



JUNIOR SECONDARY CURRICULUM OFFERINGS

YEAR 9

2024

Respect

Learning

Community

Creativity

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Our Vision

Every individual discovering their passion on their pathway of learning

Our Purpose

To create an inclusive and respectful environment that fosters resilient, knowledgeable and globally connected individuals.

Our Motto

"Always Aim High".

Our Values

Respect, Learning, Community, Creativity

Our Explicit Improvement Agenda

Positive Culture, Engaged Learners, Connected Community

Choosing what to study in Year 9

Ferny Grove State High School offers a broad range of educational pathways in Junior Secondary. Our school aims to provide you with the opportunity to access learning experiences across the eight learning areas. Year 9 provides you with opportunities to develop your knowledge and skills in English, Mathematics, Science, Humanities and Social Sciences and Health and Physical Education. In addition, you start to select elective subjects to explore areas of particular interest to you. The decisions you make regarding subject choices are important because they will provide opportunities to begin to focus your pathway as you explore your interests, and continue to build a set of transferrable skills, knowledge and capabilities.

It is suggested that you choose subjects which:

- You enjoy;
- You have experienced some success in;
- will help you achieve your chosen career goals or keep your career options open;
- and will develop skills, knowledge and attitudes which are useful throughout your life.

If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate for you and that you will enjoy.

Guidelines

Keep your options open

At the moment you may not know exactly what you want to do when you finish school. This is normal at this stage of your life and means that it's important for you to explore many options. It is wise to keep your options open. This means choosing a selection of subjects that makes it possible for you to continue exploring possible pathways before making more specific decisions in the future.

Ferny Grove State High School requires that your study program include the following subject areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- HPE

These study areas provide excellent foundation skills for both your future career and your life. In addition, you will be able to **choose** from a range of electives that are designed to develop your interests and practical skills.



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Students going into **Year 9** will be able to choose elective subjects for the year from the following:

Group A – Languages	Group B – The Arts	Group C – Science, Technologies and Business
Indonesian	Drama	Agricultural Science
German	Music	Agricultural Practices
German Immersion (Signature Program)	Visual Art	Food and Nutrition Technology
		Industrial Design and Technology
		Digital Technology
		Business and Economics

If you select a language subject (Group A), you will only need to select one other elective subject, which makes a total of **two** elective subjects. Language subjects are studied for the full year.

If you select subjects from Groups B and C, you will need to select **three** elective subjects.



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YEAR 9 ENGLISH

The Year 9 English Course for 2024 is currently being re-written to align with Version 9 Australian Curriculum.

<p>Year Level Description</p>	<p>The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.</p> <p>In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.</p> <p>Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.</p> <p>The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Year 9 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.</p> <p>Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences.</p>
<p>Pathways to Year 10</p>	<p>All students study English in Year 10.</p>
<p>Other relevant considerations</p>	<p>nil</p>
<p>Associated Costs</p>	<p>No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme, which covers the course resources. Should the opportunity arise for a curriculum linked excursion, costs will be kept at or below \$25.00 per head.</p>

YEAR 9 MATHEMATICS

The Year 9 Mathematics Course for 2024 is currently being re-written to align with Version 9 Australian Curriculum

<p>Year Level Description</p>	<p>In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.</p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • apply scientific notation in measurement contexts, routinely consider accuracy in measurement and work with absolute, relative and percentage errors in a range of different measurement contexts • work with the real number line as a geometric model for real numbers that provides a continuous measurement scale; locate different fractions exactly on the common scale of the real number line using scale and similarity, and locate some irrational square roots of natural numbers using Pythagoras' theorem • use linear and quadratic functions to model a broad range of phenomena and contexts, make predictions, and represent these using tables, graphs and algebra, including with the use of digital tools • manipulate algebraic expressions involving variables, exponents, and the expansion and factorisation of simple quadratic expressions using a variety of techniques including tables, diagrams, algorithms and digital tools • formulate and solve related linear and non-linear equations exactly or approximately using numerical, graphical and algebraic approaches • solve measurement problems about the surface area and volume of objects and apply formulas to solve problems, calculating these and related dimensions of objects as required • use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem to solve practical problems using given sets of information • investigate probabilities of compound events from two-step experiments and solve related problems; use a variety of representations such as Venn diagrams, tree diagrams, two-way tables and grids to assist in determining the probabilities for these events; design experiments to gather empirical data about relative frequencies and use these to check their reasoning • compare multiple numerical data subsets in context and analyse their distributions with consideration of symmetry and skew; justify their choice of data representation with respect to data types and context, and critically review the statistical presentation of data and related arguments of others. <p>Students will be assessed through examinations and a Problem Solving and Modelling Task (PSMT)</p>
<p>Pathways to Year 10</p>	<p>In Year 10 students study either Mathematics or Pre-Methods. Students have the opportunity to self-nominate for a Year 9 Mathematics Pathway in Semester 2. The Year 9 Mathematics Pathway classes will continue to teach and assess the same Year 9 Mathematics Curriculum as all other Year 9 Mathematics classes - however - the teaching and learning underpinning these classes will be tailored toward best preparing students for a mathematical pathway that leads towards <i>Year 10 Pre-Methods</i> and <i>Year 11 and 12 Mathematical Methods</i>.</p>
<p>Other relevant considerations</p>	<p>Students are expected to complete 30 minutes of homework after each mathematics class</p>
<p>Associated Costs</p>	<p>Scientific calculators, stationery and the textbook are required for the majority of classes.</p>

