YARRABILBA
STATE SECONDARY
COLLEGE

Learning Today - Leading Tomorrow

Subject Selection Handbook

Year 9

HOW TO COMPLETE SUBJECT SELECTIONS

1. Read the Year 9 Subject Selection Handbook to gain a thorough understanding of all courses of study offered to Year 9 students.

- Have a good idea about what it is that you would like to do with your life. Have some goals, some direction that is important to you at this moment. Write it down, and then think about what sort of course and results will be important to allow you to follow your dream.

- Talk with your teachers. Make an appointment with our Guidance Officer. Attend subject information sessions. Research information about the career and courses that interest you.

2. Discuss your intended course of study with your parent and/or guardian.

- You are on the verge of making a commitment to a two year course of study. Be wise. Choose a course of study that will interest you, enable you to enjoy success, and open pathways for you towards a wonderful future.

3. Book a Junior Set-Plan meeting with a member of the College Leadership Team to discuss your intended course of study and future pathways.

4. Log on to the OneSchool Student application website and complete the Year 9 Subject Selection process.

SUBJECT SELECTIONS

To assist with the subject selection process, students should come prepared to their subject selection interview with this form pre-filled. This will help guide the subject selection conversations and allow a quick, easy and no stress subject selection process.

In Year 9 there are three core subjects that students will be enrolled in automatically:

1. **Global Studies, Enterprise and Media Arts (GEM)** – an integrated curriculum incorporating English and Humanities and Media Arts
2. **Discovery** – an integrated curriculum incorporating Mathematics and Science
3. **Health and Physical Education**

STEP 1:

Within the GEM curriculum course, all students will complete a semester of History as part of the Humanities strand. In semester 2, students have the option of selecting either an Enterprise or Geography stream.

Please number your preferences below:

	Geography
	Enterprise

STEP 2:

Students will be enrolled into THREE elective subjects. Whilst every effort will be made to enrol students into their preferred subjects, class size and specialist teacher availability will essentially determine subject availability. Students may be enrolled in their 4th or 5th preference in some cases.

It is important that you select your Year 9 subjects carefully. Although some changes are permitted during the first two weeks of Year 9 only, the maximum educational benefit will be achieved by studying the same subjects for the full duration of Year 9 and 10.

*Note: The Principal reserves the right to delete an elective subject if there are insufficient numbers to form a class of viable size.

Please number your preferences from 1 - 10 for all subjects below:

	Japanese
	Dance
	Drama
	Media Arts
	Music
	Visual Arts
	Digital Technologies
	Food Specialisations
	Industrial Skills and Design
	Outdoor Learning

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YEAR 9 SUBJECT SELECTIONS OVERVIEW

It is important that you select your Year 9 subjects very carefully. Although some changes are permitted during the **first two weeks of Year 9 only**, the maximum educational benefit will be achieved by studying the same seven subjects for the whole of Year 9.

In Year 9, students undertake studies across seven curriculum areas**.**

Studies include the following **five core learning areas**:

- English
- Humanities (Including History, Geography, Economics & Business and Civics & Citizenship)
- Mathematics
- Science
- Health and Physical Education

As well as a **selection of THREE elective subjects** from the following three learning areas:

- The Arts
- Language Other Than English (LOTE)
- Technologies

Students also have the option to apply for enrolment in an **iXL@YarrabilbaSSC Academy Program**. Successful applicants will participate in their chosen Academy Program in place of one elective subject.

Note: Students cannot select these programs through the subject selection process unless accompanied by a valid Academy Program application form (and try out/audition for selected programs).

Specific strands offered within each of the **elective** learning areas and iXL@YarrabilbaSSC Academy Programs are listed below:

THE ARTS	**LOTE**	**TECHNOLOGIES**	**iXL@Yarrabilba SSC Academy Programs**

• Dance
• Media Art
• Drama
• Music
• Visual Art
	• Japanese	• Food Technology
		• Digital Technology
		• Industrial Technology and Design
		• Outdoor Learning
			• iXL@High Performance Sport
			  ○ Volleyball Academy
			  ○ Touch Football Academy
			  ○ Basketball Academy
			• iXL@STEAM
			• iXL@Ecology & Sustainability
			• iXL@Performing Arts

Note*:* The Principal reserves the right to delete an elective subject if there are insufficient numbers to form a class of viable size.

ASSESSMENT AND REPORTING

For each area of study in Year 9, your achievements are measured against the standards of the Australian Curriculum. Each subject has its own assessment requirements. Assessment requirements are referred to briefly in the subject descriptions throughout this *Subject Selection Handbook*.

CAREER ADVICE

Students entering Year 9 have already made some very important decisions. These decisions will affect not only the next two years at school but also the range of options open to them after Year 10 and after Year 12. Although most students at this stage will not have a thorough understanding of the world of work and the variety of careers available today, some will have definite thoughts about what they would like to do later on. The Year 9 ***Career and Transition*** program will assist students in developing an initial plan for stepping into the future.

Parents are also invited to discuss, with the Guidance Officer or Teachers, any concerns they may have about student progress at school or any difficulties that students may be experiencing. Students always have direct access to the Guidance Officer and can make appointments at times suitable to the student, the classroom teacher and the Guidance Officer.

It is recommended that students make regular visits to the careers reference section in the Resource Centre and the Guidance Office to investigate possible careers. Speaking with the Guidance Officer is advised.

OCCUPATIONS RELATED TO SUBJECTS IN YEAR 9

Have you thought about the type of work you would like to do when you finish school? It is wise to begin investigating possibilities early because the better informed you are, the better decisions you will make in the future.

You can investigate careers by relating your interest in school subjects to possible occupations.

You may wish to use the following steps:

1. Identify the subjects you enjoy and do best in
2. Use this handout to identify the types of occupations that may be related to these subjects
3. Gather information about these occupations by reading the *Job Guide,* accessing information from the *myfuture* website (http://www.myfuture.edu.au), going on work experience, and talking to people in the workplace
4. Talk to your Guidance Officer or Connect teacher

As you learn more about yourself and about jobs, you may change your ideas about the type of jobs you are interested in. This is part of the process most people go through before deciding on a post-school occupation or before changing from one occupation to another during their career.

Although subjects can be related to a number of jobs, very few of the subjects are prerequisites for those jobs. A prerequisite subject is one which must be studied in Years 11 and 12 to gain entry to a specific tertiary course. However, a small number of Year 11 and 12 subjects require previous study in Years 9 and 10. Talk to your guidance officer or career counsellor about these prerequisites.

FUTURE PATHWAYS

ENGLISH	LANGUAGES OTHER THAN ENGLISH / JAPANESE	MATHEMATICS *(SOME CAREERS REQUIRE CORE AND EXTENSION)*	SCIENCE
Actor Archivist Author Book editor Broadcaster Copywriter Foreign affairs & trade officer Interpreter Journalist Lawyer Librarian Management consultant Public Relations Officer Publisher Receptionist Speech pathologist Teacher Teacher's aide Travel consultant Writer	Announcer Anthropologist Archaeologist Book editor Customs officer Employee relations officer Flight attendant Foreign affairs and trade officer Interpreter Journalist Probation and parole officer Ship's officer Social worker Sociologist Teacher Tour guide Translator Travel consultant Writer	Accountant Actuary Bank officer Bookkeeper Credit officer Economist Electrical fitter Engineer Financial Planner Geologist Mathematician Motor mechanic Physicist Programmer (information technology) Quantity surveyor Statistician Stockbroker Surveyor Taxation agent Teacher	Automotive electrician Chemist Computer programmer Electrical fitter Engineer Electronics service person Environmental scientist Forensic scientist Laboratory worker Medical practitioner Meteorologist Nurse Pharmacist Refrigeration and air-conditioning mechanic Sports scientist Sugarcane analyst Teacher Telecommunication technician Veterinarian Winemaker

