Redbank Plains State High School
Learning First... Leading Tomorrow!

YEAR 9 Handbook 2025

Year 9
Subject Selection Handbook

Version 1, 2025

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MESSAGE FROM THE PRINCIPAL

Dear Students and Caregivers,

Thank you for engaging with this Subject Handbook, an essential tool for supporting success here at Redbank Plains State High. Our school is committed to achieving the very best outcomes for every student, fostering both academic and personal growth.

In Years 7, 8, and 9, students enter the Junior Secondary phase of learning, following the Australian Curriculum from Years 7 to 10. This challenging program is designed to equip students with world-class skills and knowledge. As they progress, students are offered greater choice and can begin to specialise in subjects that align with their strengths and interests.

At Redbank Plains, we ensure the best possible environment for teaching and learning by focusing on a safe and supportive school community. We use the Positive Behaviour for Learning (PBL) framework, which rewards positive behaviour and engagement. Our Student Code of Conduct, built around a restorative justice model, guides students to make better choices. Our guiding mantra, “REAL” – Respect, Excel, Attend, and Learn – reflects our core values and underpins all that we do, with student achievements celebrated throughout the year.

In addition to academic learning, we focus on developing essential social skills, ensuring our students are ready for the challenges of both school and life beyond. The skills taught through our REAL lessons cover respect for self, others, and the environment, striving for personal excellence, pride in presentation, punctuality, and regular attendance.

To thrive in the 21st century, students in Junior Secondary will complete most of their learning, homework, and assignments using a personal laptop. These can be either family-owned or hired through our “Laptop for Rent” program.

I look forward to celebrating your achievements as you embark on this exciting phase of learning at Redbank Plains State High School.

Ms Aimee Argiro
Executive Principal

CURRICULUM ORGANISATION

YEAR 9

- Student's study six subjects and Access each semester.
    - Students study a core comprising Access, English, Mathematics, Science, and Geography/History all year and either six months of HPE or can elect to take a year-long Sports Development Program (Basketball, Volleyball or Soccer) subject.
- Students will select four electives to be studied over two semesters.
    1. One elective must be an HPE subject (semester-long) OR a Sports Development Program (volleyball / soccer / basketball) subject (year-long).
        - Students cannot choose both HPE and a Sports Development Program subject.
        - Students in the Basketball, Soccer or Volleyball Development Programs will study this subject for 12 months and will choose one elective subject from The Arts and one elective from Technology.
    2. One elective must be from Technology.
    3. One elective must be from the Arts.
    4. One other elective subject. Please note: if choosing Japanese, it is a year-long subject.
- Students in Year 9 will undertake the National Assessment Program in Literacy and Numeracy (NAPLAN).
- Special Education Program students may negotiate their timetable through the Special Education Program.

ACCESS

Access is a program focussed on improving the quality of life for students. A key aspect of Access is the opportunity to strengthen existing, and create new, relationships among students, teachers and families.

Access is about:

- curriculum planning and decision making for students
- opportunities for increased house and school spirit
- Positive Behaviour for Learning (PBL) framework which is our "REAL" brand. "REAL" stands for Respect, Excel, Attend, and Learn. The school will approach the explicit teaching of "REAL" behavioural expectations through:
    - Weekly: At every opportunity, across the school community, the PBL focus is reinforced by school staff.
    - Thursday P4: Activities are based according to Year level with different programs being delivered every term e.g. Discover My Future Term 2 Year 9, STAR program in Year 7 & 8

During Roll Marking at the start of each day, the focus is on daily notices, roll marking, uniform slips, etc.

Redbank Plains State High School
Learning First... Leading Tomorrow!

REAL
RESPECT EXCEL ATTEND LEARN

Respect **E**xcel **A**ttend **L**earn

CORE SUBJECTS

YEAR 9

	ENGLISH (ENG)
Course Outline	**The study of English is aimed at:** • developing and enhancing language skills • helping students to improve their skills in the areas of Speaking and Listening, Reading and Viewing, Writing and Creating • increasing knowledge and appreciation of literature; and • encouraging critical thinking about texts. Throughout the year students will study: • literature (a minimum of one novel; narratives; plays and poetry) • media (e.g. feature film and /or on-line texts); and • language skills (grammar, punctuation, spelling, vocabulary, sentence construction).
Assessment	A range of creative, analytical, persuasive and multimodal assessments.

