Level Attack and Defence**	***Unit 4*** **Fitness Programs for Touch**
During the term students will focus on: • Identifying and testing Touch specific components of fitness • Developing components of fitness specific to the sport • Foundation Touch skills • Video analysis, reflection on performance and goal setting	*During the term students will focus on:* • The importance of teamwork and communication • Direct attack and defence • Lateral movement on the line • Defensive profile • Lock-in defence • Line attack	*During the term students will focus on:* • Understanding strategies, game plans and tactics. • Understanding how set plays/policy contribute to performance. • How a 'game sense' approach can be used to enhance strategic awareness.	*During the term students will focus on:* • Exercise physiology • Sport specific training • Participating in and developing Touch specific training sessions. • Developing energy systems required for the sport. • Fitness testing • Video analysis, reflection on performance and goal setting

RESOURCES/TEXTS: Students will be given handouts and have access to digital technology with all the required information for each unit.

PREREQUISITES: Must demonstrate an interest and ability to play Touch Football and must also have demonstrated very good behaviour and effort.

ASSESSMENT: Practical assessment (Written reflections, goal setting and evaluation)

COSTS: Nil

Year 10			
Option to complete CHC24015 Certificate II in Active Volunteering (4 QCE points)			
Unit 5 **Tournaments**	***Unit 6*** **Game Analysis and Tactical Awareness**	***Unit 7*** **Communication** **Zone Defence**	***Unit 8*** **Attacking skills and plays**
During the term students will focus on: • Types of tournaments • Level 1 Referee/being a good official • Running effective tournaments • Workplace Health and Safety • Equipment maintenance	*During the term students will focus on:* • What makes an effective team? • What makes a team stick together? • How can team dynamics be optimised? • Analyse performance and review goals.	*During the term students will focus on:* • Defensive policies ○ Tap defence ○ 5th Touch defence ○ Zone defence • Communication and cooperation Profile and footwork	*During the term students will focus on:* • Revise Attack skills • Attacking set (Dynamic, 21, wraps, sweeps) • Sub Sets • Tap off • Analysis of attacking sequences • Positional play

RESOURCES/TEXTS: Students will be given handouts and have access to digital technology with all the required information for each unit.

PREREQUISITES: Must demonstrate an interest and ability to play Touch Football and must also have demonstrated very good behaviour and effort.

ASSESSMENT: Practical assessment (Written reflections, goal setting and evaluation)

COSTS: Excursion/camp costs and students wishing to complete a CHC24015 Certificate II in Active Volunteering in Year 10 will need to pay a fee of $140 for the qualification.

CAREERS: Students may pursue careers in elite or representative sports, coaching, refereeing and officiating, sports administration, personal training, exercise science, physiotherapy assistance, or physical education teaching.

Visual Arts

AIMS (Year 9): In semester one, students will explore the work of Pablo Picasso learning about cubism and stylisation of form. Students will study colour schemes, acrylic painting techniques with mixed media elements like collage. These skills will be demonstrated in a still-life inspired by Pablo Picasso and other cubist painters. The second unit introduces students to clay hand building techniques, decorative approaches and glaze ware. Students will create an organic form which can function as a decorative vessel. The third unit in semester two, explores Indigenous art discovering symbols, local animal totems and forms of Aboriginal art. All units are 13 weeks in duration.

CONTENT: *Students will undertake the following units of study (order units may change subject to upcoming exhibitions):*