SOCIAL SCIENCE / HUMANITIES			
HISTORY	**GEOGRAPHY**	**CIVICS, STUDY OF SOCIETY & ENVIRONMENT**	**BUSINESS EDUCATION / ENTERPRISE**
Anthropologist Archaeologist Archivist Barrister Community worker Criminologist Foreign affairs and trade officer Geologist Historian Journalist Lawyer Librarian Museum curator Public relations officer Religious leader Sociologist Stage manager Teacher Writer	Agricultural scientist Biological scientist Cartographer Environmental scientist Forest technical officer Geographer Geologist Hydrographer Landscape architect Marine scientist Meteorologist Ocean hydrographer Park ranger Surveyor Teacher Tour guide Town planner Travel consultant Water services officer	Anthropologist Archivist Child care worker Community worker Counsellor Environmental scientist Geographer Library technician Police officer Probation and parole officer Public relations officer Recreation officer Religious leader Social worker Sociologist Teacher Town planner Trade union official Youth worker	Accountant Bank officer Bookkeeper Car rental officer Cashier Court and Hansard reporter Court officer Credit officer Croupier Economist Farm manager Hotel/motel manager Human resources officer Office administrator Paralegal worker Real estate salesperson Receptionist Secretary Stock and station agent Teacher Travel consultant

HEALTH & PHYSICAL ECUCATION	
HEALTH	**PHYSICAL EDUCATION**
Butcher Catering manager Cook/chef Craftsperson Dietician/nutritionist Events manager Food technologist Home care worker Home economist Hospital food service manager Hotel/motel manager Nanny Nurse Teacher	Acupuncturist Ambulance officer Beauty therapist Chiropractor Fitness instructor Hospital food service manager Massage therapist Nurse Occupational health and safety officer Occupational therapist Physiotherapist Podiatrist Psychologist - sport Radiation therapist Recreation officer Sports scientist Sports coach Stunt performer Teacher

THE ARTS			
DANCE/DRAMA	**MEDIA**	**MUSIC**	**VISUAL ARTS**
Actor Announcer Arts administrator Choreographer Dancer Film and TV lighting operator Film and TV producer Make-up artist Model Public relations officer Receptionist Recreation officer Set designer Speech pathologist Stage manager Teacher – dance Teacher – speech & drama Tour guide Writer	Advertising officer Announcer Film and TV critic Film and TV producer Government administration Journalist Marketing officer Multimedia developer Public relations officer Sales person Teacher – media Writer	Announcer Arts administrator Composer Conductor Film and TV producer Multimedia developer Music critic Music therapist Musical instrument maker Musician Piano technician Recreation officer Singer/vocalist Sound technician Stage manager Teacher – early childhood Teacher – music Teacher – primary Teacher – secondary	Architect Artist Craftsperson Dressmaker Engraver Fashion designer Florist Graphic designer Hairdresser Interior decorator Industrial designer Jeweller Landscape architect Make-up artist Multimedia developer Photographer Screen printer Set designer Sign writer Teacher

TECHNOLOGIES		
INDUSTRIAL TECHNOLOGY & DESIGN	**DIGITAL TECHNOLOGIES**	**FOOD AND TEXTILES**
Architect	Analyst (Information technology)	Butcher
Architectural drafter	Architectural drafter	Catering Manager
Assembler	Business systems analyst	Clothing patternmaker
Automotive electrician	Computer systems engineer	Cook/chef
Boilermaker	Computer hardware service technician	Craftsperson
Builder	Computer systems officer	Dietician/nutritionist
Cabinetmaker	Data processing operator	Dressmaker
Carpenter/joiner	Database administrator	Events manager
Cartographer	Desktop publisher	Fashion designer
Engineering associate (mechanical)	Help desk operator	Food technologist
Fitter	Information technology educator	Home care worker
Graphic designer	Information technology manager	Home economist
Industrial designer	Multimedia developer	Hospital food service manager
Landscape architect	Programmer	Hotel/motel manager
Leadlight worker	Software designer	Interior decorator
Metal fabricator	Software engineer	Nanny
Panel beater	Systems designer	Nurse
Picture framer	Teacher	Pattern maker
Sheetmetal worker	Training officer	Retail buyer
Teacher	Telecommunications engineer	Tailor
Wood machinist	Website administrator	Teacher

OUTDOOR EDUCATION / PERMACULTURE		
Agricultural economist	Forest technical officer	Landscape gardener
Agricultural engineer	Forester	Pest and weed controller
Farmhand	Gardener	Stable hand
Fisher	Horticultural technical officer	
Food technologist	Jackeroo/jillaroo	

YARRABILBA
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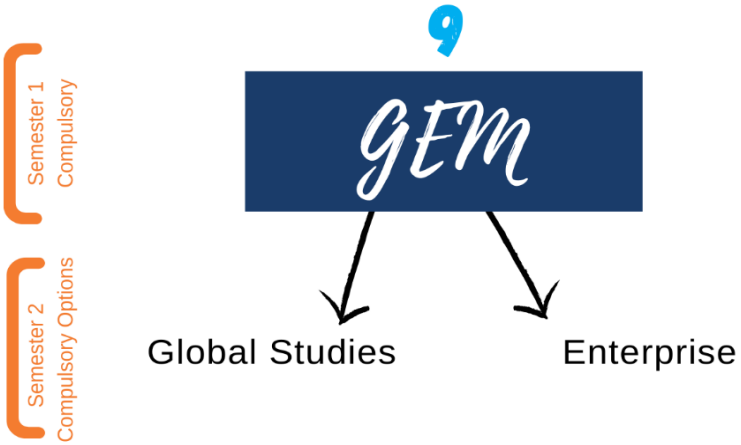
Year 9

CORE SUBJECTS

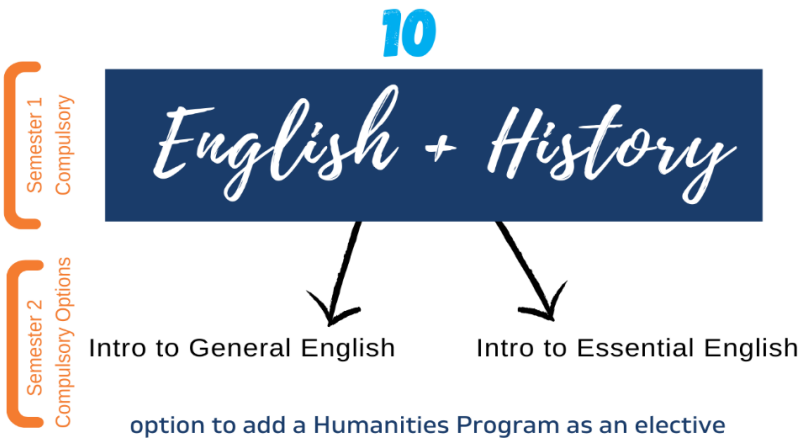
GEM: Global Studies, Enterprise & Media Arts

GEM Curriculum Area Outline

GEM combines CORE learning areas from the Australian Curriculum for junior secondary students. Students in Year 9 are able to choose their own GEM learning journey as illustrated below. All students are required to undertake one semester of learning in GEM. Students then select a preference for one semester of learning from either the Global Studies or Enterprise stream.



Senior Secondary



Note: The Principal reserves the right to delete an elective subject if there are insufficient numbers to form a class of viable size.

GEM

Why study GEM?

GEM allows students to learn key knowledge and skills through real-life and project-based learning opportunities. It provides students with opportunities to delve deeper into curriculum knowledge and concepts, allowing them to make connections and transfer skills across a broad range of key learning areas in meaningful ways. GEM also ensures that learning opportunities will develop a strong foundation of knowledge and skills for lifelong learning.

With a focus on students' futures and developing 21st century skills, GEM helps students learn how to articulate and communicate their thoughts and ideas, as well as critically analyse information presented to them by the media, politicians and others who attempt to influence our thinking. The study of GEM will also assist students to continue developing their reading and comprehension skills, vocabulary and writing skills, and lead to an improvement in their overall level of literacy. Furthermore, students will be introduced to the complexities of the world in which they live to develop knowledge and understanding of the past in order to appreciate themselves and others, to understand the present and to contribute to debate about planning for the future.

