



Craig'slea
State High School

Subject Information

For Year 9

2026 – 2027



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Table of Contents	Page
Guiding Principles	1
Principal's Welcome	2
Australian Curriculum Implementation Strategy - P-10	3
National Assessment Program - Literacy and Numeracy Testing (NAPLAN)	3
Homework and Study	3
Reporting	3
Attendance	3
QCAA Year 9 Syllabus	4
English	5
Mathematics	6
Humanities and Social Sciences	7
History	7
Geography	8
Languages	9
German	9
Japanese	10
Business and Digital Technologies	11
Economics and Business	11
Digital Technologies	12
Design and Food Technologies	13
Food and Fibre	13
Food Specialisation	14
Design and Technologies	16
Materials and Technologies Specialisations (TMT)	17
Health and Physical Education	18
Health and Physical Education (HPE)	18
Excellence in Volleyball Program	19
Science	20
Science	20
Excellence in Science Program	21
The Arts	22
Dance	22
Drama	23
Music	24
Excellence in Music Program	25
Visual Arts	26
Media Arts	27
Education Services	28



Our Vision is for all Craigslea students
to be active citizens in a
global society

Guiding Principles

Our school is driven by the belief that active citizens in a
global society are nurtured in a respectful
and dynamic learning culture

Our Values



Learning

Our teaching promotes
intellectual curiosity
and encourages
personal best



Respect

Our school community
values the rights, safety
and perspectives of
others



Community

Our community
partnerships enrich
learning and the school
experience

...Educating Global Citizens



Our Graduates will be:

Confident and
curious learners



Active contributors
to society



Honest and
ethical



Respectful of the
rights of diverse
communities



Our Motto:

...Striving for Excellence



Dear Parents and Students

I am writing to provide you with important information regarding the Year 9 subject offerings at Craigslea State High School, as we approach the culmination of the three-year Junior Secondary course.

In Year 9, students can explore a broader range of subject offerings while continuing to study the core subjects of Mathematics, Science, English and History. This approach provides a balanced educational experience for our students while also preparing them for a successful transition into Year 10, their first year of Senior Secondary education. Furthermore, our subject selection provides a variety of study options to accommodate the diverse interests and abilities of our students, including academically advanced study opportunities.

We firmly believe in the importance of a strong partnership between students, parents/carers and the school in planning a developmental educational pathway through the middle years of schooling. We recognise that this partnership plays a crucial role in shaping the educational journey of our students. Our vision is to ensure that all our students progress through their education with success, instilling in them the confidence to embrace lifelong learning and become active and engaged global citizens.

We want to assure you that professional advice and support are readily available to assist you in making the best choices for your student's future. Our dedicated Guidance Officer and Curriculum Heads of Department are committed to providing expert guidance and support throughout the subject selection process.

We are fully dedicated to fostering the academic and personal growth of each student, and we are here to provide the necessary resources, support and guidance to ensure their journey towards success.

If you have any questions or require further information, please do not hesitate to contact the school office on (07) 3326 5222 or email admin@craigsleashs.eq.edu.au. We are here to assist you in any way we can.

We look forward to working together with you and your student to create a fulfilling and enriching educational experience during Year 9.

Mick Leigh
Principal

Australian Curriculum Implementation Strategy - P-10

Craigslea State High School, in accordance with the Queensland Curriculum and Assessment Authority (QCAA), plans, teaches, assesses and reports on English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages.

The Australian Curriculum comprises the content descriptions and achievement standards developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

National Assessment Program - Literacy and Numeracy Testing (NAPLAN)

All parents and caregivers should be aware that the National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted in all Queensland schools during Term 1.

NAPLAN is undertaken by students in Years 3, 5, 7 and 9 across Australia. The assessments measure students' literacy and numeracy skills. Results are used to provide information to parents and carers, support school improvement and reporting, and contribute to state, territory and national reporting. NAPLAN results also assist teachers in identifying students' strengths and areas for further learning throughout the school year.

Homework and Study

Research indicates a strong correlation between student outcomes and the time spent on homework and independent study. In general, the more time students spend completing homework and studying, the stronger their academic outcomes. It is the school's policy to set homework for all core subjects following every lesson taught. Where appropriate, homework will also be set in practical subjects and may include research, study, rehearsal and investigation activities.

In Years 8 and 9, students can expect to complete up to, but generally no more than, five hours of homework per week.

Reporting

All students at Craigslea State High School receive a report three times each year. These reports are complemented by two Parent–Teacher Interview evenings held annually. Parents and carers are welcome to contact the school at any time to discuss their student's academic progress.

Attendance

Every day counts at school. While most students attend school consistently, a small number of students are absent without an acceptable reason, which can have a negative impact on their education. Research shows that students with high attendance rates are more likely to achieve strong academic outcomes and experience greater success in the future. Craigslea State High School has set a target for all students to achieve an attendance rate of 91% or higher.