YEAR 9 SCIENCE

Units of Study	<ul style="list-style-type: none"> • Earth and Space Sciences • Chemical Sciences • Biological Sciences • Physical Sciences
Unit Description	<p>Earth and Space Sciences: Students learn about the theory of plate tectonics and its historical development. They analyse the evidence for continental drift and seafloor spreading and recognise how this underpins the current theory. Students model and investigate geological processes involved in the movement of the Earth's crust, comparing different types of tectonic-plate boundaries, and the tectonic activity that occurs at these boundaries. Interpreting diagrams and models is a large part of this unit.</p> <p>Chemical Sciences: Students explore the development of scientific ideas about atoms and their subatomic particles, protons, neutrons and electrons. They investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life. Following this, students engage in the exploration of chemical reactions and the application of these in living and non-living systems. They understand that chemical change involves the rearranging of atoms to form new substances. Students examine energy transfer in reactions, the nature and reactions of acids as well as the conservation of mass in chemical reactions. Students will design and conduct investigations that demonstrate how chemical reactions apply to real world problems. They will assess risk, control variables, gather and analyse primary data, identify anomalies, evaluate methods and make recommendations to improve the quality of evidence.</p> <p>Biological Sciences: Students explore how different human body systems work together to maintain an internal balance. They predict the effects of external stimuli on body systems, and discuss how the body responds to changes in the environment and to diseases. Students identify the role of the nervous system and endocrine system in communicating messages around the body, and subsequently maintaining homeostasis. Following this, students explore the concepts of change and sustainability within an ecosystem. They understand that ecosystems exist in a delicate balance, and that changes to its balance can have an effect on the populations, interrelationships and the flow of matter and energy within them.</p> <p>Physical Sciences: Students examine, inquire and explain ways in which energy can be transferred through different mediums, by applying the particle and wave models. Students have opportunities to form hypotheses on the flow of energy (light, sound and electrical), and investigate these to collect quantitative and qualitative data. They use these findings, scientific knowledge and prior understanding to compare energy flows and form conclusions. Students then evaluate explanations and claims using scientific knowledge.</p>
Learning Experiences	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> • Teacher exposition and questioning. • Laboratory activities and demonstrations. • STILE lessons and activities, computer simulations and tutorials. • Extended Experimental Investigations. • Case studies of previous scientific investigations. • Library/computer research and assignment work. • Guest speakers on aspects of the curriculum.
Assessment	<p>Students will be exposed to a range of assessment tools including exams, diagnostic in-class, tests, assignments, group activities and practical investigations.</p>
Pathways to Year 10	<p>Students continue their Science study into Year 10.</p>
Other relevant considerations	<p>Science classes use STILE (online science program) in lessons and for homework (cost is covered by the Student Resource Scheme).</p>
Associated Costs	<p>Street Science Incursion \$10</p>

YEAR 9 HUMANITIES & SOCIAL SCIENCE

Units of Study	Civics and Citizenship Unit – Minor study(6weeks) History Unit – Major study (14weeks) Economics Unit–Minor study(6weeks) Geography Unit–Major study(14weeks)
Unit Description	<p>Civics and Citizenship Unit – Minor study Students develop their understanding of how Australia's democracy enables change, and a critical perspective on the influence of the media, including social media, within society. Students develop an understanding of Australia's global roles and responsibilities and its international obligations. Students learn about the values and practices that enable a resilient democracy.</p> <p>History Unit – Major study The Making of the Modern World – 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 the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914 – 1918, the 'war to end all wars'.</p> <p>Economics Unit – Minor study Economics at the Year 9 level expands concepts introduced in Years 7 and 8 through examining topics such as: the global consumer, global markets and trade</p> <p>Geography Unit – Major study There are two units of study in the Year 9 curriculum for Geography: Biomes and food security: This unit focuses on investigating the living environment. Students examine the major environments of the world, their characteristics, how people have altered them to expand food production in the future. Students examine the challenges associated with living in countries where food security is a major issue. Geographies of interconnections: This unit focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.</p>
Learning Experiences	During the semester students will participate in a number of experiences which include: Sequencing historical events, developments and periods. Developing questions to conduct historical and geographical inquiries. Identifying and locating relevant source of information, using ICT and other methods. Using GIS resources to analyse data. Locating, comparing, selecting and use information from a range of sources as evidence. Analysis of primary and secondary sources and using these to draw conclusions about the past, present and future. Using a range of communication forms (oral, graphic, written) and digital technologies.
Assessment	Two Assessment instruments for each Semester will be selected from the following categories: Short answer/response to stimulus. Written and Oral Research Reports Extended written response to evidence in paragraph or essay format.
Pathways to Year 10	Humanities in Year 10 involves students selecting from a range of five electives each Semester and this elective selection will be conducted towards the end of the Year 9 course.
Other relevant considerations	The base text is Cambridge Humanities and Social Sciences for Queensland 9. This covers content from all areas of Humanities.
Associated Costs	No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme which covers the above course resources. Should the opportunity arise for a curriculum linked excursion/incursion, costs will be kept at or below \$45.00 per head.