Course Outline

Unit Titles	Unit Focus
Songs as Social Commentary Australian Curriculum Subject/s: **English**	*Does the music we listen to influence or reflect our beliefs?* In this unit students will explore a variety of contemporary songs that put forward different perspectives on a number of issues and/or provide a vehicle for social commentary. They will explore themes in the texts (e.g. courage, love, power and corruption, inequality and discrimination etc.) as they deconstruct texts to comprehend and infer literal and implied meanings. By bringing social commentary into the classroom, students will be thinking critically about media entertainment and avoid the typical passive media consumption common in today's youth. Students will take on expert roles for a panel discussion, where they are provided with a series of questions to which they will respond to as critical thinkers.
Colonialism: A Global History Australian Curriculum Subject/s: **History**	*How did colonialism change the world?* This unit exposes students to the global history of colonialism. The expansion of Europe and the establishment of colonies in distant lands was a crucial driver of globalisation processes. Constituting North and South and East and West, colonial relationships fundamentally shaped the world we live in. Through a series of case studies, students will develop an understanding of the cause, course and effects of colonialism, for the colonisers and the colonised, including resistance efforts in Australia, Asia, Africa and the Americas. They will develop historical empathy and analyse perspectives through source analysis. Weekly reflections on their learning will provide rich stimulus for their published blog.
WWI: The ANZAC Legend Australian Curriculum Subject/s: **English and History**	*As an interactive media coordinator, design an interactive digital tool for a public audience that explores The ANZAC Legend.* In this unit, students will engage in an in depth study where they interrogate how accurate and reliable The ANZAC Legend is. They will compare a variety of texts and sources to examine the experiences of Australian soldiers on the battlefields and appreciate the role of Aboriginal and Torres Strait Islander soldiers in World War I. Students explore the impact of the war, particularly through the historical concepts of contestability, empathy and significance. Further, students will develop the writer's craft through workshopping descriptive language techniques and writing a compressed narrative in the historical fiction genre, focusing on a 'slice of life' during the events of the Gallipoli campaign. They will also complete readings and comprehension activities designed to hone their reading comprehension skills, and front-load the learning in weekly independent study lessons, hosted on Thinglink.com. The unit culminates in students developing an interactive digital tool suitable for a public audience that explores The ANZAC Legend. A key focus will be on students developing their CHARACTER and COMMUNICATION skills throughout the interdisciplinary unit of work.

Learning Experiences

- Reading and comprehending texts
- Viewing films and listening to speakers and performers
- Using technologies for research, study and creation of texts
- Inquiring by posing and investigating questions
- Examining artefacts and interpreting sources of information
- Communicating with a variety of audiences for a number of purposes

Assessment

Students will complete a number of evidence items, either spoken, written or multimodal (a combination of written, spoken, visual and/or digital). GEM uses varied techniques and pedagogical documentation (for example; pictures, recordings, reflections, presentations, practicals) to capture evidence of student learning over time.

GLOBAL STUDIES (ELECTIVE SEMESTER 2)

What is Global Studies?

Global Studies provides students with an opportunity to learn about the physical world in which they live. They will study many different "places" or environments, which make up our world and develop skills that can assist them in making considered future employment opportunities. Global Studies uses an inquiry approach to assist students in making meaning of their world. It allows them to answer our questions about why places have particular environmental and human characteristics; how and why these characteristics vary from place to place; how places are connected, and how and why they are changing.

Why study Global Studies?

Global Studies provides students with a knowledge and understanding of places and identities within local, national and global contexts. This supports their development as active and engaged citizens by promoting debate and fostering informed decision-making on a range of current local, state and national issues. Students also gain knowledge of the world, as the foundation for understanding international travel, events and trends. Global Studies also evokes feelings for environments and people in environments and the curriculum involves the education of young people about, in, and for the society and world in which they live.

Course Outline

Unit Titles	Unit Focus
Food Security and Sustainability Australian Curriculum Subject/s: **English and Geography**	As we approach the year 2050 it is estimated that the world's population will reach 9.7 billion people. Although this seems a long way away, it is within students' lifetime. Because of this expected population increase we need to be smart about how we use resources today, to make sure they are available in abundance in future years. This unit will allow students to investigate the most effective ways that they can help create a more sustainable future by considering the food they eat. Unsustainable farming practices lead to problems such as soil erosion and degradation, pollution, climate change and loss of habitat to name a few. The good news is that each time we eat we have an opportunity to vote for a more sustainable food future. This unit is designed to empower your students to make simple changes to their food consumption habits to create big positive impacts for the future.
Tourism – On the move! Australian Curriculum Subject/s: **English and Geography**	This unit affords students to explore factors that contribute to why people move to and interact with many places for a variety of reasons, including travel and leisure. They investigate sustainable and environmentally friendly holiday experiences and examine the benefits of tourism on our economy and country. They will use a range of methods and digital technologies to interpret and analyse data and information to compare how eco holidays differ to 'traditional' holidays. Students will develop and apply a set of criteria that could be used to rate eco-holiday experiences within Queensland. They then take on the role of a graphic designer to create a brochure or advertisement campaign for an eco-friendly holiday or experience. Students seek feedback from a focus panel and make changes to suit the preferences of their authentic audience before sharing these at a showcase event.

Learning Experiences

Students will be engaged in a wide range of activities both inside and outside the classroom as Field Studies are an integral part of learning in Global Studies. Students will read and analyse written and visual sources; construct arguments and present findings in written, oral and graphic modes. Field drawings and the use of specific instruments, plus the study and construction of maps are among the learning experiences in the classroom.

Assessment

Students will complete a number of evidence items, either written, spoken or multimodal (a combination of written, spoken, visual and/or digital) in the forms of field trip reports, short response or research tasks. Evidence items will also include practical and theory components and rely on a variety of techniques ranging from written reflection tasks, conducting field reports and group work.

ENTERPRISE (ELECTIVE SEMESTER 2)

What is Enterprise?

Are you a budding entrepreneur? Entrepreneurs and new businesses are a large contributor to new jobs and innovation in Australia. More than ever, Australia needs enterprising and creative individuals who can offer skills and innovative ideas to the business world. This subject will empower you to shape your social and economic future and to contribute to a prosperous and sustainable Australia. You will learn about job preparation skills, financial literacy and the world of trade and markets, while developing your enterprising skills. You will have the opportunity to innovate and explore your own business potential and investigate real-life economic and business issues.

Why study Enterprise?

This subject develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. Enterprise addresses activities, knowledge, skills and values associated with the world of business and the individual. The course is a rich interactive learning experience, designed to give students the basic intellectual tools and aptitudes that can apply in the business world or in their personal lives. The subject also provides the opportunity to develop knowledge and skills using computers and will enable students to access, construct and publish information for particular purposes and audiences.

Course Outline

Unit Topics	Unit Focus
World of Work Australian Curriculum Subject/s: **English and Economics & Business**	*What do I need to be future ready for the world of work?* This unit aims to connect students with life beyond school through their own investigation into what it takes to succeed in the world of work. Students will develop and reflect on the skills and aptitudes required for employment and success in a chosen industry. They will explore roles and responsibilities of participants in a typical workplace and investigate career pathways and skills required for employment in a particular industry in Australia. They will create an application for a hypothetical employment opportunity by preparing a resume that they will present and utilise in a mock interview. Students will develop transferable enterprise skills and appreciate the value of community networks in helping to navigate careers information and pathways.
Moral Comm-bat Australian Curriculum Subject/s: **English and Economics & Business**	*How can we, as marketing and communications specialists, create a social media campaign to educate YSSC students to make better decisions about an important issue?* In this unit, students explore moral and ethical decision making frameworks, and perform close reads of a variety of texts to analyse and evaluate decisions made by characters and/or people, with a view to navigating towards a "better" choice. Students then take on the role of a marketing and communications specialist, and conduct market research to determine moral and ethical dilemmas faced by students of our college. They harness the impact of social media to educate and inspire YSSC students to make better moral and ethical decisions. Students use digital tools such as iMovie to create their own social media campaign, and seek feedback with a focus group of Year 7 students. They make changes to suit the preferences of their authentic audience before launching at a showcase event. Winning campaigns will be shared on the college socials.

Learning Experiences

Enterprise aims to prepare students to join the Australian workforce and explore small business ventures where they can apply the knowledge and practices needed for successful enterprises. Students generate ideas, develop proposals and plans, undertake enterprises or ventures and evaluate the outcomes. The subject provides students with knowledge and skills that are transferable to other subjects and industry sectors.