QCAA Year 9 Syllabus

English Faculty

English

Mathematics Faculty

Mathematics

Humanities and Social Sciences Faculty

Geography

History

Languages Faculty

German

Japanese

Business and Digital Technologies Faculty

Economics and Business

Digital Technologies

Design and Food Technologies Faculty

Food and Fibre

Food Specialisation

Design Technologies

Materials and Technologies Specialisations (TMT)

Health and Physical Education Faculty

Health and Physical Education

Excellence in Volleyball Program

Science Faculty

Science

Excellence in Science Program

The Arts Faculty

Dance

Drama

Music

Excellence in Music Program

Visual Arts

Media Arts

Education Services

English

Mandatory – Semesters One and Two

The Year 9 English program balances and integrates the three interrelated strands of Language, Literature and Literacy. Together, these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on the concepts, skills and processes developed in earlier years, and teachers revisit and strengthen these as needed.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility—skills that prepare students for local and global citizenship and lifelong learning across a wide range of contexts.

Structure

Topics			
Window to the soul: Memoirs and Human Experience Exploring Different Perspectives Students listen to, read and view literary and non-literary texts, including texts from and about Asia, to explore how events, situations and people are represented in personal writing. Possible texts include, but are not limited to: <i>The Polished Gem</i> <i>The Happiest Refugee</i> <i>The Boat (multimodal)</i>	That's Debatable: Positioning and Persuading Audiences Examining and Creating Representations of Contentious Issues Students listen to, read and view non-literary texts of increasing complexity, featuring different perspectives on political and/or culturally significant issues. Students explore a contentious Australian political or cultural issue that impacts Australian identity. Possible issues include, but are not limited to: Use of artificial intelligence (AI)	Fake Utopias and Fictional Dystopias: Exploring the Dark Side Evaluating Representations of Issues in Texts Students read extracts from a range of dystopian texts, with an in-depth study of a complete novel, to understand how authors use text structures and language features to construct representations of characters, ideas and issues. Key texts include: <i>The Hunger Games</i> (novel) <i>The Giver</i> (film)	The Presumption of Innocence: Ethical Decision Making in 12 Angry Men Exploring Ethical Issues in Drama Texts Students read a drama text to comprehend ideas about human experiences in response to ethical dilemmas, such as justice, equity and prejudice. They explore how the social, cultural and historical contexts of a text influence its construction and analyse and evaluate representations in a drama text. Key text: <i>12 Angry Men</i> (play script)

Assessment

Assessment is continuous over the two semesters of Year 9

Students will complete written and spoken tasks with some tasks written under test conditions

Mathematics

Mandatory – Semesters One and Two

Mathematics focuses on the development of a student's knowledge and the application of this knowledge in a range of real-life situations. Two important outcomes of this course are:

- Developing students' mathematical knowledge to support independent living, and
- Preparing students for the final years of their Mathematics study in secondary education.

In Year 9, students study the Australian Curriculum for Mathematics and participate in a course of study focused on:

- Developing knowledge for good citizenship
- Developing the knowledge required for further study in Mathematics
- Developing assessment-taking skills
- Improving literacy and numeracy

Pathways

Students studying Mathematics in Year 9 will have the opportunity to study either Mathematics or Mathematics Extension (Pre-Methods Mathematics) in Year 10. To be invited into Year 10 Mathematics Extension (Pre-Methods Mathematics), students will need to have achieved at least a B at the end of Semester 2, Year 9. Careful consideration needs to be given to the choice of Mathematics in Year 10, as this may influence future subject selections and possible tertiary choices.

It is recommended that future vocational or tertiary pathways are discussed and explored by parents and students so that appropriate Mathematics subject pathways are understood and remain open.

Structure

Year 9 Mathematics consist of the following topics:

Topics	
• Percentage and Money • Length and Area • Space • Patterns and Algebra • Number	• Index Notation • Statistics • Probability • Trigonometry • Volume and 3D shape

Assessment

A student's overall performance in Mathematics will be assessed against the achievement standard.

Assessment Item	Time
• Mid-semester Exam • Assignment • End Semester Exam	• 70 minutes • 3 lessons - in class assignment, not take home • 70 minutes

Humanities and Social Sciences

History

Mandatory – One Semester

History is the mandatory Humanities and Social Sciences subject that **all** Year 9 students must complete, either in Semester 1 **or** Semester 2.

This subject follows the Australian Curriculum: History and builds on the Historical Knowledge and Understanding and Historical Skills learnt in Years 7 and 8 History.

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It 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'.

A framework for developing students' historical knowledge, understanding and skills is provided through **inquiry questions** and the use and interpretation of historical sources.

Key Inquiry Questions:

- Did the Industrial Revolution make the world a better place?
- What were the key events, developments and ideas that contributed to the making of Australia?
- What was the significance of World War I?

Pathways

History develops the fundamental skills of reading, writing, listening, note-taking and recall. These underpin the more advanced skills of analysing, synthesising, critical evaluation and reflection.

