PEREGIAN BEACH COLLEGE

PRE-KINDY - YEAR 12

2026 YEAR 9 HANDBOOK

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Peregian Beach

Table of Contents

College Philosophy

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.

Overview

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.

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 (One Semester 3 lessons a week) / Business (One Semester 3 lessons a week)
- Science (3 lessons a week)
- Health and Physical Education (3 lessons a Week A, 2 lessons Week B)
- The Resilience Project (1 lesson a week)
- Assembly (1 lesson per fortnight)

Students in Year 9 also choose **three** of the following **elective subjects** and study each one for 3 lessons a week. Students will select 6 preferences from the following subject list:

- Drama
- Geography
- STEAM
- Hospitality
- Digital Technologies
- Japanese
- Music
- Sport and Recreation
- Visual Art

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.

Wellbeing

The Resilience Project

At our school, we believe that education is about academic achievement AND about developing well-rounded individuals who can navigate the complexities of life. We know that when young people have the skills of resilience and emotional literacy they will do better socially, academically and physically.

We are proud to implement *The Resilience Project (TRP) at PBC*, a well-being program designed to help students build mental resilience and emotional literacy. Grounded in the principles of **Gratitude, Empathy, and Mindfulness (GEM)**, the program uses engaging stories, practical activities, and reflective practices to support students in developing positive mental health strategies. Through regular classroom lessons and school-wide initiatives, *The Resilience Project* encourages a culture of kindness, emotional awareness, and connection—helping our students thrive both in and out of the classroom. Students participate in one TRP lesson each week. This lesson is with their homeroom teacher.

Homeroom Class

Each morning, students gather in Homeroom for roll call and announcements. This time also allows them to connect with each other and their Homeroom teacher. The Homeroom teacher oversees the general welfare of the students in their group and serves as the primary point of contact for any issues related to academics, behaviour, social matters, family concerns, uniform standards, and more.

English

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

The Peregian Beach College English program in Year 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

Persuasion and Media Analysis Students explore the impact that persuasion can have on their lives, particularly in the area of media texts. They understand how persuasive techniques are used to change attitudes and behaviours, and employ these skills in their own work.	**Feature film** 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 Students analyse directional choices to make comment on the human experience and culturally significant moments in time.
Speculative Fiction Students identify the language features and structural elements of narrative texts in the speculative fiction genre. Students engage with a novel and short narratives to recognise the textual clues that authors provide readers with to bridge together transpiring events.	**Words in Motion - Poetry** Students explore the features of poetry and its power to comment on the issues in society and their world. Students experiment with word choice and poetic devices to create dynamic poems that can be communicated to a variety of audiences

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 articulate how various body systems collaborate to respond to environmental stimuli, ensuring the body's internal balance. They elucidate how both sexual and asexual reproduction mechanisms contribute to the persistence of species. Students also discuss how the interactions among Earth's spheres—such as the atmosphere, biosphere, hydrosphere, and geosphere—influence the carbon cycle. They examine energy conservation within straightforward systems and employ both wave and particle theories to explain energy transmission. Furthermore, students interpret visible chemical reactions by analysing alterations in atomic structures, the rearrangement of atoms and the conservation of mass. They recognise the significance of publishing scientific findings and the peer review process in advancing scientific understanding. Students assess the interconnectedness of science, technology, engineering and society, exploring how they mutually influence and shape each other.

Students are formatively assessed on scientific inquiry skills in a range of scientific experiments and research investigations with summative topic exams at the end of each unit.

Term	Topic
1	Chemical Science • Atoms • Chemical reactions
2	Physical Sciences • Energy conservation • Waves • Non-contact forces and electricity
3	Biological Sciences • Immune system • Survival of species
4	Earth and Space Sciences • Earth Systems

STEAM

STEAM in Year 9 is an exciting and hands-on subject that brings together Science, Technology, Engineering, the Arts, and Mathematics to solve real-world problems. Students will work both independently and in teams to design, build, test, and evaluate creative solutions, using an inquiry-based and project-focused approach.

This subject encourages **curiosity, innovation, collaboration and critical thinking**—essential skills for a future shaped by technology and global challenges. Through engaging projects, students explore how different disciplines connect and support each other to create new ideas, solve complex problems, and drive change in the world around them.

By the end of Year 9, students may:

- plan and manage design and inquiry-based projects using STEAM processes
- apply mathematical and scientific knowledge to test and refine ideas
- use technologies such as coding, robotics, 3D modelling, and digital media to create solutions
- develop and apply design thinking and problem-solving strategies
- reflect on the social, ethical and environmental impacts of their projects
- collaborate effectively in team environments, valuing different perspectives and roles
- communicate ideas clearly through visual, verbal, and digital formats
- evaluate project outcomes and suggest improvements

Pathways

Year 9 STEAM prepares students for further study in subjects such as Digital Technologies, Engineering, Design, Science, Visual Arts, and Mathematics in Years 10–12. It also helps develop transferable skills for future careers in science, design, computing, architecture, robotics, creative industries, and environmental innovation.