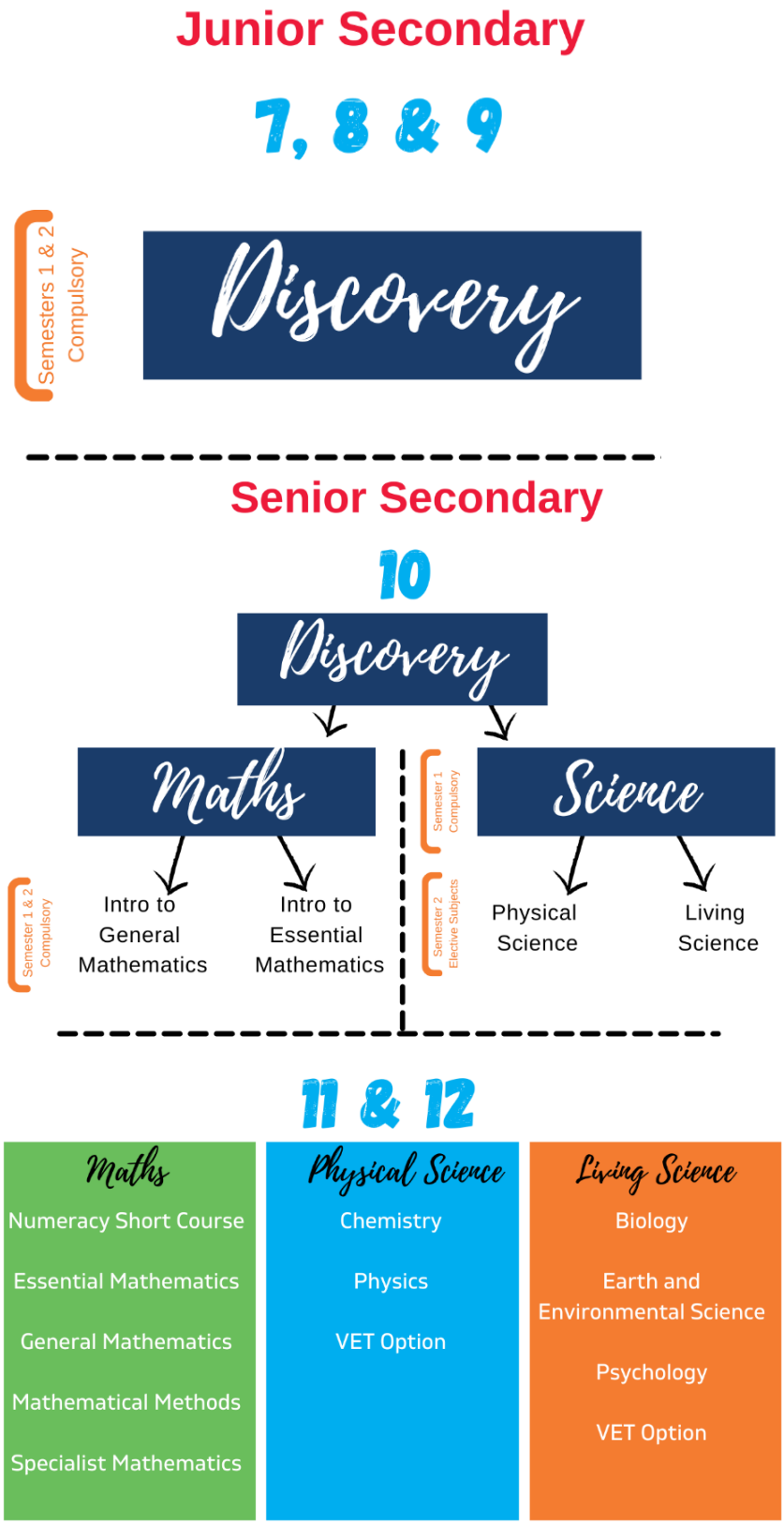
Assessment

Students will complete a number of evidence items, either written, spoken or multimodal (a combination of written, spoken, visual and digital). Evidence items will also include practical and theory components and rely on a variety of techniques ranging from written tasks, conducting business enterprises, panel interviews and group work.

DISCOVERY

Discovery Curriculum Area Outline

Discovery combines CORE learning areas from the Australian Curriculum for junior secondary students. Students in year 9 continue in the Discovery model of integrated curriculum approaches that combine Science, Mathematics and Digital Technologies.



Note: The Principal reserves the right to delete an elective subject if there are insufficient numbers to form a class of viable size.

DISCOVERY

Why study Discovery?

Discovery provides students to the opportunities to delve deeper into curriculum knowledge and concepts, allowing them to make connections across a broad range of key learning areas in meaningful ways. Our model ensures that learning will develop a strong foundation of the skills necessary to become life-long learners. Discovery aims to ensure that students expand their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live. This holistic approach enables students to develop 21st century skills, which are critical to ensuring students go on to 'live a life of choice, not a life of chance.'

Students will learn key knowleledge and skills through real-life and project-based learning opportunities. Teachers will collect and assess evidence of student learning against the Achievement Standards from the National Curriculum.

Course Outline:

Unit Topics	Unit Focus
Warm me up Scotty!	In this unit, students will describe models of energy transfer and apply these to explain phenomena in everyday situations. Students will explore chemical reactions, to investigate how they can create 'heat' and 'cold' with only the use of chemicals. They will explore this concept through designing and conducting their own experimentations. The unit of work will then allow students to examine social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives. **Maths topics:** Data analysis and interpretation, probability – including the outcomes for two-step experiments. **Science Topics:** Chemical processes and reactions, radioactivity, energy transfer, atomic structure Social and technological factors that have influenced scientific discoveries, science inquiry.
Our Dynamic Earth	'*As an entrepreneur, pitch an innovative solution that makes the world a safe place from human impact or natural disasters.*' In this unit, students will undertake a project-based learning approach to explore natural phenomenon and global features, learning from the past, to understand how they might be able to create innovative solutions to these existing natural challenges. They will pitch their solutions as part of a shark tank event. **Maths topics:** Pythagoras' Theorem and trigonometry to find unknown sides and angles of triangles, similarity of triangle rules, trigonometric ratios, interpreting ratios, linear and non-linear relationships and finding the distance between 2 points on a cartesian plane (gradients and midpoints). **Science Topics:** Global features and events in terms of geological processes and timescales; Science inquiry
Electric theatre	In this unit, students will create outfits for The Arts Showcase. They will describe models of energy transfer (drawing electric circuits) and apply these to explain phenomena (sewing, wiring and coding their outfits). Students will calculate areas of shapes and the volume and surface area of right prisms and cylinders to measure fabrics and props for the showcase event. They will evaluate methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives in The Arts. **Maths topics:** Applications of index laws and scientific notation, expanding binomial expressions, calculating areas of shapes, the volume and surface area of prisms and cylinders. **Science Topics:** Models of energy transfer, including electricity; scientific inquiry.

Save the drop-bears!	In this unit, student learning will be based around the wider Yarrabilba environment and the human impacts upon it. Student's investigate two different locations; a natural environment with minimal human disturbance, versus an environment that is highly impacted by humans. They will collect abiotic and biotic data (primary and secondary) to analyse the effects humans have on the Yarrabilba environment and make suggestions on how to improve the natural environment. **Maths topics:** Data analysis, primary and secondary data collection techniques, histograms and stem-and-leaf plots. **Science Topics:** Analysis of how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter; scientific inquiry.

Learning Experiences

A range of techniques are used to ensure students gain a deep understanding of mathematics and science in real-world integrated scenarios. Learning experiences consistently support a hands on approach by using concrete materials where appropriate and creating natural links to how mathematics and science are used in real life and taking the learning outside of the classroom. Tasks will require students to work both individually and in groups.

Assessment

Students will complete a number of evidence items over the units of work. These will range from written reports, scientific investigations, multimodal (combination of written, spoken, visual and/or digital), portfolios of work and quizzes. Students will be assessed on their ability to problem solve, use reasoning, calculate, problem-solve and use of reasoning and hypothesising.

HEALTH & PHYSICAL EDUCATION (HPE)

What is Health & Physical Education?

Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently.

In Health and Physical Education, students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.

Why study Health & Physical Education?

In Year 9 Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. Students learn to navigate a range of health-related sources, services and organisations.

Course Outline

Unit Topics	Unit Focus
Anatomy & Physiology	Anatomy and Physiology introduces you to the normal functioning of the human body. Emphasis is placed on the normal structure and function in order for you to develop an understanding of the integrative nature of physiological systems. You will review the importance of the underlying mechanisms that regulate and control the activity of human physiological systems.
Body Image	'Body image' is a term that can be used to describe how we think and feel about our bodies. Our thoughts and feelings about our bodies can impact us throughout our lives, affecting, more generally, the way we feel about ourselves and our mental health and wellbeing.
Drugs in Sport	Sports doping is a truly international problem and has a significant impact on today's society; from cheating, to the politics and ethics of sophisticated doping programs, along with the impact on an individual's mental and physical health.
Lifestyle Diseases	Lifestyle diseases are those which are brought about primarily because of poor lifestyle decisions. These diseases are most commonly caused by the abuse of alcohol, drugs, and smoking. Abuse of the body by these most common causes plays a huge role in the prevalence of lifestyle diseases, but a lack of exercise and unhealthy eating are also factors which play a massive role.