History also gives students the skills to complete Years 11 and 12 General subjects such as Ancient History, Modern History, Legal Studies and Philosophy and Reason, as well as the Applied subject Tourism.

Structure

Topics
• The Industrial Revolution (1750 - 1914) • Making a Nation (1750 - 1918) • World War I (1914 - 1918)

Assessment

Type
• Extended Responses to Historical Sources • Short Responses to Historical Sources (online) • Research: Written Assignment

Humanities and Social Sciences

Geography

Elective – One Semester

Geography is the elective Humanities and Social Sciences subject that Year 9 students complete, either in Semester 1 **or** Semester 2.

This subject follows the Australian Curriculum: Geography and builds on the Geographical Knowledge and Understanding and Geographical Inquiry and Skills learnt in Years 7 and 8 Geography.

The Year 9 Geography curriculum provides a study of biomes and food security, and geographies of interconnections. Biomes and food security focus on investigating the role of the biotic environment in food and fibre production. Geographies of interconnections 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.

Key Inquiry Questions

- What are the causes and consequences of change in places and environments, and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Pathways

Geography develops the fundamental skills of reading, writing, listening, note-taking and recall. These underpin the more advanced skills of analysing, synthesising, critical evaluation and reflection.

Geography also gives students the skills to complete Years 11 and 12 General subjects such as Ancient History, Modern History and Philosophy and Reason, as well as the Applied subject Tourism.

Structure

Topics
• Biomes and food security • Geographies of interconnections

Assessment

Type
• Short Response Exam • Response to Stimulus Exam • Research Report

Languages

German

Elective – Semesters One and/or Two

This subject follows the Australian Curriculum Version 9 (Years 7–10): German.

In Years 9 and 10, German language learning builds on each student's prior knowledge and experiences. Students use German to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen and speak, read and write to communicate with other speakers of German in local and global settings.

Year 9 and 10 German students further develop an empathic global perspective—an understanding that communicating within and across languages reflects cultural identity, and that these experiences can shape their own behaviours and values as future global citizens.

Learning German can unlock global training and employment opportunities. German multinational companies employ thousands of Australians across major industries, including engineering and mining, biomedical and healthcare, and software and technology.

German students can access educational and workplace-based scholarships in these fields and in the Arts and Humanities. A quarter of university students in Germany are international, attracted there by the country's high research standards and comparatively low tuition fees.

Pathways

Students **must** study at least one semester of German in Year 9 if they wish to continue with German in Year 10 because of the progressive development of language skills.

Structure

Topics

- What are life stories?
- What are social issues?
- How big is the generation gap?
- What are our global connections?

Assessment

Type

- Collection of work: speaking, writing, analysing
- Collection of work: writing, speaking
- Collection of work: reading, listening, writing
- Collection of work: reading, reflecting

Languages

Japanese

Full Year Elective – Semesters One and Two

A minimum of a C in Year 8 Japanese is recommended.

Learning a language other than English enables a person to communicate across cultures and races and to appreciate that cultures have different ways of perceiving and expressing reality. An appreciation and understanding of cultural, linguistic and racial diversity, both within Australia and globally, enriches life. The study of Japanese enables students to gain an understanding of one of Australia's closest neighbours and major trading partners.

This subject follows the Australian Curriculum: Japanese and builds on students' ability to use language for communication and to analyse language and culture.

Pathways

Students must select Japanese in Semesters 1 and 2 of Year 9 if they wish to continue with Japanese in Year 10 because of the progressive development of language skills. Students who have learnt another language have greater employment and travel opportunities available to them as post-school options in an increasingly competitive, international world. Employment overseas is a reality for today's language students.

Structure

Topics

- What are life stories?
- Identifying social issues?
- How do we solve a mystery?
- What are global connections?

Assessment

Type

- Collection of work: speaking, writing, analysing
- Collection of work: writing, speaking
- Collection of work: reading, listening, writing
- Collection of work: reading, reflecting

Business and Digital Technologies

Economics and Business

Mandatory – Semester One or Semester Two

Economics and Business gives students the opportunity to develop their understanding of economics and business concepts by exploring interactions within the economy. Students consider Australia's economic position and expand their understanding of our financial systems, including the implications of decisions made by individuals, businesses and governments. Students gain an understanding of the role of the Reserve Bank, how interest rates impact all sectors, as well as the different types of credit and debit systems.

Students examine the processes businesses use to create and maintain their competitive advantage, and how businesses manage financial risks and rewards. Traits of an entrepreneur will be explored, as will the importance of social enterprises in our community.

The final assessment tasks require students to identify a social need and use their entrepreneurial talents to develop a business idea that will provide a benefit to that identified need. Students present their business idea within a Market Hall, with some choosing to pitch their ideas Shark Tank-style.

Students require a device for this subject.

Pathways

Year 10 – Students have two Economics and Business courses available to further develop their knowledge in the following year.