Business Studies

In Year 9, students explain the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. Students explain the reasons for trade and Australia's pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. Students explain how individuals and businesses manage consumer and financial risks and rewards.

Students develop skills to modify questions and investigate an economic and business issue. They locate, select, and analyse information and data from a range of sources. Students interpret and analyse information and data to explain economic trends and cause-and-effect relationships and identify consumer and financial impacts.

Examples of topics studied in Year 9 Business Studies include:

- Economics and Business concepts and skills:
  - Conducting research into Australia's connections with the world.
  - Interpreting the trends for money lost in scams.
  - Evaluating an insurance policy.
  - Preparing a reasoned argument in relation to an economic or business issue
- The Australian and global economies
- Innovation and risk

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:

- Swimming/Lifesaving
- Athletics
- Touch Football
- Pickle Ball
- Flipper Ball
- Soccer

Examples of theoretical topics studied in Year 9 HPE include:

- Bronze medallion theory
- Looking after myself and others
- Ethical Behaviours
- Integrity in Sport
- Sports Coaching

Sport and Recreation

Sport and Recreation in Year 9 explores how being active through sport and recreation contributes to a healthy lifestyle and supports personal and community wellbeing. Students learn by **doing** – participating in a range of physical activities while building teamwork, leadership, and decision-making skills.

Through fun and engaging sport and recreation experiences, students explore the social, emotional, and physical benefits of an active lifestyle. They develop personal fitness, learn how to work well with others, and begin to understand how sport and recreation can play a role in future learning, leisure, or even careers.

By the end of Year 9, students will:

- participate in a variety of physical activities to develop movement skills and strategies
- work collaboratively in teams, showing leadership and fair play
- understand and apply rules, safety procedures, and tactics in games and recreational activities
- investigate how sport and recreation can influence health, wellbeing and relationships
- reflect on their performance and identify ways to improve their own and others' participation
- communicate effectively using appropriate language for teamwork and group organisation
- create plans or strategies to promote healthy, active living in their school or community

Pathways

Sport and Recreation in Year 9 builds a strong foundation for future learning in senior HPE subjects, such as Physical Education or Sport and Recreation in Years 11 and 12. It also introduces skills useful for careers in fitness, coaching, outdoor education, sport administration and community health.

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 explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context. Students describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups, and institutions connected to the developments of this period and their influences on the historical events.

Students develop and modify questions about the past to inform historical inquiry. They locate, select, and compare primary and secondary sources, and use information in sources as evidence in historical inquiry. They explain the origin, content, context, and purpose of primary and secondary sources. Students compare sources to determine the accuracy, usefulness, and reliability of sources as evidence.

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:

- History concepts and skills
  - Sequencing events in chronological order
  - Determining historical significance
  - Identifying continuity and change
  - Analysing different perspectives
  - Analysing cause and effect
- The Industrial Revolution: Technology and progress
- The industrial Revolution: The impact on People
- Australia (1750-1918): Colonisation and conflict
- Australia (1750-1918): From colonies to nationhood
- World War 1 (1914-1918)
- China (1750-1918)

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 health and safety issues, and how to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through a combination of 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.

Geography

In Year 9, students explain how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social, or economic criteria.

Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent, and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. Students draw evidence-based conclusions about the impact of the geographical phenomenon or challenge.

Examples of topics studied in Year 9 Geography include:

- Geographical skills and concepts:
  - Describing spatial relationships in thematic maps.
  - Describing divergence graphs.
  - Describing patterns and correlations on a topographic map.
  - Interpreting satellite images to show change over time.
  - Constructing and describing a transect on a topographical map.
  - Constructing a land use map
  - Creating a survey
- Biomes and food production
- Food security
- Connecting with our place
- Connecting people and places

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.

Examples of topics studied in Year 9 Digital Technology include:

- Web design and CSS
- Game design
- Python Programming
- Cyber security

Visual Art

In Year 9 students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

Students learn through:	
Exploring and responding Developing practices and skills Creating and making Presenting and performing	Experimental folios of artwork. The production of artworks (drawing, painting, design, sculpture, printmaking etc). Describing, analysing, interpreting and evaluating artworks (worksheets, written assignments and tests, PowerPoint presentations).

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject. The processes and practices of Visual Art, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.

Japanese

During Year 9, students initiate and sustain the Japanese language to exchange and compare ideas and experiences about their own and others' world. They communicate using non-verbal, spoken, and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate an understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose, and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to the context.