Movement & Physical Activity

Throughout the course of Year 9, students will participate in the following physical activities:
Touch Football/Futsal, Athletics, Indigenous Games of the World and Basketball/Netball.

Assessment

Students will be assessed on using a wide range of assessment instruments including Performance & Practical ongoing assessment, Investigation – Inquiry instruments, Project – Folio evidence and Examinations.

YARRABILBA
STATE SECONDARY
COLLEGE

Year 9

ELECTIVE SUBJECTS

JAPANESE

What is Japanese?

The study of languages is an integral part of education and Japanese has an important place in the curriculum offerings of Queensland schools. Learning Japanese opens a whole new way of reading and writing and brings students into contact with ancient traditions reflected in the unique use of a variety of character based scripts. Being able to speak Japanese offers an opportunity for students to learn about and appreciate the uniqueness of Japanese culture while learning about the similarities of modern Australian and Japanese societies. Japanese aims to build on students' Languages skills to enable them to communicate in Japanese in a variety of situations.

Why study Japanese?

Studying Japanese benefits students in a number of ways. The importance of cross-cultural links between Japan and Queensland ensures that there will be increasing contact with Japanese business people and tourists. The ability to communicate in the Japanese language may become an empowering professional adjunct for the student's future as well as a useful asset for travel and recreation. Learning about a foreign language affords students to:

- Engage with the global community
- Widen their cultural understanding and experiences, supporting development of new perspectives and opportunities
- Gain a competitive edge in the job market
- Inspire individual drive to travel through parts of the world more.

NOTE: If you have not studied Japanese in Year 8, entry to Year 9 is possible, however, students must consult with the Head of Department. Students taking on Japanese in Year 9 with no prior knowledge must be passionate about learning a second language and willing to work hard to reach the standard expected in Year 9.

Course Outline

Unit Topics	Unit Focus
Home Sweet Home	Home Sweet Home is designed to discuss how our houses suit our needs as well as our traditions and culture.
Marine Magic	In this unit, students will investigate and explore the world of Marine Tourism.
Fantastic Festivals	Happy Holidays centres on special events in both Australia and Japan and how they are celebrated, as well as entertainment in Japan and how people spend their leisure time.
Funky Fashion	Students will investigate the weird and wonderful Japanese fashion scene and make comparisons with fashion from Australia.

Learning Experiences

Learning a language requires communicating in meaningful and realistic situations. Students will use the skills of listening, reading, speaking and writing in activities such as:

- Listening to radio broadcasts, television programs, webcasts and podcasts
- Viewing videos and films
- Communicating with students in other schools and countries
- Using a variety of texts (Hiragana, Katakana and Kanji scripts)
- Reading cartoons, short stories, poems and lyrics
- Learning Japanese at Yarrabilba State Secondary College is fun, engaging, challenging and relevant.

Assessment

Students will complete a number of tasks that assess their composing (Writing and Speaking) and comprehending (Reading and Listening) skills in Japanese. This may involve students demonstrating evidence of learning by answering questions and engaging in conversation or writing letters, emails and articles.

The Arts

DANCE

What is Dance?
Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Why study Dance?
Dance enables students to develop a movement vocabulary and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice in their own and others' cultures.

Dance teaches students to:

- Develop awareness of the body and how it is used in particular dance styles
- Understand the use of space, time, dynamics and relationships, and choreographic intentions
- Develop technical skills, accuracy, clarity of movement and projection and increase confidence
- Explore the influence of Aboriginal and Torres Strait Islander Peoples and those of the Asia region on dance
- Evaluate the choreographers' intentions and the use of expressive skills in dances;
- Understand safe dance practices and how to work safely in groups

Course Outline

Unit Topics	Unit Focus
Dance Techniques	Students will explore dance as an art form through choreography, performance and appreciation. Students will develop their technique as dancers by practising and refining their skills in style-specific genres such as contemporary. Students will participate in a student-led choreographic piece that they will perform at the end of the unit. Students will reflect on their development as dancers through a reflective diary entry.
Pioneers of dance	Students will be exposed to a range of different genres and styles. Students will broaden their understanding of how dance is created and shaped by different social, cultural and political viewpoints. Students will draw from their knowledge of dance making to develop their own style of movement to communicate a choreographic intention in relation to a socio-political issue. Students will utilise movement motifs and choreographic devices to shape their dance piece.
Aboriginal and Torres Strait Islander Dance	Students will investigate the influence of Australian dance artists, companies and practices, including Australians who identify as Aboriginal and Torres Strait Islanders. Students will learn about the significance of culture, country/place and people in Aboriginal and Torres Strait Islander dance. Drawing inspiration from Australian Indigenous storytelling, students will learn a choreographed dance piece to communicate a story to a live audience.
Social Dance	Students will explore the functions of social dance. Students will participate in a variety of workshops that will develop their understanding of Latin and Ballroom dance. Here they will be exposed to salsa, samba, waltz and foxtrot and will be assessed on their ability to perform these dance styles. Students will draw from their knowledge and application of social dance in an unseen written exam.

Learning Experiences
Students are exposed to dance history, they will develop the skills to analyse and evaluate their own and others performances. They will learn dance techniques and expressive skills in a variety of genres of dance. They will develop choreography to express social, personal or political issues.

Assessment
Students will be assessed in:

- Making - choreography in a range of dance genres
- Performing - performing in a range of dance genres
- Responding – reflective journal on choreographic process

DRAMA

What is Drama?
Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers, audiences as they enjoy and analyse their own, others' stories, and points of view. Drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Why study Drama?
As well as being physical, fun and creative, Drama is also academically rigorous, and asks students to respond thoughtfully and critically to theatre and the world around them. Students engage within the Drama course as higher order thinkers, creative problem solvers and they develop strong communication skills. Drama students develop evaluative and complex thinking skills.

Drama teaches students to:

- Develop emotional intelligence, language and communication skills
- Imagine and participate in exploration of their worlds, individually and collaboratively
- Create, rehearse, perform and respond using the elements and conventions of drama
- Think, move, speak and act with confidence by exploring their imagination and taking risks in storytelling through role and dramatic action

Course Outline

Unit Topics	Unit Focus
Improvisation Theatre sports ***(Full Semester Unit)***	This unit focuses on improvisational theatre and the use of short games. The students will develop skills in a large variety of scenarios and will learn to draw on personal experiences in their performances. This unit will build trust between members of the class and create a safe environment for students to develop their skills.
Physical Theatre ***(Full Semester Unit)***	This unit focuses on the exploration of the use of physical movement and mime for expression and storytelling in drama. The students will collaborate to create and develop a performance for a live audience.

Learning Experiences
Students will have an opportunity to be exposed to live theatre. They will develop the skills to analyse and evaluate their own and others performances. They will learn performance techniques and expressive skills in a variety of drama styles. They will develop scripts and performances to express social, personal or political issues.

Assessment
Students will be assessed in:

- Making - *Forming* devised or scripted drama and *Performing* devised or scripted drama
- Responding – Reflection Journal, Process Diary, Multimodal

VISUAL ART

What is Visual Arts?

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson, designer and their contribution to society. Visual Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Why study Visual Arts?

Visual Arts enables students to make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Students will experiment and develop problem-solving skills relevant to visual perception and visual language.

Visual Arts teaches students to:

- Develop an understanding of world culture and their responsibilities as global citizens
- Express themselves creatively and develop problem-solving skills
- Manipulate materials, techniques and processes to develop and refine techniques in their artworks
- Work collaboratively to share artworks for audiences, demonstrating skills and techniques

Course Outline

Unit Topics	Unit Focus
Pop Art ***(Full Semester Unit)***	This unit focuses on Pop Art as an art movement presented to challenge traditions of fine art by including imagery from popular and mass culture. They will investigate the use of Pop Art in advertising, comic books and cultural objects. They will experiment with the mediums of paint and clay to create artworks.
Portraits and Masks ***(Full Semester Unit)***	This unit focuses on the use of masks throughout history and the purpose for the use of masks. Students will research the impact of masks on cultural and societal traditions. They will use papier-mâché techniques to create a mask and develop skills in creating portraits.