Years 11 and 12 – The following senior subjects relate to Business and Economics:

- General subjects – Accounting, Business, Economics
- Applied subjects – Business Studies
- VET – Certificate III in Business / Certificate II in Applied Digital Technologies

Structure

Students will investigate a range of topics including:

- Financial markets and networks
- The economic problem - consumer decision-making
- Circular flow of the economy
- Social enterprises and entrepreneurs

Assessment

Assessment will take the form of assignments, projects and tests

Formats could include:

- Exams (short and extended answer)
- Research tasks
- Multimedia projects

Business and Digital Technologies

Digital Technologies

Digital Technologies is designed to provide students with an understanding of digital technologies, processes and techniques. Learning in Digital Technologies focuses on hands-on exploration of electronic components, circuit building and programming. Students use an open-source electronics platform to create physical circuit boards and learn programming software. Furthermore, students practise troubleshooting issues, collaborating to solve problems and applying computational thinking.

Students learn how to create interactive digital solutions through web-based programming, building foundational skills in HTML, CSS and JavaScript. Additionally, students develop an understanding of how digital systems handle data and the importance of usability and visual design when creating interfaces.

This subject is open to all students, irrespective of whether they studied Digital Technologies last year.

Students require a laptop to study this subject.

Pathways

Year 10 – Students have two Digital Technologies courses available to further develop their knowledge in the following year.

Years 11 and 12 – The following senior subjects relate to Digital Technologies:

- General subjects – Digital Solutions
- Applied subjects – Information and Communication Technology
- VET – Certificate III in Business / Certificate II in Applied Digital Technologies

Structure

Students may investigate a range of topics including:

- Electronics construction and programming
- Web-based programming
- Digital prototyping
- Computer networks
- Social, ethical and environmental factors

Assessment

Assessment

Formats could include:

- Digital projects
- Folios
- Multimedia projects

Design and Food Technologies

Food and Fibre

Elective – One Semester

This is a dynamic subject that focuses on Food and Fibre (Textiles) production.

This course focuses on Food and Fibre, constantly responding to changes in society to provide a course that is relevant and important to all students. It is essentially a field of applied study that draws selectively from areas such as preferred futures, design solutions, social sustainability and life-cycle thinking.

Through participating in this course of study, students engage in a learning environment that promotes social awareness, critical and creative thinking, confidence, independence and collaboration.

This is achieved through practical and theoretical learning experiences to produce quality products.

Food and Fibre is offered each semester as separate units:

- Semester 1 – Contemporary Trends in Australia
- Semester 2 – Explore Your Culture

Pathways

The study of Food and Fibre helps develop the skills required for Year 10 Food and Fibre and provides a foundation for the Certificate III in Hospitality in the senior years.

Structure

Topics

This course examines the impact of food and textile concepts while developing practical skills in an environment that is both safe and hygienic, taking into consideration sustainable practices. It will develop skills in nutritional analysis and the impacts of consumer decision-making in a range of situations. Students use design and [technologies](#), knowledge and understanding, processes and production skills and [design thinking](#) to produce [designed solutions](#) to identify identified needs or opportunities.

The school will provide all ingredients and textiles required for class, apart from any additional items your child chooses to include. These optional extras are at the student's discretion and may be used to vary the recipe or design. We will also do our best to accommodate medically required dietary needs. For Workplace Health and Safety reasons, students are required to wear enclosed shoes with impervious uppers.

Assessment

Assessment tasks in Food and Fibre may include:

- Design Briefs – Solving Design problems

Design and Food Technologies

Food Specialisation

Elective – Semester 1 and/or Semester 2

This is a dynamic subject that focuses on food skills and food production.

This course focuses on Food Specialisation, constantly responding to changes in society to provide a course that is relevant and important to all students. It is essentially a field of applied study that draws selectively from areas such as preferred futures, design solutions, social sustainability and life-cycle thinking.

Through participating in this course of study, students engage in a learning environment that promotes social awareness, critical and creative thinking, confidence, independence and collaboration.

This is achieved through practical and theoretical engagement to produce quality products.

Food Specialisation is offered each semester as separate units:

Semester 1

Cultural Influences – Students develop an understanding of and appreciation for specific cultural influences on food.

Healthy Food Choices – Students create alternative breakfast options to maximise health and nutrition in accordance with the Australian Guide to Healthy Eating.

Semester 2

Visual Appeal – Students explore the presentation of food and the effect visual appeal has on food choices.

Packaged Food vs Homemade (Ingredients) – Students examine the quality of ingredients and the nutritional value of pre-packaged foods, and the advantages of homemade alternatives.

Pathways

The study of Food Specialisation helps develop the skills required for Year 10 Food Specialisation and is highly desirable prior to enrolment in the Certificate III in Hospitality in the senior years.

Structure

Topics

This unit will focus on the development of practical cookery and food preparation skills. Students will investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

The school will provide all ingredients and textiles required for class, apart from any additional items your child chooses to include. These optional extras are at the student's discretion and may be used to vary the recipe or design. We will also do our best to accommodate medically required dietary needs. For Workplace Health and Safety reasons, students are required to wear enclosed shoes with impervious uppers.