Students apply features of the Japanese sound system to enhance fluency. They demonstrate an understanding of the sound system in spoken exchanges and scripts for written texts and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage. They reflect on their language use and cultural identity and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating.

Course Outline

Term 1:

All things in fashion: In this unit, students learn to describe clothing with adjectives and colours. They develop an understanding that Japanese uses 'loan words' from different languages and reflect on the similarities and differences between Japanese and English. Students recognise the nature of Japanese adjectives and how these reflect Japanese cultural values. They consider Japanese fashion and trends, noting how these trends compare to Australian trends and those of other cultures. Students design and describe an outfit that reflects their own cultural identity.

Term 2:

Let's Go to the Beach! Students learn invitational language and dates to plan activities. Students consider Japanese cultural norms for declining invitations suggest alternatives and compare Japanese and English sentence structures, responding to imagined invitations using appropriate cultural norms in an examination task.

Term 3:

Home Sweet Home: Considering the question 'What would I experience on a homestay in Japan?', students learn a language for household routines. They explore Japanese cultural conventions around family and home life and investigate Japanese domestic approaches to sustainability, comparing these with their own experiences. Students reflect on differences and similarities between transactional home language use in Japanese and English, and their backgrounds. They recognise how the choice and use of language reflect cultural values, beliefs, and identity, and demonstrate understanding in an examination task. This unit is a great preparation for future Japan Tours, as well as the upcoming homestay from Otemon Highschool.

Term 4: Disneyland and USJ

Students learn all about Japanese theme parks reflecting on the influence of American pop culture in Japan. Students demonstrate their knowledge of katakana when exploring Japanese websites and maps. Students learn to describe locations of places using directional vocabulary. They learn to describe their own home as well as a Japanese home.

Drama

Drama is a practical and creative process that draws on life experiences to express thoughts, ideas and feelings. Drama is a dynamic practice that invites students to experience, reflect on, communicate and appreciate different perspectives of themselves and the world in which they live.

Students will:

- Explore and develop issues, ideas and themes.
- Take on and explore different personalities outside their own.
- Develop roles and characters.
- Understand how to create dramatic meaning.
- Develop and refine their expressive and public speaking skills.
- Analyse the historical and cultural significance of drama for entertainment, education and rebellion.

It is important students have a Willingness to participate and demonstrate respect to other people's points of view.

Example Course Outline & Assessment (Course may change due to cohort context)

Term 1	Term 2	Term 3	Term 4
Unit 1 - Introduction to the Elements **Assessment** Elements Exam (Short answer)	Unit 2 - What is Drama? How can the elements of drama be used to communicate the human context? *TV, Social Media, Theatre scripts with sensationalised roles.* **Assessment** Melodrama Project – Students develop and perform a role, tension, narrative structure.	Unit 3 - Children's Theatre - Students will study children's theatre and use popular children's picture books as stimulus to create a piece of children's theatre. **Assessment** Scripted and performed play for Prep/Year 1	Unit 4 - Mime – Action mime, character mime, dramatic mime. **Assessment** Mime Performance Unit 5 - Improvisation – Improvisation skills (spontaneity, making an offer, yielding, focus, extending and advancing) **Assessment** Improvised performance

Extra-Curricular Opportunities
Drama Club, Drama Troupe, PBC Fete Performance Crew

Music

In Year 9 Music, students engage with a vibrant curriculum that nurtures creativity, performance skills, and musical understanding across a range of styles and cultural contexts. The program combines practical activities such as performing and composing with critical listening and analysis, encouraging students to develop their technical abilities and expressive confidence.

Assessment in Year 9 Music is designed to reflect this balance, focusing on students' skills in performance, composition, and music analysis. Students are assessed through a variety of tasks including solo and group performances, original compositions, and reflective responses to music. These assessments provide opportunities for students to demonstrate creativity, technical proficiency, and critical thinking, ensuring a comprehensive understanding of music theory and practice.

This curriculum aims to foster lifelong appreciation and engagement with music, while equipping students with essential skills for future academic or creative pursuits.

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

- Exploring and responding
- Creating and making
- Presenting and performing

Peregian Beach is currently offering year 9, 10 and 11 music classes. The units covered over 4 terms are:

Term 1	Term 2	Term 3	Term 4
FUSION MUSIC (Wk 1-10) ASSESSMENT: Performance and Analysis	Fusion Music cont. (Wk 1-5) ASSESSMENT Composition Love and Loss	Love and Loss cont. ASSESSMENT: Analysis Exam Jazz and it's Many Styles	Jazz and it's many styles cont. ASSESSMENT: Composition 12 Bar Blues Performance and Analysis