YEAR 9 HEALTH & PHYSICAL EDUCATION

Units of Study	<ol style="list-style-type: none"> 1. Active Aussies 2. Australian Sport and Cultural Identity 3. Performance and Practical Application
Unit Description	<p><u>Active Aussies</u>– Students will demonstrate their knowledge of the benefits of physical activity to identify the need for intervention early in one's life. Students will evaluate the current physical activity of their school community and make recommendations for how they can meet the Australian Physical Activity and Sedentary Behaviour Guidelines for young people 13-17 years to enhance their own health and wellbeing.</p> <p><u>Australian Sport and Cultural Identity</u>– In Australia people engage in physical activities in a variety of ways due to cultural and community influences. Barriers and enablers affect participation in physical activity based around location, gender, family, community, relationships, identities, values and beliefs, which have changed over time due to many of these contextual factors. Students will identify the contextual factors that influenced Australia's cultural sporting identity in the past and propose recommendations to improve equity in Australian sport.</p> <p><u>Performance and Practical Application</u>– Students learn to apply more specialised movement skills and complex movement strategies and concepts in sport including Basketball, Volleyball, Softball and Touch football. They explore movement concepts and strategies to evaluate and refine their own and others movement performance. Students analyse how participation in sport influences an individual's identity and explore the role that sport plays in shaping cultures.</p>
Learning Experiences	<p>During the semester, students in Health and Physical Education will:</p> <ul style="list-style-type: none"> • Learn to apply more specialized movement skills and complex movement strategies and concepts in physical activity • Explore movement concepts and strategies to evaluate and refine their own and others movement performance in physical activity • Refine and consolidate personal and social skills by demonstrating leadership, teamwork and collaboration. • Refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations • Analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits • Experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing • Analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures
Assessment	<p>Students will complete a practical and theoretical assessment instrument for each term including a written research report, an extended written response and ongoing practical performance.</p>
Pathways to Year 10	<p>HPE in year 10 involves students selecting from a range of three electives including Health Education, Physical Education & Fitness and Sport, Recreation & Fitness.</p>
Other relevant considerations	<p>Full sports uniform is required for all practical lessons. This includes shirt, shorts, appropriate footwear and a Ferny Grove State High school hat.</p>
Associated Costs	<p>No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme, which covers the above course resources.</p>

ELECTIVES

GROUP A - LANGUAGES

Year 9 German	
Units of Study	<ol style="list-style-type: none"> 1. Shopping 2. Ready Steady Cook 3. Fashion 4. My daily routines
Unit Description	<p>The Year 9 German program builds on the high-frequency vocabulary and basic language structures used during Years 7 and 8. Students begin to focus more on the practical application of the language as well as engage in activities and tasks that develop their communicative abilities for future senior study.</p>
Learning Experiences	<p>The focus in German in Year 9 is furthering students language acquisition as well as cultural knowledge and understanding of Germany as a nation. Students become more confident communicating through writing and speaking tasks as well as deciphering texts and key vocabulary from reading and listening texts. Students are also exposed to key grammatical points of the language throughout each unit to develop their overall understanding of the language further.</p> <p>Over the course of Unit One, students will understand, initiate and maintain conversation about items of food, shops, locations and prices. They will learn some of the key grammatical points such as nominative, accusative and dative cases to describe locations of shops and amounts of food. From a cultural perspective, students will develop an understanding of the differences between shopping choices in Germany and Australia.</p> <p>In Unit Two, students will be able share information and opinions about meals. They will learn to understand and translate recipes. They will also be able to order food, ask for the bill, etc. in restaurants. From a cultural perspective, students will develop an understanding of traditional German meals. They will also look at traditions around meal times and etiquette in restaurants.</p> <p>In Unit Three, students will learn to describe items of clothing and to express their opinions and preferences about outfits. They will be able to understand information in German fashion magazines and compose their own fashion blog. They will learn some of the key grammatical points such as adjective endings and possessive pronouns. From a cultural perspective, students will investigate stereotypical German and Australian outfits and research designers.</p> <p>Finally in Unit Four, students will be able to share information about their everyday life. They will be able to describe their daily routines and chores at home and at school. They will learn some of the key grammatical points such as reflexive and separable verbs. From a cultural perspective, students will develop an understanding of some of the liberties that teenagers have in German society.</p>
Assessment	<p>Students are formatively assessed through quizzes, drafts and teacher observations during class. Students are also required to perform self-evaluations of their behaviour and effort during each term.</p> <p>During the stages of each unit, students complete summative assessment where they can demonstrate their growth in the key skills of listening, reading, writing and speaking in German. These four facets of language learning form the basis of the curriculum, and the summative assessment conducted by the teacher provides an opportunity to gauge their level of proficiency in these areas.</p>
Pathways to Year 10	German
Other relevant considerations	Students enrolled in year nine German are recommended to have studied German at year seven and year eight level.
Associated Costs	No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme, which covers the above course resources. Should the opportunity arise for a curriculum linked excursion, costs will be kept at or below \$25.00 per head.