Assessment

Assessment tasks in Food and Fibre may include:

- Design Briefs – Solving Design problems



Design and Food Technologies

Design and Technologies

Elective – Semesters One and/or Two

Design and Technologies is a course of study derived from the Australian Curriculum: Design and Technologies that provides students with the opportunity to gain an understanding of graphical communication and design across a broad spectrum of applications. The course draws upon the elements and principles of graphical communication and the elements of presentation. Students learn the skills, methods and processes that form the knowledge of communicating through graphical imagery.

Learning in this subject contributes to the development of technological literacy and the development of communication and problem-solving skills required for a wide range of educational and vocational aspirations. Through the structured medium of visual imagery, students learn to communicate and express information with clarity and precision.

Pathways

This unit is beneficial for students who are interested in Design, Engineering, Industrial Graphics Skills and Industrial Technology Skills courses.

It is strongly recommended that students complete at least one Design and Technologies (DAT) unit in Year 9 and/or Year 10 before enrolling in Senior Design or Senior Engineering.

The study of Design in Years 11 and 12 provides a solid foundation for careers in industrial design, graphic design, architecture and drafting.

Structure

Topics

This unit provides students with a basic understanding of modern industrial graphic tools and techniques. It provides a firm foundation for further studies in graphics and design, as well as knowledge and experience in reading technical drawings and plans. The techniques taught also enhance students' abilities in art, industrial technology, engineering, design and any other field where ideas are communicated in graphic form. Sketching, computer graphics and manual drafting methods are practised throughout the course.

Students are introduced to industry-standard Computer-Aided Design (CAD) software in well-equipped computer laboratories. Software used includes AutoCAD, Inventor and Revit. Prototyping through 3D printing is also incorporated.

The contexts and design situations experienced in Graphical Communication (Semester 1) are different from the contexts and design problems experienced in Graphical Communication (Semester 2).

Assessment

Assessment tasks in Graphical Communication include:

- Class work folios
- Individual assignment (folio)
- Short response test

Design and Food Technologies

Materials and Technologies Specialisations (TMT)

Elective – Semesters One and/or Two

TMT is a course of study derived from the Australian Curriculum: Design and Technologies that provides students with the opportunity to develop design and production skills in working with natural and synthetic materials, tools, machines, equipment and related technology. Students also consider some engineering systems connections. Products made could include items such as LED desk lamps and personal trophies.

Students are required to comply with Workplace Health and Safety regulations at all times in this workshop-based subject. They must wear shoes with impervious uppers. The school provides all other protective clothing and equipment required in accordance with legislative requirements.

Pathways

This unit is beneficial for students who may be considering further studies in Materials and Technologies Specialisations in Year 10 or in Years 11 and 12. Senior course offerings in this area are Industrial Technology Skills (Applied subject), Design (General subject) and Engineering (General subject).

Students who may be considering undertaking a School-based Apprenticeship or Traineeship (SAT) in any trade-related area (e.g. carpentry, cabinet making, etc.) in the future will also benefit from studying this unit.

It is strongly recommended that students complete at least one Materials and Technologies Specialisations unit in Year 9 and/or Year 10 before enrolling in Industrial Technology Skills in Years 11 and 12.

Structure

Topics

This unit is a foundation package that expands upon the concepts addressed in Year 8 Design and Technologies – Industrial.

Students undertake projects using a range of natural and synthetic materials. Elementary aspects of design are introduced, and students complete a few skills-based projects and activities, including design-based tasks that address a human need or want.

Elements of safe working practices in the use of tools and machinery (both fixed and portable) are continually examined and reinforced.

The context and design situations experienced in Industrial Technology and Design (Semester 1) are different from the contexts and design problems experienced in Industrial Technology and Design (Semester 2).

Assessment

Assessment tasks in Industrial Technology and Design include:

- Demonstration of Production Skills in Practical Projects
- Design Processes Booklet

Health and Physical Education

Health and Physical Education (HPE)

Mandatory – One Semester or High Performance Volleyball

Health and Physical Education is the second mandatory unit that all Year 9 students must complete during either Semester 1 or Semester 2. Students study the health-related benefits of physical activity, as well as investigate the mental health issues prevalent among teenagers.

Students participate in a variety of physical activities, including a mandatory unit in lifesaving. The Health and Physical Education Department considers this unit particularly significant due to the school's proximity to water and the nature of Queensland's climate. Students who fail to participate fully in the lifesaving unit will not receive credit for this subject.

Pathways

This subject provides an ideal foundation for all Year 10 Health and Physical Education subjects.

Structure

Topics	
Theoretical Elements:	Practical Elements:
- Gender stereotypes - Diversity and relationships - Media representation of athletes - Communication and relationships - Health benefits of physical activity - Personal fitness - Training programs	- Netball - Softball - Lifesaving skills

Assessment

A student's achievement in this subject will be judged against the Year 9 achievement standard for Health and Physical Education.

