

Peregian Beach College



Year 9
Course Guide
2023

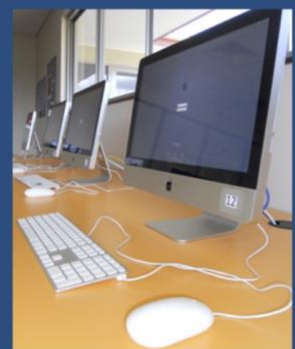


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Mission

"To enable each of our students to realise their full academic, social, cultural, sporting and community potential, and to assist them in becoming valued members of their communities."

Values

The following principles and values guide all we do at Peregian Beach College:

Reflective Practices

We encourage students, staff and families to reflect on the contemporary world in the light of social justice as the basis for individual and community growth.

Inclusivity

We are a friendly and inclusive College. We value each individual member and welcome all families.

Service of Others

We foster service of others by way of educational experiences that are based on justice and compassion.

Excellence

We encourage our students to be persons of integrity, who realise their potential, and strive for excellence.

Subject Guides (2023)

This booklet has been compiled to assist students in understanding the requirements and possibilities for their education in Year 9 and to make informed decisions about their choice of subjects.

Year 9

Students in Year 9 have a core and elective program. **All** students in Year 9 study:

- English (4 lessons a week)
- Mathematics (4 lessons a week)
- History (2 lessons a week)
- Science (4 lessons a week)
- Health and Physical Education (3 lessons a week)
- Pastoral Care (1 lesson a week)

Students in Year 9 also choose **three** of the following **elective subjects** and study each one for 3 lessons a week over the two year period of Year 9 & 10:

- Visual Art
- Business Studies
- Digital Technology
- Geography
- Food Technology
- Music

Making Choices

In making choices for your elective curriculum, it is important to consider subjects which:

- you enjoy
- reflect your ability and or aptitude
- reflect your interests
- provide appropriate challenge and engagement... to stretch your boundaries... to make the most of your capabilities
- develop skills, knowledge and attitudes useful throughout life.

It is also important to keep in mind that the subjects you choose will not limit or affect your future career as the compulsory subjects you undertake keep your options open.

Life Skills

Peregian Beach College has a highly valued Life Skills program that addresses the social and emotional well-being of our students. The Life Skills program is integrated into the curriculum from Prep to Year 12. Our College principles and values guide all that we do at school, both in the classroom and beyond. The College values are: **R**eflective Practices, **I**nclusivity, **S**ervice of Others and **E**xcellence.

The College has also implemented the You Can Do It! (YCDI!) Program, which focuses on building the social, emotional and motivational capacity of young people. The YCDI! Program is based on five foundations: Confidence, Persistence, Organisation, Getting Along and Resilience and within these foundations are supporting 12 Positive Habits of Mind. Students have one identified lesson of Life Skills each week although the college values and YCDI! Program are integrated in all learning. A major focus of the program is to teach young people to think more positively and confidently and take more responsibility for their learning.

The Life Skills program in the Primary school is directed by the classroom teacher and in the Secondary school, students have a Life Skills teacher according to their Year group.

In the Secondary school, students have Homeroom every morning for roll and announcements and a Life Skills lesson once a week, although the college values and YCDI! ethos are embedded in all learning. The Homeroom teacher is responsible for the general care and well-being of the students in their group and is the first point of contact regarding student-related issues (academic, behaviour, social, family matters, uniform standards, etc.).

During late Term 3 and early Term 4 the Pastoral Care program focuses on Sexuality & Relationship Education. The program is based on guidelines provided by Family Planning Qld and develops five general themes at an age appropriate level: *Keeping Safe, Understanding our bodies, Developing relationships, Healthy choices, and Living in the Community*. Prior to the commencement of the program, parents will be provided further details of the SRE for each Year level.

English

In Year 9 English, students continue to explore the three interrelated strands of Language, Literature and Literacy.