Learning Experiences

Students will have an opportunity to be exposed to a variety of art and craft mediums and develop skills in the use of each product. They will develop the skills to analyse and evaluate their own and others artworks. They will have the opportunity to visit a gallery and develop an appreciation for art.

Assessment

Students will be assessed in:

- Making - Creating artworks (Folios of work)
- Responding – multimodal and process diary

MEDIA STUDIES

What is Media Arts?

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Why study Media Arts?

Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they experiment with and interpret diverse cultures and communications practices. Students learn to be critically aware of ways that media is used and negotiated. They are inspired to imagine, collaborate, plan, design and producing media. Students explore and interpret cultural, social, historical and institutional factors that shape media.

Media Arts teaches students to:

- Develop confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- Develop creative and critical thinking; and exploring perspectives in media as producers and consumers
- Explore imagery, text and sound to express ideas, concepts and stories for different audiences

Course Outline

Unit Topics	Unit Focus
Videos for Change	This unit focuses on the creation of public service announcement style videos, encouraging students to expose a current issue within our local society. Students will investigate the topic and create a storyboard to portray their issue. Students will develop basic videoing and editing techniques whilst collaborating within groups to create the film.
Music Video ***(Full Semester Unit)***	This unit focuses on how music videos have become a very important tool in promoting both well-known and emerging artists. The students will investigate how film clips are used to help create a marketable image. They will work collaboratively and use technological production and film skills to develop a music video.
Photography	This unit focuses on how institutions such as magazines and other tabloids have used technologies and film languages to represent people as celebrities to sell the magazine to their audiences. The students will investigate how and why. Students will develop basic photographic and editing skills. They will also use technological skills to create a magazine layout using photographs taken and edited.

Learning Experiences

Students will have an opportunity to be exposed to a variety of media forms, films and music videos and will develop the skills to analyse and evaluate their own and others work. They will have the opportunity to experiment with camera, lighting and film techniques and technologies while creating their own films.

Assessment

Students will be assessed in:

- Making - Creating artworks
- Responding – Director's Commentary, Reflection Journal and Artist Statement

MUSIC

What is Music?
Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Why study Music?
Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Music teaches students to:

- Develop the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- Develop the skills to compose, perform, improvise, respond and listen with intent and purpose aesthetic knowledge and respect for music and music practices across communities and cultures
- Develop an understanding of music as an aural art form as they acquire skills to become music learners
- Use music to improve cognition, reduce stress and anxiety

Course Outline

Unit Topics	Unit Focus
Popular Music	This unit focuses on the exploration of Popular music and how has been used for entertainment purposes throughout history. Students will also develop their own performance and composition skills as they perform and compose music for entertainment. Students can investigate, become familiar with, and use electronic devices and computer software that facilitates recording, playback, composition, mixing, storage, manipulation, analysis, editing and performance
Music Around the World	Students will listen to, respond to, create and perform music from non-western cultures. This may include styles such as Reggae, Latin Jazz and Indigenous Australian styles. The emphasis will be on the diversity of styles but also the elements common to all types of music, regardless of origin.
Songs and Song Writing	This unit focuses on the structure, chord sequences, bass lines and melody that go to make a typical popular song. Students will realise the theory elements by composing and performing their own songs and the songs of others. They will also explore the conventions and expectations of genre and the different styles available within each genre.
My Generation	This unit focuses on the intent of music for the student's generation. Students will combine composing with Music Technology and live performance. Students will work collaboratively to create a mini concert for a live audience. They will investigate sound and lighting techniques to enhance their performance.

Learning Experiences
Students will investigate and learn music theory, terminology and history. They will develop the skills to analyse and evaluate their own and others performances. They will learn techniques and expressive skills in a variety of genres of music. Students will learn to play a variety of instruments, compose, record and edit music.

Assessment
Students will be assessed in:

- Making (composing a piece of music) and (performing musically or vocally)
- Responding – Reflection Journal, Composition Journal, Multimodal, listening and reviewing

Technologies

INDUSTRIAL SKILLS & DESIGN

What is Industry Skills and Design?

Industry Skills and Design involves the design and manufacture of products that are part of our living environment. It incorporates many elements of woodwork and metalwork and includes industrial systems and controls with an emphasis on product design aspects. Students will be required to develop the maturity and responsible attitudes necessary for use of power tools and machines that have an increasing level of associated risk.

This course is based on a student developing the ability to engage with a variety of common materials and processes within the workshop environment and undertake design projects. They are also required to engage in investigation tasks that lead to production of their own design solutions and products. Self and peer evaluation of these solutions is an important part of this development. All students are required to produce evidence of their investigation and design work as well as their production of the project solution.

Why study Industry Skills and Design?

Students need to be prepared for life in the 21st century. They will need to have the capacity to assess and deal with rapid technological change, the ability to form considered opinions about and be critical users of technology, and have the capacity to contribute in areas of engineering, science and technology. In this subject, students will work with plastics, wood products and metal to make various projects through the use of hand tools, power tools, machines and industrial processes. Students will use various research techniques to find information related to each of these areas of work as they build up design information folios for this subject. Industrial systems such as electrics, electronics, mechanics, engineering production and building systems are also studied. Although much of the work is practical, there is an essential emphasis on written tasks and graphical presentations required to complete the technology outcomes for this subject.

Course Outline

Unit Topics	Unit Focus
Metal and plastic work	Students will develop the necessary skills to design and construct small-scale metal-based and plastic based projects. Students will undertake training to use machinery and specialised equipment to develop these projects.
Woodwork	Students will build on their knowledge of using hand tools to undertake work using specialised tools and woodworking machinery to design and construct timber-based products with an emphasis on sustainable practices.
Landscaping technology	Students will develop a strong understanding of the underlying principles of design, the design process, industry best practice, plant selection and placement. Students will then design and construct a designed landscape
Mechanical technology	Students will gain knowledge of mechanical technologies and undergo practical and theoretical tasks to develop skills that can be used in the mechanical and automotive industry.

Learning Experiences

This course is designed to introduce students to life skills and competencies which have a direct application to a technical or industrial field and which help students adjust to the changing demands of society. If students continue their studies into senior, they also have the opportunity to achieve the related Certificate I, allowing them to receive credit in the same industry area on enrolment into a related vocational education and training course.

Assessment

Students will be assessed on their ability and effort in the completion of practical activities, as well as theoretical activities. These activities will all be compiled into folio-based assessment.

OUTDOOR LEARNING

What is Outdoor Learning?

The Outdoor Learning program offers a unique approach to learning through hands-on, practical learning projects that develop skills, which can be taken into a variety of industries such as construction, landscaping, agriculture, horticulture and mechanics. Students will work in the outdoor environment to develop skills in outdoor recreation, sustainable practices and conservation and land management.

Why study Outdoor Learning?

Students in the Outdoor Learning program will engage the outdoor environment to develop reflective and inquisitive thinking along with problem-solving approaches in 'real life' situations. Students will work as part of team to learn and practice skills that are relevant across a variety of industries through a 'hands-on' approach to learning. Students will learn the necessary skills to be competent in outdoor recreation environments, camping and outdoor activities. Students will participate in land management and environmental sustainability projects in our college and wider community. This program will challenge students to use high-level critical thinking and problem solving skills while practicing resilience and adaptability in a variety of settings.

Potential class project topics include:

- Composting food and garden waste
- Gardening and propagation of plants
- Circular food economies
- Camping and camp craft
- Hiking, orienteering and other outdoor activities
- Revegetation and environmental sustainability projects

Learning Experiences

This course is designed to introduce students to life skills and competencies which have a direct application to a technical or industrial field, and which help students adjust to the changing demands of society. If students continue their studies in senior, they also have the potential to complete a related vocational qualification, allowing them to receive credit in the same industry area on enrolling in a related vocational education and training course.

Assessment

Students will be assessed on their ability and effort in the completion of practical activities, as well as theoretical activities. These activities will all be compiled into folio-based assessment.