Assessment includes:		
Extended Response Essay	Examination	Practical Performance

Health and Physical Education

Excellence in Volleyball Program

Invitation Only – Semesters One and Two

Health and Physical Education – Volleyball is offered as an invitation-only subject to students who meet the criteria for continued involvement in Volleyball. At the end of Year 8, students are assessed and informed of their place within the class. Students entering Year 9 who have not participated in the Year 8 class may request entry, provided they have been part of the Craigslea Volleyball Academy in Year 8 and have completed a series of practical tests at the end of Year 8.

Students may be invited to participate in the class in Semester 2 at the discretion of the Craigslea Volleyball Academy staff, upon submission of an appropriate Expression of Interest.

Pathways

Health and Physical Education – Volleyball is a continuation of the partnership between the Craigslea Volleyball Academy and the Health and Physical Education Department. By participating in this subject, students are expected to immerse themselves fully in the sport and bring their skills, knowledge and attitudes to the program to help other students reach their potential.

Structure

Topics	
Theoretical Elements:	Practical Elements:
• Fitness for Volleyball • Umpiring and officiating (advanced) • Coaching (advanced) • Gender stereotypes • Diversity and relationships • Media representation of athletes • Mobility and Triggering	• Skills and tactics of volleyball (advanced from Year 8) • Specialist positional play and patterns

Assessment

All assessment is ongoing with students rated in relation to their:

Extended written response	Online modules and oral presentation	Practical performance
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Science

Science

Mandatory – Semesters One and Two

In Year 9, students study the Australian Curriculum for Science. They build on the work covered in Year 8 Science and further develop their ability to work scientifically by exploring scientific ideas and concepts, designing and conducting experiments, predicting likely outcomes, analysing and interpreting data, conducting research, evaluating claims and experimental processes, and solving problems.

Pathways

This course gives students the opportunity to choose from a range of Year 10 Science subjects.

Students who achieve an A or B in Year 9 General Science should consider studying one or more Year 10 Science electives: Biology, Chemistry, Physics and/or Psychology. These electives provide an excellent introduction to the academic demands of Science in Years 11 and 12.

Students who achieve a C in Year 9 General Science may consider studying Science in Practice in Years 11 and 12.

Structure

Topics	
Semester 1 Units	Semester 2 Units
Physics: Energy Biology: Body Systems	Chemistry: Atoms, Chemical Reactions and Radioactivity Earth Science: Earth's Cycles

Assessment

Assessable elements include:	Assessment Instruments
Science Understanding and Science Skills	- Examinations - Research investigation - Student experiment

Science

Excellence in Science Program

Invitation Only – Semesters One and Two

The Excellence in Science Program is a three-year course from Year 7 to Year 9 for high-performing Science students. These students study the Australian Curriculum for Science and experience learning beyond this curriculum framework. It is expected that students cover the core content for each term; however, this class does so at a faster pace, allowing time to develop a deeper understanding of concepts, explore additional topics and participate in enrichment activities (e.g. UQ programs).

It is expected that students who enter this program maintain high academic achievement and always demonstrate appropriate behaviour and effort. The school reserves the right to withdraw students from the program at any time.

Pathways

Students who have a strong interest in, and high achievement in, Science, English and Mathematics at the end of Year 9 may study Science Extension in Year 10 Semester 1. In Semester 2, these students should consider studying one or more Year 10 Science electives: Introductory Biology, Introductory Chemistry, Introductory Physics and/or Introductory Psychology. These electives provide an excellent introduction to the academic demands of Biology, Chemistry, Physics and Psychology in Years 11 and 12.

Course Structure

Topics	
Semester 1 Units	Semester 2 Units
- Physics: Energy - Biology: Body Systems	- Chemistry: Atoms, Chemical Reactions and Radioactivity - Earth Science: Earth's Cycles

Assessment

Assessable elements include:	Assessment Instruments
Science Understanding and Science Skills	- Examinations - Research investigation - Student experiment

The Arts

Dance

Elective – Semester One and/or Semester Two

Dance enhances physical wellbeing and develops students' ability to communicate and express ideas, images and feelings using the body as the medium of expression. It also has value far beyond the classroom, developing a range of skills (e.g. analysis, evaluation and problem-solving) and understandings that can be applied to learning across all curriculum areas.

Learning in Dance involves students exploring the elements, skills and processes through the integrated practices of choreography, performance and appreciation.

- Making (Choreography) – Creating dance
- Making (Performing) – Performing dance
- Responding – Viewing, describing, reflecting on, analysing, appreciating and evaluating dance

Students are required to dress appropriately for each lesson in their sports uniform. Costuming is required for assessment tasks and may involve a small cost.

- Semester 1: Evolution of Dance
- Semester 2: Let's Dance Around the World

Opportunities may also arise to attend live performances by professional dance companies. Prices will vary according to what is on offer.