The Peregrine Beach College English programme in Years 9 provides students with the opportunity to:

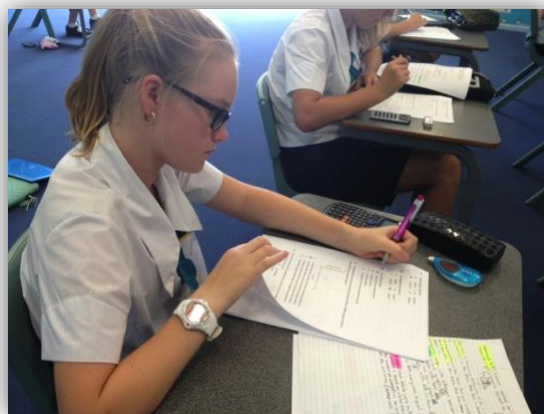
- develop their listening, reading, viewing, speaking, writing and creating skills to interact with peers, teachers, individuals, groups and community members
- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction
- engage in familiar and unfamiliar texts from different historical periods and a variety of cultures
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- critically evaluate, discuss and perform literary texts in which their primary purpose is to inform, persuade and / or tell a story
- develop spelling, grammar, punctuation and vocabulary skills and apply these through formative and summative assessments, such as the *National Assessment Program – Literacy and Numeracy (NAPLAN)*
- explore language through a variety of media and modes
- develop a lifelong interest in reading.

Examples of Units studied in Year 9 English include:

Unit	
<p>Persuasion and advertising</p> <p>Students explore the impact that persuasion can have on their lives, particularly in the area of advertising. They understand how persuasive techniques are used to change attitudes and behaviours, and employ these skills in their own work.</p> <p>Students develop their visual literacy skills to analyse and create persuasive advertising and expositions concerning issues they are passionate about.</p>	<p>Feature film</p> <p>Students explore the unique style, feature and innovation of a director or screenwriter to create meaning through film. Students recognise the power of intertextuality to create meaning as they make connections between written and visual texts</p> <p>Students analyse directional choices to make comment on the human experience and culturally significant moments in time.</p>
<p>Speculative Fiction</p> <p>Students identify the language features and structural elements of narrative texts in the speculative fiction genre.</p> <p>Students engage with a novel and short narratives to recognise the textual clues that authors provide readers with to bridge together transpiring events.</p>	<p>Words in Motion - Poetry</p> <p>Students explore the features of poetry and its power to comment on the issues in society and their world.</p> <p>Students experiment with word choice and poetic devices to create dynamic poems that can be communicated to a variety of audiences</p>

Mathematics

The proficiency strands of Understanding, Fluency, Problem-Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.



At this year level:

- understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- problem-solving includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Examples of concepts studied in Year 9 Maths include:

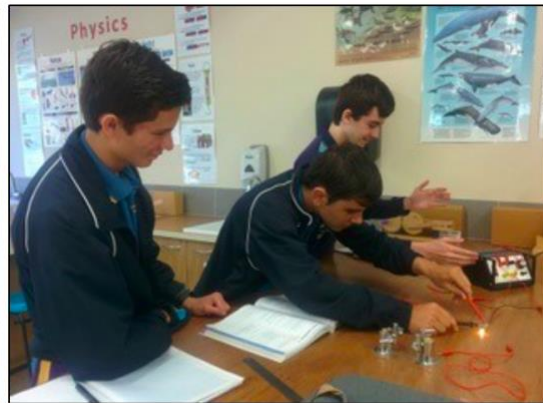
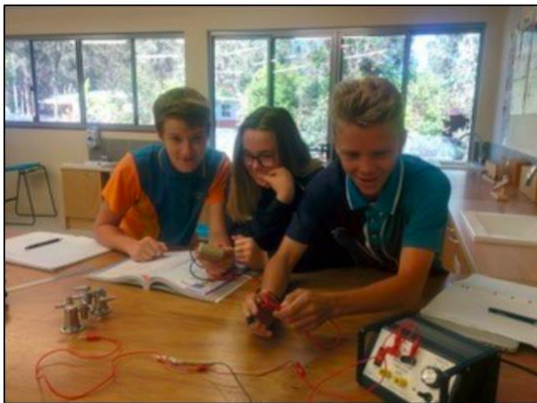
- review number and financial maths
- linear and simultaneous equations
- Pythagoras's Theorem and trigonometry
- linear equations
- measurement
- indices and surds
- geometry
- algebraic techniques
- probabilities and statistics
- introduction to quadratic equations and graphs