DIGITAL TECHNOLOGIES

What is Digital Technologies?
Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Why study Digital Technologies?
Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems. Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

Digital Technologies teaches students to:

- Design, create, manage and evaluate sustainable and innovative digital solutions
- Use computational thinking and the key concepts to create digital solutions
- Use digital systems to efficiently and effectively automate the transformation of data
- Apply protocols and legal practices that support safe, ethical and respectful communications
- Apply systems thinking to monitor, analyse, predict and shape interactions

Course Outline

Unit Topics	Unit Focus
Game Design *(Full Semester Unit)*	Students will design and develop their own 2D video game, reimagining their own retro Mario style game. Students will be involved within multilayers of the game development including media (graphics and sounds), physics and commands. Students will work collaboratively to design, create and evaluate their games.
Brand Exposure *(Full Semester Unit)*	Building upon unit 1 students will begin advertising their newly developed game. Utilising their design skills students will develop an original logo, business card, email footer and basic website, providing their customers with all the information they might need to invest in and download the current game.

Learning Experiences
Students are exposed to network systems and computer systems. They will investigate various types of data and the need for security. Students will use technological devices to create digital solutions to real life problems.

Assessment
Students will be assessed in:

- Knowledge and understanding – representation of data
- Knowledge and understanding – digital systems
- Processes and production skills – generating and designing; producing and implementing
- Processes and production skills – investing and defining
- Processes and production skills – collecting, managing and analysing data

FOOD STUDIES

What is Food Studies?

The Food Studies subject is a practical and theoretical course allowing students to develop their skills across a range of hospitality contexts. Students learn to use basic culinary skills to organise, prepare, cook and serve food for functions. Students must be committed to participation in both the theoretical and practical components of lessons.

Why study Food Studies? Future Pathways?

Food Studies focuses upon kitchen operations, food preparation, food safety, preservation, cooking, food presentation and food service. This course is designed as a launching pad into senior Hospitality and Kitchen Operations certificate courses.

Course Outline

Unit Topics	Unit Focus
Healthy Eating: 30 Minute Meals	Students will participate in practical cooking lessons using a variety of dry and wet cooking techniques with a focus on healthy food choices. The course provides basic food education, shopping and money-saving tips to make beautiful, and nutritious, quick meals from scratch. Students will learn how to bake, grill, sauté, boil and roast using fresh, quality ingredients while gaining confidence in the kitchen. Students will apply the design process to create and produce a roast dinner using the technique *mise en place* – a technique chefs use to assemble meals so quickly and effortlessly.
Amazing Appetizers	Students will investigate how to create appetisers for people with varying dietary requirements, including gluten free, vegetarian and Halal. Students will learn specific presentation techniques like texture, height, colour, arrangement, and garnishing to ensure presentation is high quality and visually appealing. Knowledge of WHS, cooking methods, planning, food costing, marketing and evaluations at various junctions will prepare students to understand what makes food preparation and businesses successful.
Celebrations: Food for Special Occasions	Food is an important part of any celebration regardless of culture or religion. In this unit students examine a range of special occasions and prepare foods unique to specific celebrations. Food presentation and service is a focus of the unit and students learn how to present and garnish foods appropriate to a given setting. Students submit a proposal for a large scale catering event (high tea) and collaboratively host a celebration for a major school event.
Farm to Table	In this unit students will learn about food and agriculture in Australia. Students explore the ethical, sustainable, social and profitable qualities of old and new technologies used in agriculture. Students explore the Virtual Video Excursion/s for one or more industries and use this information to understand the importance of food labelling and marketing in a world where technology is the foundation of consumer awareness. Students will use this knowledge to prepare a dish tracking food from the farm to the table, using their culinary skills to organise and prepare for functions.

Learning Experiences:

The subject will be well suited to students who have a genuine interest in the practical elements of kitchen operations and hospitality, and aspire to broaden their knowledge and skill set in this area.

Assessment

The assessment program for this subject consists of practical activities, observations, design elements and associated theory tasks.

YARRABILBA
STATE SECONDARY
COLLEGE

Year 9

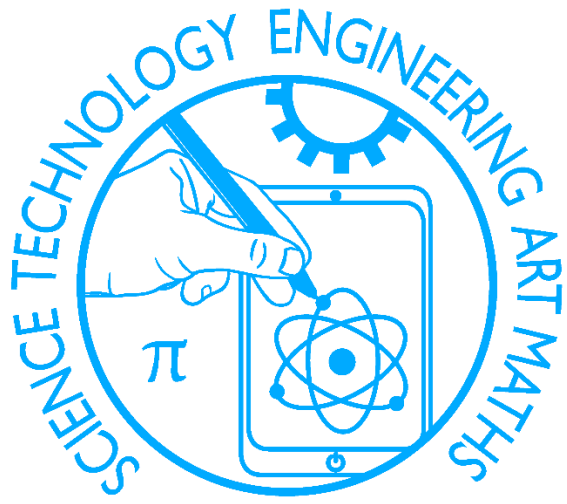
iXL@YarrabilbaSSC Academy Programs

iXL@YarrabilbaSSC – Academy Programs

Enrolment in an iXL@YarrabilbaSSC Academy Program is based on a successful application.

Students are invited to apply for one (or more) of these programs through a written application process. Students are required to reapply each year to retain their position in the program.

Application forms can be found on the College website or can be obtained via the college administration.



iXL@HIGH PERFORMANCE SPORT - VOLLEYBALL ACADEMY

What is the Volleyball Academy?

Yarrabilba State Secondary College offers a selective program in competitive volleyball. Selected athletes will receive comprehensive high-performance coaching with pathways into the highest levels of the sport both in Australia and overseas, including US NCAA athletic scholarship opportunities. The Academy provides student-athletes with a challenging yet highly rewarding program conducted over a four-year period. In addition to a course of rigorous academic study athletes will undertake specialised training in the practical and theoretical aspects of competition volleyball.

Why study in the Volleyball Academy?

- Access to high-performance coaching and training in competition volleyball from experienced Academy staff and external specialists
- Opportunity to represent the Academy interstate and internationally
- Access to academic support programs and resources to promote strong educational outcomes
- Educational pathways to universities in Australia
- Athletic scholarship pathways to US Colleges (NCAA)
- Pathways into representative volleyball in Australia and overseas
- The provision of sports psychology counselling and monitoring.

Academic Requirements and Commitment to pursue an NCAA pathway

- Student-athletes are required to undertake a tailored **tertiary education pathway** and will be required to attain an Australian Tertiary Admission Rank (ATAR) and will also be required to maintain academic eligibility for athletic scholarships in the NCAA
- Sit the US College Scholarly Admissions Test in Grade 11 and 12
- Maintain a B minimum in all subjects
- Attend academic tutorials if directed to do so
- Maintain a high level of fitness and personal discipline.

Course Outline

Unit Topics	Unit Focus
Volleyball Fundamentals	This unit is designed to introduce and train new athletes in the fundamental movements, concepts and volleyball skills.
Volleyball Systems	Athletes will be trained in offensive and defensive systems and specialised movements to be able to perform at a competitive level.
High-Performance Training	Athletes will undertake rigorous training to maintain match readiness. Additionally, this unit will teach student-athletes about appropriate nutrition, sleep management, recovery, building and maintaining physical fitness, sports and life balance, anti-doping, and sports psychology.
Refereeing	Referees play a vital role in volleyball, ensuring the game is played in accordance with the rules in a fair, safe, and enjoyable environment for all participants. Athletes will undertake accreditation as volleyball referees making them eligible for paid officiating within Australia.

iXL@HIGH PERFORMANCE SPORT - TOUCH FOOTBALL ACADEMY

What is the Touch Football Academy?

Yarrabilba State Secondary College offers a specific Sport Development program in Touch Football, where students are provided with opportunities to pursue sport career pathways either as players, referees, coaches, managers or ancillary sports practitioners as part of their school curriculum.

Students are identified through a series of trials and are provided sport specific training and skill development as part of their education, meeting curriculum requirements for HPE and Touch Football governing bodies.

Why study in the Touch Football Academy?

- Sport specific classes working with students with passion, interest and ability in their chosen sport
- Raise the standards of players, referees, coaches, managers and ancillary sports practitioners in Australian sport from the local level to an international level
- Provide equal opportunities for both boys and girls in competitive sport
- Improve the quality of training and education provided in sport for youths throughout the region
- Opportunities to represent at various events from local districts through to state and national events
- Opportunities to participate as referees, coaches and manage events
- High quality coaching from a variety of Academy staff, specialist coaches and guest coaches utilising the latest international practices
- Regular and ongoing testing and feedback which guides individual development requirements
- Values based program focusing on the values of training, preparation and work ethics towards achieving full potential on and off the field.