Year 9 Indonesian

Units of Study	<ol style="list-style-type: none"> 1. Sports and Entertainment 2. Our Environment 3. My House and Holidays 4. Celebrations and Ceremonies
Unit Description	<p>The Year 9 Indonesian program builds on the high-frequency vocabulary and basic language structures used during Year 7 and 8. Students begin to focus more on the practical application of the language as well as engage in activities and tasks that develop their communicative abilities for future senior study.</p>
Learning Experiences	<p>The focus in Indonesian in Year 9 is furthering students' language acquisition as well as cultural knowledge and understanding of Indonesia as a nation. Students become more confident communicating through writing and speaking tasks as well as deciphering texts and key vocabulary from reading and listening texts. Students are also exposed to key grammatical points of the language throughout each unit to develop their overall understanding of the language further.</p> <p>Sports and Entertainment</p> <p>Students will learn about sports, hobbies and leisure activities enjoyed by teenagers in Indonesia and Australia, discuss their likes/dislikes, describe sport skills, instructions and actions, name sports equipment and give information about various sports and activities. From a cultural perspective, students will develop an understanding of some of the traditional sports and games in Indonesia.</p> <p>Our Environment</p> <p>Students will learn about the various environments found in Indonesia, Indonesian flora and fauna, issues surrounding conservation, climate change and the environment, as well as endangered animals in Indonesia and Australia. From a cultural perspective, students will develop an understanding of some of the animals native to Indonesia.</p> <p>My House and Holidays</p> <p>students will learn how to identify rooms in their house, describe their house, express their daily routines, identify tourist places and accommodation options in Indonesia, organise travel and communicate distances of travel. From a cultural perspective, students will develop an understanding of the various tourist destinations in the city of Yogyakarta.</p> <p>Celebrations and Ceremonies</p> <p>Students learn about the celebration of birthday parties, invitations, how to respond to invitations, school graduation ceremonies and a range of other celebrations and ceremonies celebrated in Indonesia and Australia. From a cultural perspective, students will develop an understanding of some of the unique ceremonies celebrated in Indonesia.</p>
Assessment	<p>Students are assessed formatively throughout the units of work, completing regular vocabulary tests along with teacher observations during class. Students are also required to perform self-evaluations and participate in peer-teaching with other members of the class to showcase their knowledge and understanding of the concepts covered. At the conclusion of each unit, students complete summative assessment where they can demonstrate their growth in the key skills of listening, reading, writing and speaking in Indonesian. These four facets of language learning form the basis of the curriculum, and the summative assessment conducted by the teacher provides an opportunity to gauge their level of proficiency in these areas.</p>
Pathways to Year 10	<p>Indonesian</p>
Other relevant considerations	<p>Students enrolled in year nine Indonesian are recommended to have studied Indonesian at year seven and year eight level.</p>
Associated Costs	<p>No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme, which covers the above course resources. Should the opportunity arise for a curriculum linked excursion, costs will be kept at or below \$25.00 per head</p>