Pathways

Dance is a pathway that enhances learning in cognition and creativity.
Choose Dance in Year 10.

Study Dance in Years 11 and 12 (General subject: results in General subjects can contribute to the calculation of an ATAR, the most common selection method used by the tertiary sector).

Structure

Topics

Semester 1: Evolution of Dance

This is an introductory unit to the many different dance styles across a selection of eras from the 1920s to the 2000s.

Semester 2: Let's Dance Around the World

This is a multicultural tour of the world looking at dance in a variety of cultures and/or societies.

Assessment

Assessable elements include:

- Performance
- Responding
- Choreography

The Arts

Drama

Elective – Semester One and/or Semester Two

Drama fosters self-discipline, confidence and teamwork, and develops skills in interpreting, negotiating, problem-solving and decision-making. By interacting in a range of roles, relationships, situations and contexts, students engage in learning that involves thought, feeling, action and consequences.

Students further enhance their understanding of Drama through the three key organisers:

- Making (Creating) – Making and shaping drama
- Making (Performing) – Performing drama to an audience
- Responding – Analysing, interpreting, reflecting upon and evaluating drama

Students are required to work both in groups and individually on a range of in-class activities. Opportunities may arise for students to view live theatre performances by professional companies, which may incur an additional cost.

Pathways

Develop communication, teamwork and collaboration skills, as well as personal and social skills.
Develop critical and creative thinking.

Choose Drama in Year 10, then study Drama as a General subject in Years 11 and 12—a subject that contributes to the calculation of an ATAR.

Structure

Topics

Semester 1: Creating the Stage

This unit has a focus on Realism and Magical Realism. In Term 2, students will have the opportunity to work with Queensland Theatre through The Scene Project.

Semester 2: Drama on Stage

This unit focuses on storytelling through scripted Drama and Documentary Drama.

Assessment

Assessable elements include:

- Polished performance of selected scenes
- Respond to and analyse live theatre
- Present a directorial vision
- Polished performance of scene
- Devised Concept



The Arts

Music

Elective – Semester One and/or Semester Two

Music focuses on students' ability to think and express themselves through sound. They are given the opportunity to sing and play music, create their own compositions, and develop an understanding of musical styles, both past and present.

Students further enhance their understanding and appreciation of music through the three key organisers:

- Responding – Aurally identifying and responding to music
- Making (Composing) – Developing music-writing skills
- Making (Performing) – Both vocal and instrumental performance

As Music is essentially a skills-based subject, students are expected to spend time practising their instrument or voice both at school and at home.

Opportunities may arise to attend workshops and/or live performances by professional musicians. Prices will vary according to what is on offer.

Pathways

- Become a member of the school Vocal and Instrumental Music Program.
- Choose Music in Year 10.
- Study Music in Years 11 and 12.

Structure

Topics

Semester 1: World Music

A study of world music - Australian, African, Japanese, Irish, Polynesian, South American and Caribbean - and looks at their traditions, culture, vocal and instrumental music.

Semester 2: History of Pop

A study of music from Medieval times through to the 21st Century, focussing on modern pop music.

Assessment

Assessable elements include:

- Solo/ensemble performance (making task)
- Composition (making task)
- Recital performance - optional (making task)
- Extended writing task/formal exam/multimodal presentation (responding task)

The Arts

Excellence in Music Program

Invitation Only – Semesters 1 and 2

The Excellence in Music Program is an accelerated class studying Year 10 Music for students who demonstrate excellence in their musical ability. This is a full-year course and is offered as an application-only subject to students who meet the following selection criteria:

- Enrolment in one of the school ensembles (including rock bands)
- Academic results – a minimum B achievement in Year 8 Music
- Compliance with the school's expectations regarding effort, behaviour and attendance

Students who did not study Music in Year 8 and/or are new to the school may apply to join this class, provided there is a vacancy. After submitting an Expression of Interest to the Head of Department – The Arts, they are required to undertake an audition/interview process.

Pathways

Students in this program complete Year 12 Music a year early. They can study Music Extension in Year 12—a subject that contributes to the calculation of an ATAR—or have a study line, or undertake courses through university or TAFE.

Structure

Topics

Semester 1: Music Down Under

This unit explores the development of Australian Music through the music of such composers/performers as Sarah Hopkins, Ann Carr-Boyd, Peter Sculthorpe, Savage Garden, The Whitlams, Missy Higgins and Skeggs.

Semester 2: Vocal Music and Recording Studio

This unit explores the development of music through the ages by examining varied examples of Vocal Music from.

Assessment

Assessable elements include:

- Performance solo/small group
- Composition
- Responding

The Arts

Visual Arts

Elective – Semester One and/or Semester Two

Visual Literacy enhances students' capacity to think, create and question, while also providing the skills to interpret and express ideas. The two domains of Visual Art are:

- Making artworks (conceptualise, plan, develop and resolve artworks using a range of 2D, 3D and digital materials, processes and techniques)
- Responding to artworks (describe, analyse, interpret and evaluate their own and others' work)

Students are required to supply their own visual journal, sketching pencils and stationery items (pens, rulers, erasers, USB, etc.) for each unit. In-class materials such as drawing media, paper, paints, fabric, clay and wire are included in the Student Contribution Scheme. There may be a small cost involved for an excursion during the semester.