Year 9		
Unit 1 **Paint Like Picasso**	***Unit 2*** ***Organic forms***	***Unit 3*** **Contemporary "Dreaming"**
During the term students will focus on: • Introduction focuses on painting skills, colour theory, colour schemes and application of acrylic paint. • Students learn about the elements and principles of two-dimensional art • Students will create a self-portrait using multiple perspectives of their face. *Please note students will be photographed for this assessment piece.* • Students learn how to analyse, interpret and evaluate Pablo Picasso artworks. • 70-minute exam on selected Pablo Picasso artworks.	*During the term students will focus on:* • Introduction to history of clay from Neolithic sculptures to functional ware from China. • Learn how to manipulate clay using the 2 basic hand building techniques. • Students learn about the elements and principles of three-dimensional art • Students demonstrate their learning by creating a major 3D artwork in the form of a functional vessel. • Students complete an exam to show understanding of clay techniques and methods	*During the term students will focus on:* • Introduction to Aboriginal and Torres Strait Islander cultural beliefs, viewpoints, stories and dreaming's. • Investigate the different techniques used by these cultures to create their artworks. • Apply WPHS regulations when using carving tools for lino printing. • Students will create a mixed media lino print incorporating local totems and aboriginal symbols using dot painting techniques. • Students will create a ceramic bowl decorated using marine totems and aboriginal symbols. • Students will also create a rock painting using contemporary colour schemes of land totems. • Students analyse artworks and techniques and make comparisons focussing on

		features that are culturally distinctive.

AIMS (Year 10): Year ten aims to introduce students to the alternative pathways for studying art in years 11 and 12. This course also prepares students for the expectations of senior. Students will be introduced to the individualising skills in visual literacy & application via "the inquiry learning model" which is specific to senior art courses. In semester one, students will engage in two-dimensional learning experiences that investigate Impressionism, Pop art and Realism. In semester two students will learn about pop art, expressionism and symbolism using three-dimensional art forms.

CONTENT: *Students will undertake the following units of study:*

Year 10		
Unit 1 ***Impressionism Still Life***	***Unit 2*** **Celebrity Portraits**	***Unit 3*** ***Cartoon Cookie Jars***
During the term students will focus on: • Investigate art movements Pointillism and Impressionism. Learn how to apply the various techniques through teacher guided lessons. • Explore how to create tone using painterly approaches associated with impressionism. • Students analyse artworks focused on these art movements. • Learn basic drawing skills to create a still life composition. • Research art movements, artists and techniques. • Examination on Impressionism artists and techniques studied in class. • Students create a still life painting employing the impressionistic or pointillism techniques studied in class. • *(Examples of concepts/techniques to be studied e.g., Construction of*	*During the term students will focus on:* • Extend prior knowledge of proportions of the face and drawing the face realistically. • Understand the history and importance of portraiture and why it is still popular in today's society. • Practice drawing each element of the human face. • Learn traditional pencil illustration art then experiment with painting flesh tones. • Analyse and evaluate on painted artworks that focus on portraiture. • Create a portrait painting of a chosen celebrity on canvas incorporating techniques learnt in class time. • Evaluative artist statement on pop art and realistic portraits. • *(Examples of concepts/techniques to be studied e.g., Construction of*	*During the term students will focus on:* • Explore hand building clay techniques. • Learn how to construct a bust using clay hand building techniques. • Explore symbolism for communicative purposes. • Create a cookie jar based off a cartoon that interests the artist. • Decorate and glaze cookie jar • Learn how to manipulate lighting and backgrounds to best photograph ceramic work in the school's art gallery • *(Examples of concepts/techniques to be studied e.g., Construction of identity, representations, use of gaps and silences etc.)*

identity, representations, use of gaps and silences etc.)	*identity, representations, use of gaps and silences etc.)*	

RESOURCES/TEXTS: A4 Visual diary, black fine liner pen, HB lead pencils and basic stationary

PREREQUISITES: Nil

ASSESSMENT:

- Visual diary worksheets and experimentation with elements and concepts. Plus, developmental drawings for major artwork
- 2D artwork
- 3D artwork
- Exam (Unit 2), Analytical Essay (Unit 3) - Year 9
- Exam (Unit 1), Artist Blog (Unit 2 & 4), Analytical Essay (Unit 3) - Year 10

COSTS: Nil

CAREERS: Artist, designer, architect, photographer, teacher, media industries, animator, illustrator.