Science

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Examples of topics studied in Year 9 Science include:

- Biological Sciences
 - Immune systems
 - Ecosystems
- Earth and Space Sciences
 - Plate tectonics
- Physical Sciences
 - Energy transfer
- Chemical Sciences
 - Atomic structure
 - Chemical reactions



Business & Economics Studies

Business Studies is designed to introduce students to areas such as Business, Marketing, Economics, Management, Entrepreneurship and Australian Governance. Assessment techniques include exams (unseen stimulus) and investigative business reports. Both assessment methods mirror those of Years 11 and 12, which creates a seamless transition from 9/10 to 11/12 Business. It is highly recommended that students wishing to take 11/12 Business undertake Business Studies in years 9/10 in order to develop a solid foundation of skills and knowledge.

<p>Introduction to Consumer and financial literacy</p> <p>Analysing and evaluating strategies to protect consumers and reduce financial risk to individuals and businesses, such as scams, identity threat or fraudulent transactions, types of debt and savings and the consequences of financial decisions.</p> <p>Introduction to Economics</p> <p>Examining how economic decision-making involves the interdependence of consumers, businesses, the financial sector and government and export markets -the 5-sector economy. Analysing the need for global trade and the protective measures governments impose on international trade.</p>	<p>Innovation & Competitive Advantage in Global Markets</p> <p>Examining processes that businesses use to create and maintain competitive advantage to meet the changing demands of a competitive global market.</p> <p>Introduction to Marketing</p> <p>Studying the processes that businesses use to innovate and differentiate products and services from competitors; for example, identifiable marketable attributes, and use of advertising and social media.</p>
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Economics and Business aims to ensure students develop knowledge & skills:

- knowledge and understanding of the nature and operation of the work and business environments and factors influencing decision-making
- an understanding of the concepts of resource allocation and economic decision-making, work futures, and consumer and financial literacy
- a sense of what it is to participate in the economy, contribute to work and business environments, and make informed decisions
- skills to engage in inquiries, including questioning and researching, interpreting and analysing, decision-making, and communicating
- capabilities to engage in everyday life, including critical and creative thinking, ethical understanding, and personal and social competence.
- Students locate, select, and analyse information and data from a range of sources for relevance and reliability.
- Students interpret and analyse information and data about economic and business issues, trends and cause-and-effect relationships. They make predictions about consumer and financial impacts.
- Students develop and evaluate a response to an economic and business issue, using analysis or criteria to decide on a course of action.

Geography

By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

In year 9 students will focus their studies on the investigation of 'Biomes and food security' which explores the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. The 'Geographies of interconnections' unit focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally.

Examples of topics studied in Year 9 Geography include:

- Biomes
- Geographies of interconnection
- Poverty and aid
- Building a sustainable world



Health and Physical Education

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education is organised into two content strands:

- Personal, Social and Community Health – Being healthy, safe and active; communicating and interacting for health and wellbeing; and contributing to healthy and active communities
- Movement and physical activity – moving our body, understanding movement and learning through movement

Health and Physical Education offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about each of the two strands. Students learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. Students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally.

The course involves both physical performance and theoretical work, with approximately equal time spent studying each. Students are required to submit a piece of theoretical work each term and participate in physical activities.



Examples of Physical Performance topics in Year 9 HPE include:

- Bronze medallion
- Cricket
- Touch Football
- Health and Fitness

Examples of theoretical topics studied in Year 9 HPE include:

- Water safety
- Cultural Connections
- Drugs and Alcohol
- Nutrition

History

History provides us with an understanding and appreciation of the past, which in turn helps us to understand the present and the future. Studying history helps develop student identity by gaining an understanding of the world around them, with this comes understanding, meaning, purpose, empathy and tolerance. Through the study of History students will create an understanding of what is moral, right and just, this knowledge can translate into the development and analysis of current world affairs which impact us today. This knowledge and understanding will help students to make informed and moral decisions in the navigation of an ever changing 21st century world.