Course Outline

Unit Topics	Unit Focus
Foundation Skills	This unit develops basic Touch Football specific skills, movements and concepts.
Talent Skills	This unit is an extension on the skills taught at the Foundation level, to develop and deliver a catered physical education program for students to extend their Touch Football skills.
Refereeing	Referees play a vital role in Touch Football, ensuring the game is played in a fair, safe and enjoyable environment for all participants. Being an accredited referee is an important step in ensuring that you are not only equipped with the knowledge of the rules of the game, but also the latest on-field game information, and skills to manage and create a safe and enjoyable environment for all.
Coaching	Coaches play a vital role in Touch Football, fostering the development of our athletes both on and off the field. Becoming an accredited coach is an important step in ensuring that you are providing a quality service to the participants you are working with.

iXL@HIGH PERFORMANCE SPORT - BASKETBALL ACADEMY

What is the Basketball Academy?

Yarrabilba State Secondary College offers a specific Sport Development program in Basketball, where students are provided with opportunities to pursue sport career pathways either as players, referees, coaches, managers or ancillary sports practitioners as part of their school curriculum.

Students are identified through a series of trials and are provided sport specific training and skill development as part of their education, meeting curriculum requirements for HPE and Basketball governing bodies.

Why study in the Basketball Academy?

- Sport specific classes working with students with passion, interest and ability in their chosen sport
- Raise the standards of players, referees, coaches, managers and ancillary sports practitioners in Australian sport from the local level to an international level
- Provide equal opportunities for both boys and girls in competitive sport
- Improve the quality of training and education provided in sport for youths throughout the region
- Opportunities to represent at various events from local districts through to state and national events
- Opportunities to participate as referees, coaches and manage events
- High quality coaching from a variety of Academy staff, specialist coaches and guest coaches utilising the latest international practices
- Regular and ongoing testing and feedback which guides individual development requirements
- Values based program focusing on the values of training, preparation and work ethics towards achieving full potential on and off the court.

Course Outline

Unit Topics	Unit Focus
Foundation Skills	This unit develops basic Basketball specific skills, movements and concepts.
Talent Skills	This unit is an extension on the skills taught at the Foundation level, to develop and deliver a catered physical education program for students to extend their Basketball skills.
Refereeing	Referees play a vital role in Basketball, ensuring the game is played in a fair, safe and enjoyable environment for all participants. Being an accredited referee is an important step in ensuring that you are not only equipped with the knowledge of the rules of the game, but also the latest on-court game information, and skills to manage and create a safe and enjoyable environment for all.
Coaching	Coaches play a vital role in Basketball, fostering the development of our athletes both on and off the court. Becoming an accredited coach is an important step in ensuring that you are providing a quality service to the participants you are working with.

iXL@STEAM

What is iXL@STEAM?

STEAM is an integrated approach to learning that encourages students to think more broadly about real-world problems. Participants in the STEAM Academy will be encouraged to use their understanding of Science, Maths and Technology to engineer solutions to real life design challenges. Students are encouraged to design, create, manage and evaluate sustainable and innovative solutions to meet current and future needs.

Students will learn through inquiry and project-based learning approaches where they will develop their understanding of the design thinking processes, a critical concept for STEAM professions

Why study STEAM?

STEAM provides students with multiple opportunities to think beyond their own lives and develop their preferred futures. It supports students to work collaboratively with other students, teachers and experts in the field. They seek advice and support from people that are working in the Science, Mathematics and Technology fields, offering them insights into the value of learning and the possible post-secondary pathways that are available.

The STEAM Academy assists students to develop 21st century skills, such as: creativity, critical thinking, information literacy and communication skills, all transferable skills to a range of careers

Course Outline

Unit Topics	Unit Focus
LEGO Design Challenge	In this unit, students will continue developing their understanding of robotics and coding by creating solutions to design challenges using EV3 Lego robots. Students will also have the opportunity to enter the Lego League Competition.
The Science of Crime Investigations	Students will explore how science and technology have evolved and are used in crime investigations. They will further examine common techniques used to solve crimes, such as: fibre analysis, fingerprinting, and handwriting analysis to solve a mock crime scene.
Diegetic Prototyping	Students will explore the difference between Science Fiction and Fact to enhance their critical thinking skills. They will explore the concept of diegetic prototypes and how these are used in film and television. Students will explore how they, as an entrepreneur, can use diegetic prototypes to pitch an innovation that can make the world a better place.
Passion Project	Students will select a topic, of their own choice, from within the STEAM fields to explore in depth and create a designed solution in a mode determined in consultation with their teacher.

Learning Experiences

STEAM has a strong focus on hands-on, inquiry and project-based learning where students are encouraged to ask questions, create hypotheses and to test their own theories in real-world contexts. Students will be frequently collaborating with other students; an integral part in the learning and assessment process in STEAM.

Assessment

Students will be asked to complete a range of products ranging from investigative and scientific reports to prototypes and models. In addition, students will receive feedback on how their skills in problem solving, collaboration and critical thinking are developing.

iXL@ECOLOGY & SUSTAINABILITY

What is iXL@Ecology & Sustainability?
This subject aims to give students opportunities to explore the natural world and formulate solutions for real life problems facing our environments and our communities. It's about improving our world both in terms of improving the way we live and the way that we impact on our surroundings.

Why study iXL@Ecology & Sustainability?
iXL@Ecology & Sustainability involves acquiring practical skills in areas like maintaining an edible garden, managing waste (compost, worm farms, etc.), identifying plants and safely exploring our natural environment. While applying and enhancing these skills, students will have opportunities to further develop problem solving skills in a real-life context. Students will be exposed to scientific, cultural and sociological concepts in a meaningful way that will help them apply skills in other subjects, as well as in their home life.

iXL@Ecology &Sustainability encourages independent thinking in an environment where students can achieve success in various ways according to their interests and aptitudes. This subject provides students with the skills to facilitate entry into careers in horticulture, aquaculture, permaculture design and/or landscape design.

iXL@Ecology & Sustainability teaches students to:

- Solve real life environmental and community problems
- Think scientifically
- Appreciate cultural difference
- Form a connection with place
- Appreciate why our systems work the way they do
- Identify potential in communities to improve systems and processes

Course Outline

Unit Topics	Unit Focus
The importance of soil	Finding ways to improve our environment "from the ground up" working with community partners.
Edible Gardening	Growing plants that are edible and that are aesthetically pleasing.
Working with Place	Examining our local natural environment and evaluating how we can use it to benefit the community.
Identification in the Natural World	Learning how to identify plants and animals in the local natural environment.

Learning Experiences
Learning Experiences may include:

- Gardening
- Propagating plants
- Bushwalking
- Composting
- Worm farming
- Landscape design
- Plant identification
- Mixing soil using ratios

iXL@PERFORMING ARTS

What is iXL@Performing Arts?
Performing Arts provides students with the opportunity to engage the mind, the body and emotions into a collaborative expression of all that it means to be human. Through study and performance, students explore and present great themes and ideas. They discover their own voice, grow in confidence and develop empathy and ethical insight into the contradictions and paradoxes of the human condition.

Why study iXL@Performing Arts?
Performing Arts develops a practical competency and understanding Theatre and Dance. It is a discipline that encourages teamwork, whether that is in writing, creating or during the act of performing. Students have the opportunity to engage in creative collaboration, a skill they have limited chance to develop outside of a rehearsal space.

Course Outline

Unit Topics	Unit Focus
Introduction	This unit focuses on the following: • Performing arts specific terminology • Genres, forms and/or styles of dance, drama and vocal • Specific skill development in Dance, Drama or Vocal, or a combination of these • Preparation as an artist – health, fitness and folio introduction • Live theatre
Planning and Presenting a Production	This unit focuses on the following: • Script analysis and selection • Preparation and planning for putting on a production • Rehearsing and performing • Costume and stage design
The Artist	This unit focuses on the following: • Goal setting and future study investigation • Refining specific skills in Dance, Drama or Vocal, or a combination of these • Preparation of personal Artist portfolio • Preparation and planning for auditions • Self-promotion and marketing

Learning Experiences

Students will:

- Develop technical, expressive and performance skills for Dance, Drama and Vocal
- Participate in a variety of workshops provided by industry personal
- Be involved in numerous performance opportunities throughout the year at the college and in the local community
- Compete in relevant competitions and eisteddfods
- Develop audition skills
- Prepare a professional artist portfolio
- Prepare self-marketing materials
- Deliver workshops to primary students

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