ELECTIVES

GROUP B – THE ARTS

Year 9 Drama	
Units of Study	<ol style="list-style-type: none"> 1. Magic Realism 2. Documentary Drama
Unit Description	<p>Our Junior drama units provide students with rich content and the opportunity to develop collaborative, creative and innovative skills through both classroom experience and assessment. These skills are transferable to a variety of artistic, social and work-related contexts. The course includes a wide variety of challenging experiences such as improvisation, ensemble building, acting, creating and performing to a live audience, movement and voice development, research and script writing as well as exposure to live theatre.</p> <p>Drama enables students to develop group communication skills as well as the techniques of negotiating, problem solving, and decision-making, researching and interpreting. Drama challenges students to explore their own identities and culture and extends their understanding of historical and contemporary drama in other cultures.</p>
Learning Experiences	<p>Students will:</p> <ul style="list-style-type: none"> • Improve – forming roles, relationships and situations with belief. • Build ensemble – engage in teambuilding and cooperative learning techniques to develop collaborative and leadership skills. • Acting skills – developing characters through movement, vocal work and kinaesthetic learning experiences. • Contemporary Drama –students work with a contemporary script through the theatrical style of Magic Realism. • Analyse and Evaluate – view and respond to live theatre through analysis and evaluation of a particular work. Engage with language and the elements and conventions of drama. • Research –contextual exploration and research into a particular issue or topic relevant to young people. • Scriptwriting –students develop and write their own scripts based on their research and workshops. • Performance – Rehearse and perform published and self-devised scripts for a live audience. • Drama is a group art form and students must be prepared to work in a self-directed, yet collaborative manner with others.
Assessment	<p>Tasks are varied and reflect a balance of individual, pair and group work. Examples include performances of scripted text and original drama, individual and group improvisations, scriptwriting and written responses. Achievement is measured in terms of the individual's performance within the group. Drama is experienced and assessed through the five assessable elements of:</p> <ol style="list-style-type: none"> 1. Responding – This technique is used to assess students' abilities to explore, respond to, analyse and interpret live dramatic action. Students are required to analyse how the elements of drama are used, combined and manipulated in different styles. They also must evaluate how artists from different cultures, times and places communicate meaning and intent through drama. 2. Making (Performing) – This technique is used to assess students' abilities when performing drama. Performing in drama enables students to demonstrate their ability to select, manipulate and control form, and the elements of drama to develop roles and characters and interpret and perform drama that communicates meaning. 3. Making (Forming) –This technique is used to assess students' abilities when making drama works. Making artworks in drama enables students to demonstrate their ability to select, manipulate and control the elements of drama to devise drama that communicates meaning.
Pathways to Year 10	Drama in Years 11 and 12
Other relevant considerations	Drama develops creative and innovative thinking, collaborative and leadership skills, self-confidence and an awareness of movement and voice. Career pathways may include; actor, director, designer, lighting and theatre technician, entrepreneur, innovator, marketing, teacher, therapist.
Associated Costs	Excursions will be organised to work with artist and view productions. The costs associated with these events will be clarified via permission forms. Students need theatre blacks for performances.

Year 9 Music

Units of Study	<ol style="list-style-type: none"> 1. Film Music 2. World Music
Unit Description	<p>In the first term, students will examine the impact of music in film. They will develop an understanding of how film music composers manipulate the music elements in order to effectively portray characters, actions and emotions of movie scenes. Students will apply knowledge and skills to compose a film score on leading notation software Sibelius for a short animation, and analyse and evaluate a film composer's manipulations of music elements in a film score for a chosen movie scene. In the second term, students will examine the music of countries around the world with a particular focus on music from Australia, South Africa and the Middle East. They will develop an understanding of the stylistic characteristics of World Music through performing in groups with an explicit focus on keyboard and djembe skills.</p>
Learning Experiences	<p>Students will develop their skills and understanding of music through presenting, creating and responding to aspects of music from around the world and on the screen. Through working on performance in singing and on a variety of instruments, students will develop music literacy and ensemble skills. Students involved will have the opportunity to learn a range of keyboard and djembe skills, as well as use Sibelius software, students will create their own compositions.</p>
Assessment	<p>Composition of approx. 30 seconds to a film animation using compositional on Sibelius software. Making: ensemble performance on keyboard or djembe Responding: write a persuasive essay to convince the judges of the ARIA Film Music Award that the scene you have chosen is most deserving in its clever use of musical elements timbre, rhythm and texture.</p>
Pathways to Year 10	<p>Music (Year 10, 11 and 12) and Year 12 Extension Music.</p>
Other relevant considerations	<p>Students must be prepared to complete all written and practical aspects of the course and be able to work in a self-directed and focused manner. Students who study music in combination with participating in the instrumental and choral program receive a more holistic experience of music.</p>
Associated Costs	<p>Students will need to purchase a music book either from the uniform shop, a newsagent or office supply store. Excursions will be organized to work with artists and view productions. The costs associated with these events will be clarified via permission forms. While owning an instrument and receiving private music tuition outside of school are encouraged, it is not essential for this course. Students are able to use the music equipment to rehearse with at any time agreed upon by the teacher.</p>