Pathways

This subject provides the basis for further study in Visual Art in Years 11 and 12—a subject that contributes to the calculation of an ATAR—with the option of studying Visual Arts in Practice (Applied subject) and/or Art (General subject).

Structure

Topics

Semester 1: Impressions and Expressions

This unit investigates the contribution of Impressionism and Post Impressionism with a new focus on light, colour and atmosphere. It also explores concepts of perception, space, movement, composition, stylisation and symbolism to make further connections between modern art movements and ideas for their own artworks.

Semester 2: Cultural Diversity

This unit investigates the diversity of artworks from different cultures. Students will explore artefacts from Asia, Pacific Islands, South America, Africa and Europe to inspire their own creations. It also investigates contemporary artists and artworks from different countries.

Assessment

Assessable elements include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Research Assignment • Making | <ul style="list-style-type: none"> • Oral PowerPoint Presentation • Folio |
|---|---|

The Arts

Media Arts

Elective – Semester One and/or Semester Two

Because media forms are constructions of reality, they need to be systematically studied and analysed. They inform, entertain and educate through powerful images, words and sounds. Media forms studied include newspapers, magazines, film, radio, television, the internet, video and interactive computer software.

Students further enhance their understanding of media through the three key organisers:

- Making (Creating) – Designing media
- Making (Presenting) – Creating and presenting media
- Responding – Critically appreciating and analysing media

Students need to bring a USB drive to every lesson to save files and complete homework.

Pathways

- Become a member of the Tech Crew.
- Choose Media in Year 10.
- Study Film, Television and New Media in Years 11 and 12 (General subject: results in General subjects contribute to the calculation of an ATAR, the most common selection method used by the tertiary sector).

Structure

Topics

Semester 1: Music Clips and Representing Villains

In this unit, students will analyse and evaluate music clips that represent a particular social issue using the technical and symbolic codes used to deconstruct and produce media texts. Students will also investigate the many types of villains in popular culture and examine what makes a good villain.

Semester 2: Film Marketing and Production

Students will examine the media representations and language conventions of short films, as well as the history and changing nature of multi-media advertising.

Assessment

Assessable elements include:

- Music video clip and shot list (Presenting and designing task)
- Character Profile (Presenting and designing task)

Education Services

Craigslea State High School is committed to inclusive practices and provides an inclusive program of support within the school's learning community. Students with disability and learning support needs participate in classes with their peers and access differentiated teaching and/or reasonable adjustments to meet their needs. For students requiring intensive support, specific classes and/or additional support are provided where appropriate. Each student's educational support needs are determined on an individual basis and may change as they mature and progress.

Program Manager

An Education Services teacher is allocated as the Program Manager for students requiring significant educational adjustment. Their role is to monitor and support students' progress and specific needs at school. This person is the first point of contact for parents and caregivers should they have any concerns. The Program Manager also works closely with classroom teachers to support student engagement and achievement.

Student Adjustments Profile

Each student requiring significant educational adjustment has a Student Adjustments Profile, developed by their Program Manager. This profile provides classroom teachers and support staff with information and classroom strategies to help the student access and engage successfully in learning.

In-class Support

Teachers and teacher aides support students as they participate in their classes. This assists individual students to achieve success in their educational programs. In-class support assists with safety, engagement, understanding, participation, social interaction and achievement.

Tutorial Support Classes

Where timetabling permits, some students requiring significant educational adjustment can access additional time and teacher support to meet the requirements of their course load. Tutorials are offered on a needs basis and may be a temporary option for students requiring intensive support.

Literacy and Numeracy Intervention (LANI)

LANI staff facilitate one-to-one and small-group intervention. In addition, staff work with classroom teachers to provide adjustments for students identified as having a learning difficulty or who are at risk of underachievement. Students are provided with in-class teacher and teacher aide support, adjusted resources, assessment support, small-group literacy and numeracy intervention classes, and Individual Curriculum Plans.

Booster Classes

Our Literacy and Numeracy Intervention team identifies students who require intensive support to help them achieve success. New students are selected based on previous school subjects and standardised test results. Consultation with teachers also occurs for existing students.

Individual Curriculum Plan (ICP)

Where there is evidence that a student needs to work at a curriculum level significantly different from that of their age group or year level, the ICP process provides a means of collaborative planning to ensure their educational requirements are met and documented. It enables the school team to consider the student's current level of performance and identify their educational needs and future learning priorities. The parent or caregiver's endorsement of this plan is required, and their input is welcomed. A student with an ICP is taught, assessed and reported according to the identified ICP year level and learning expectations for that subject.

For further information, please contact the Head of Education Services.