In year 9 students study the history of the making of the modern world from 1750 to 1918. Students will explore the industrialisation and rapid change in the ways people lived, worked and thought. Students will look at nationalism and imperialism, and how the colonisation of Australia was part of the expansion of European power. Students will explore how the period culminated in World War I, 1914–1918, the ‘war to end all wars’. Students’ knowledge and understanding of this time period will begin with a unit titled *Modernity* where they explore the key inquiry question of “did modernity make the world a better place?”

This content will provide students the opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability**.

Examples of topics studied in Year 9 History include:

- Modernity
- The Industrial Revolution (1750 – 1914)
- Making a nation
- World War One (1914 – 1914)



Food Technology

During Year 9, the study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations, and consumption patterns. It addresses the importance of hygiene, safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products.

The major emphasis is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

For students to be able to undertake a range of practical experiences to allow them to develop skills and confidence in using a variety of ingredients and range of equipment, they need to have their own labelled apron, tea towel and 2L container. These are to be brought along to all practical sessions.



Digital Technology

Digital Technologies is a specialised subject that focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 9, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and games.

In Year 9, students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. They consider the privacy and security implications of how data are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

To be successful in Year 9 Digital Technologies, it is recommended that students have obtained at least a B in Digital Technologies and Mathematics at Year 8 level.

Examples of topics studied in Year 9 Digital Technology include:

- Web design and JavaScript
- Game design
- Python Programming
- Stop motion animation
- Cyber security



Music

In Year 9 Music students explore the history of music and the development of music styles and genres throughout time. Students gain a deeper understanding of music elements and how composers and performers alike manipulate them to express meaning. Through composition students gain a theoretical knowledge of how notated music is written and how music can also be digitally produced. This is the first year where students are given the opportunity to select an instrument of their choice to focus on throughout senior music.

Students demonstrate evidence of their learning over time in relation to the following assessable dimensions:

- Performing
- Composing
- Musicology

Examples of topics studied in Year 9 Music include:

- Rock since 1980
- Instrumental Music
- Australian Art Music
- Exploring Film Music



Visual Art

Visual Art students in Year 9 explore and express ideas and emotions from a range of contexts – personal, cultural, contemporary and formal. They build and consolidate more complex understandings of design elements and principles and their function in visual communication in various media such as painting, digital imaging, ceramics, printmaking, and drawing. Students are required to submit documentation showing the development of their ideas, the completed portfolio and research tasks.

Depending on the individual and collective needs and wants of the student cohort, sample units of Visual Art study may include:

Examples of concepts studied in Year 9 Visual Art include:

- Making artworks by exploring elements and principles of art
- Print making by exploring 21st century social issues
- Materials and techniques used; painting, clay, screen and lino printmaking techniques, drawing, photography, and digital photo manipulation
- Responding to and critiquing own and others artworks
- Self-directed inquiry through the research of other artists
- Exploration of personal, formal, cultural and contemporary contexts





SUBJECT CHOICE: YEAR 9 (2023)

All students are asked to choose from the following range of subjects. Some subjects are compulsory.

Core Subjects:

✓	English	4 periods/week
✓	Mathematics	4 periods/week
✓	Science	4 periods/week
✓	History	2 periods/week
✓	Health and Physical Education	3 periods/week

Elective Subjects:

3 Periods/Week

Please highlight (circle) one subject from each line (e.g. if you choose Art then you will not be eligible for Business Studies. If you choose Food Technology, then you will not be eligible for music...)

Line 1	Geography	Digital Technology
Line 2	Business Studies	Art
Line 3	Music	Food Technology

Student Name:	Student Signature:
Parent/Guardian Signature:	Date:
	/ /20__

Please return to homeroom teacher no later than Monday 31st November.