Year 9 Visual Art

Units of Study	<ol style="list-style-type: none"> 1. Painting 2. Ceramics 3. Skateboard Design
Unit Description	<p>Art is one of the most important means by which humankind can express their innate creativity and communicate visually their ideas and feelings in response to certain events and issues occurring around them.</p> <p>Art should be seen as an important part of the development of all students as this subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem- solving in a range of contexts.</p> <p>Students develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of world culture and their responsibilities as global citizens.</p>
Learning Experiences	<p>Throughout the program, the students will be involved in a range of learning experiences related to both making and responding to works of art. These experiences may include:</p> <ul style="list-style-type: none"> • students making representation of their ideas and intended meanings in different forms including painting, ceramics, drawing, sculpture, mixed media and digital forms • developing knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions; • and analysing representations, viewpoints and practices – considering meanings and interpretations across societies and cultures.
Assessment	<p>Assessment for all areas is through a combination of folio (practical work and a visual journal) and a written assignment.</p> <p>In the creation of practical artwork, students resolve visual problems through an understanding of the visual conventions and the application of a range of techniques and materials.</p> <p>This involves students:</p> <ul style="list-style-type: none"> • Translating and interpreting ideas to create images and objects. • Selecting and manipulating techniques and processes to communicate meaning. • In the Responding component of the course, students are involved in: • Understanding artists, artworks and audiences from different cultures. • Using appropriate terminology and vocabulary in the discussion and analysis of artworks. • Visual Arts is experienced and assessed through the assessable elements of: Knowledge and Understanding; Making and Responding.
Pathways to Year 10	<p>Visual Arts in Junior leads to:</p> <ul style="list-style-type: none"> • Visual Art • Senior Visual Art in Practice
Other relevant considerations	<p>A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use creative and innovative skills inherent in this subject.</p> <p>Careers using the knowledge and skills gained from Art include but are not limited to: Art teacher, Art theory, advertising, marketing, web design, media industries (film, television, magazines)etc.</p>
Associated Costs	<p>No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme, which covers the above course resources. Should the opportunity arise for a curriculum linked excursion, costs will be kept at or below \$25.00 per head.</p>

ELECTIVES

GROUP C – SCIENCE, TECHNOLOGIES, BUSINESS

Science Elective

Year 9 Agricultural Science	
Units of Study	Animal Husbandry (school-based poultry rearing project) and technology use in agriculture.
Unit Description	<p>This strand concentrates on animal husbandry (school-based poultry rearing project) and technology use in agriculture. Students design and carry out experiments to compare growth rate and behaviour in broiler and layer chickens.</p> <p>Students learn about the importance of technology and sustain ability in agriculture. Design an app that would be useful to a farmer in managing their crop.</p>
Learning Experiences	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none">• Teacher exposition and questioning.• Laboratory activities, farm activities and demonstrations.• STILE lessons and activities, computer simulations and tutorials.• Extended Experimental Investigations.• Case studies of previous scientific investigations.• Library/computer research and assignment work.• Guest speakers on aspects of the curriculum.
Assessment	Students will be exposed to a range of assessment tools including exams, diagnostic in-class tests, assignments, group activities and practical investigations, experimental report and App design and oral presentations.
Pathways to Year 10	This course is designed to challenge the more academic student who may wish to pursue Agricultural Science and associated General Syllabus subjects such as Biology and Geography in Year 11 and beyond.
Other relevant considerations and expectations	<p>Classes may use STILE (online science program) in lessons and for homework (cost is covered by the Student Resource Scheme).</p> <p>Students are expected to participate in theory and practical aspects of this subject to the best of their ability.</p>
Associated Costs	No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme, which covers the above course resources. Should the opportunity arise for a curriculum linked excursion, costs will be kept at or below \$25.00 per head.

Technologies Electives

Year 9 Agricultural Practices	
Units of Study	<p>Students will learn the key concepts of the Technology Model to solve problems in the following curriculum areas:</p> <ul style="list-style-type: none"> • Unit 1: Calf Rearing • Unit 2: Backyard Poultry Systems • Unit 3: Backyard Gardening
Unit Description	<p>This strand reviews Design and Technology in the context of Animal Management Practices. In particular, students will manage the welfare and care of young calves, followed by short courses in managing backyard poultry and gardens.</p>
Learning Experiences	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> • Teacher exposition and questioning. • Practical activities and demonstrations. • Case studies of "real life" farm experiences. • Library/computer research and assignment work. • Guest speakers on aspects of the curriculum. • Farm activities.
Assessment	<p>Students will be exposed to a range of assessment tools including multi modal presentation, diagnostic in- class tests, an assignment, group activities and practical activities</p>
Pathways to Year 10	<p>This course is designed to meet the needs and interests of students who would like to undertake a more practical subject in line with Year 10 and Year 11/12 Agricultural Practices.</p>
Other relevant considerations	<p>Students are expected to participate in theory and practical aspects of this subject to the best of their ability.</p>
Associated Costs	<p>Nil</p>

Year 9 Food and Nutrition Technology

Units of Study	<p>Students studying in this course will engage in the following units of study:</p> <ol style="list-style-type: none"> 1. Practical Kitchen Skills Development 2. Breakfast Design Project 3. MKR (My Kitchens Rules) class collaboration challenge
Unit Description	<p>This course has been developed to provide maximum practical opportunities within the school's kitchens. Its primary focus is on the wellbeing of the individual within their own person, family and community. This subject is designed to encourage and promote the student's personal independence in regards to food and nutrition choices and become effective participants within our society.</p> <p>Students critically evaluate the marketing and advertising of new food products. A major focus of the students' experiences in this course is in the areas of menu and meal planning, production and presentation. Students design and prepare menus and meals for a number of situations: breakfasts, lunches, dinners and healthy eating trends. Students develop skills, knowledge of procedures and the development processes, which will prepare them for future Food and Nutrition electives and for life in the real world.</p>
Learning Experiences	<p>Students will:</p> <ul style="list-style-type: none"> • observe cooking demonstrations • develop specific Food & Nutrition language skills to help them critically analyse, compare and contrast food products and processes work to a design brief and investigate, research and discuss food design solutions • produce their own design criteria in response to design problems based on the nutritional suitability of products and procedures • refine practical skills through planning, managing and preparing practical tasks that develop skills across a range of food products; and • produce food menu's and develop their presentation techniques.
Assessment	<p>Design portfolios Practical cooking demonstrations Completed cooking design projects</p>
Pathways to Year 10	<p>Food & Nutrition Technology leads to:</p> <ul style="list-style-type: none"> • Year 10 Food & Nutrition Technology • Year 11 & Year 12 Hospitality Practices • Year 11 & Year 12 Food & Nutrition
Other relevant considerations and expectations	<p>Students are responsible for:</p> <ul style="list-style-type: none"> • The supply of ingredients for their weekly practical food activities • Bringing along their laptops to ensure they can use the digital in-class curriculum
Associated Costs	<p>Weekly costs will largely depend on ingredients that students include into their designs</p>

Year 9 Industrial Design and Technology

Units of Study	<p>Students studying in this course will engage in the following units of study:</p> <ol style="list-style-type: none"> 1. Micro House Design – Scale model tiny home to suit a teen or family member that uses sustainable technologies and shipping containers 2. Metal Creature – use of the metalwork classroom & design labs to design an imaginary creature
Unit Description	<p>This is a semester long unit that focuses on Built Environment design and the technology within the Design Technology lab. Using the 3D printers, laser cutter and hot wire cutters students prototype their design ideas for a presentational pitch.</p>
Learning Experiences	<p>Students will:</p> <ul style="list-style-type: none"> • Develop sketching and design thinking skills • Use Inventor (CAD) software to develop a digital solution to problems • Work with interfaces for controlling the UV 3D Printer and Laser Cutter/Engraver • Trial ideas, assemble prototypes and produce a prototype model of their idea • Present their design journey and findings to the class • Develop a portfolio of their design journeys • develop and use sheet metalworking skills to produce ideas • understand safety within the workshop
Assessment	<p>Design Portfolio Physical Micro house prototype Physical model of Metal Creature</p>
Pathways to Year 10	<ul style="list-style-type: none"> • Year 10 Design • Year 10 ITM • Year 11 & Year 12 Design • Year 11 & 12 Applied Skills Subjects
Other relevant considerations	<p>Students are responsible for: The supply of any additional embellishment items they require for their design projects supply of laptops to ensure they can use the digital in-class curriculum</p>
Associated Costs	<p>No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme, which covers the above course resources. Should the opportunity arise for a curriculum linked excursion, costs will be kept at or below \$25.00 per head.</p>

Year 9 Digital Technology

Units of Study	<ol style="list-style-type: none"> 1. Lego EV 3 Robotics 2. Python Programming
Unit Description	<p>When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object –oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential.</p>
Learning Experiences	<p>Lego EV 3 Robotics</p> <ul style="list-style-type: none"> • Object-orientated programming language JavaScript powered by Microsoft Make Code. • Relationship between visual programming and text-based programming. • Revisiting computational thinking and algorithm writing. • Application of computational thinking in the real-world-Lego Robotics EV3 • Defining functional and non-functional requirements of products when programming • Essential programming elements • Using defined object and methods • Iteration statements • Conditional statements • Variable • Designing user experience • Data logging • Algorithm writing (Defining function; Sequencing; Coding, Testing and Debugging) • Collection of data through Robot sensors. • Project management skills (Design; Develop; Evaluate) • Presenting digital solutions using digital technologies (Photographing & Creation of a video) <p>Python Programming</p> <ul style="list-style-type: none"> • Text-based programming language (Python). • Interpreted language • Structure of text-based programming language • Syntax; Vocabulary; Objects; Methods • Essential programming elements • Implementing advanced data structures • Arrays and Objects • Implementing built-in objects and methods.
Assessment	<ol style="list-style-type: none"> 1. Lego EV3 Robotics Assessment: <ul style="list-style-type: none"> • Multimodal presentation on their Robotics product 2. Python Programming Assessment: <ul style="list-style-type: none"> • Project – Text based game using python programming language
Pathways to Year 10	<p>Students continue their IT study into Year 10 Information Technology</p>
Other relevant considerations	<p>After-school Tech Club offers a range of technological activities and skills free of charge.</p>
Associated Costs	<p>Nil</p>

Business and Economics Elective

Year 9 Business and Economics	
Units of Study	Australia as an economy Financial Literacy Work and work futures Accounting for Cash The Business Environment
Unit Description	The framework for developing students' business knowledge, understanding and skills at this year level is provided by the following key questions: <ul style="list-style-type: none"> • How do participants in the global economy interact? • What strategies can be used to manage financial risks and rewards? • How does creating a competitive advantage benefit business? • What are the responsibilities of participants in the workplace and why are these important? • What Entrepreneurial Skills are required in the Business Environment?
Learning Experiences	<p>Australia as an economy Areas of economic activity Consumers Forms of Business Ownership Sole Traders, Partnerships, Companies</p> <p>Financial Literacy Personal/Business Budgets – using Spreadsheets Financial Choices – Savings, Investments and Spending Price Mechanism – Supply and Demand Development of money</p> <p>Work and work futures Consumers rights and responsibilities Consumer protection Government bodies and legislation</p> <p>Accounting for Cash Double – Entry Bookkeeping Classification of financial accounts Statement of Cash Flow Financial Statements</p> <p>The Business Environment Entrepreneurial Skills Marketing Projects – Includes Mother's Day/Father's Day Stalls/Enterprise Day– Trade Fair</p>
Assessment	Term 1: Combination Response: Practical & Short Response Consumerism Exam - Consumerism, Income and business ownerships, Budgets Term 2: Multi – model - Entrepreneurship Entrepreneurship – Oral Presentation Practical Exam – Financial Statements
Pathways to Year 10	Students continue their Business Studies into Year10 Business
Other relevant considerations	Excursion – Marketing at Australia Zoo with an approximate cost of \$50 Students conduct a small business venture during the term – typically Mother's Day or Father's Day stalls.
Associated Costs	No additional costs are envisaged at this point as course costs are built into the Text Book Hire Scheme, which covers the above course resources. Should the opportunity arise for a curriculum linked excursion, costs will be kept at or below \$25.00 per head.

FERNY GROVE STATE HIGH SCHOOL – CURRICULUM PROGRESSIONS

LEARNING AREA	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
ENGLISH	English	English	English	English Literacy Short Course	English Literature Essential English	English Literature Essential English
MATHEMATICS	Mathematics	Mathematics	Mathematics Mathematics Pathway Sem 2	Mathematics Pre-Methods Numeracy Short Course	General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics	General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics
SCIENCE	Science	Science	Science Agricultural Science	Science Agricultural Science	Psychology Biology Physics Chemistry Agricultural Science Science in Practice	Psychology Biology Physics Chemistry Agricultural Science Science in Practice
HUMANITIES	History Geography Civics and Citizenship Economics and Business	History Geography Civics and Citizenship Economics and Business	History Geography Civics and Citizenship Economics and Business	Ancient History Modern History Extreme Geography Law and You (Civics and Citizenship) Economics and Business	Geography Economics Legal Studies Ancient History Modern History Tourism Social & Community Studies Business Accounting Business Cert III	Geography Economics Legal Studies Ancient History Modern History Tourism Social & Community Studies Business Accounting Business Cert III

FERNY GROVE STATE HIGH SCHOOL – CURRICULUM PROGRESSIONS

LEARNING AREA	YEAR 7	YEAR 8	YEAR 9	YEAR10	YEAR11	YEAR12
TECHNOLOGY	Food Technology Industrial Design and Technology Information Technology	Health Design Industrial Design and Technology Information Technology	Food & Nutrition Technology Industrial Design and Technology Information Technology Agricultural Practices	Design Food & Nutrition Technology Industrial Technology Manufacturing Information Technology Agricultural Practices	Digital Solutions Cert III in IT Engineering Skills Furnishing Skills Industrial Graphics Skills Building & Construction Skills Design Food & Nutrition Hospitality Practices Agricultural Practices Engineering General	Digital Solutions Cert III in IT Engineering Skills Furnishing Skills Industrial Graphics Skills Building & Construction Skills Design Food & Nutrition Hospitality Practices Agricultural Practices Engineering General
HEALTH & PHYSICAL EDUCATION	Health & Physical Education	Health & Physical Education	Health & Physical Education	Health PE & Fitness Sport, Recreation & Fitness	Sport & Recreation Fitness – Cert III Health Physical Education	Sport & Recreation Fitness – Cert III Health Physical Education
LANGUAGES	German Indonesian	German Indonesian	German Indonesian	German Indonesian	German Indonesian	German German Extension Indonesian
THE ARTS	Drama Music Visual Arts	Drama Music Visual Arts	Drama Music Visual Arts	Drama Music Visual Arts	Drama Music Visual Art Visual Arts in Practice	Drama Music Music Extension Visual Art Visual Arts in Practice