6 month course

	GEOGRAPHY (GEG)
Course Outline	In Year 9 Geography, there are two units of study. **Biomes and Food Security** Focuses on investigating the role of the natural environment and its role in food production. The unit examines the biomes of the world, their alteration and significance, and the environmental challenges of and constraints on expanding food production in the future. These issues are examined using case studies drawn from Australia and around the world. **Geographies of Interconnectedness** The unit examines interconnections between people and environments through the products people buy and the effects of their production on the places who make them. Students examine transport, trade, and information and communication technologies and how these have increased connectivity for people and places around the world. These issues are examined using case studies drawn from Australia and around the world.
Assessment	Assessment tasks include short response examinations, including writing paragraphs, labelling/drawing or completing maps, diagrams and tables. There will be a research assignment in the form of a guided investigation which will be completed in class under teacher direction and supervision.
Cost	Any excursion or incursion as an enrichment activity.

	HEALTH AND PHYSICAL EDUCATION (HPE)
Course Outline	Students negotiate with their teachers to select a number of sporting activities from a set list to perform during the unit. Students will investigate a range of health issues relevant to young people including mental health, sexual health, healthy eating, personal safety, body image and behaviours associated with substance use. As they do so, students will develop knowledge, understanding and skills (such as early help seeking strategies, assertive behaviours, conflict resolution, emergency care and first aid management skills) to appropriately respond to a range of situations where their own or others' wellbeing may be at risk.
Assessment	Students will be assessed on their practical skills and theoretical knowledge using a variety of oral presentations, video presentations, role plays, reports, interviews and written tasks.

	HISTORY (HIS)
Course Outline	The Year 9 History curriculum investigates the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism and the colonisation of Australia was part of the expansion of European power. The period culminated in World War 1 (1914-1918) – the '*war to end all wars'*. The key questions to be focused on include: • What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918? • What were the causes, developments, significance and long-term effects of imperialism in this period? • What were the causes and significance of First World War? • What were the perspectives of different people at the time? • What are the contested debates and reasons for different historical interpretations? <u>Units include:</u> **Making and transforming the Australian Nation (1750-1914)** Including: • The cause and effect of European expansion, contact and settlement on First Nations people, and the different perspectives that changed Australian societies ideas, beliefs and values when making and transforming the Australian Nation. **World War One** Including: • Causes for World War One. • Reasons for enlistment. • Impact on Australia and the use of propaganda. • Commemoration of World War One including the nature and significance of the ANZAC legend.
Assessment	Assessment tasks may include short answer response examinations, including source analysis and paragraph writing. There will also be a research assignment which will be completed in class under teacher direction and supervision.
Cost	Any excursion or incursion as an enrichment activity.

	MATHEMATICS (MAT)
Course Outline	**Semester 1** This course will investigate the identification, representation and operations of integers and fractions, and how they are used in everyday life with links to percentage and money. Students will also investigate relationships between length and perimeter, area and volume. They will work with 3D shapes and objects, 2D shapes to explore congruence, similarity and scale plans. **Semester 2** Students will explore the relationships between data and use functions to describe these relationships. Students will also investigate ways of making predictions by using data collected from their own experiments.
Assessment	Exams, investigations, assignments and projects.

	SCIENCE (SCI)
Course Outline	**Term 1: Earth Sciences** Theory of Plate Tectonics and Earth structure, earthquakes and tsunamis. Ecosystems including food webs, habitats and biodiversity. **Term 2: Biological Sciences** Homeostasis: Multi-cellular organisms rely on co-ordinated internal systems. **Term 3: Physical Sciences** Energy transfer through different mediums can be explained using wave and particle models. **Term 4: Chemical Sciences** Atoms consist of protons, neutrons and electrons. Chemical reactions involve rearranging the atoms to make new substances.
Assessment	Class activities, experiments, exams and assignments.

SPORTS DEVELOPMENT PROGRAMS

	SOCCER DEVELOPMENT PROGRAM (SDP)
Course Outline	The Soccer program is a year-long subject and it aims to provide students with the opportunity to further develop their soccer potential and extend knowledge and skills from Year 8 while maintaining their performance in academic studies. In the practical component of this subject, students will focus on the study of outdoor soccer in terms 2 and 3 while in terms 1 and 4 students will be focusing on indoor soccer. Students will investigate a range of health issues relevant to young people including mental health, sexual health, healthy eating, personal safety, body image and behaviours associated with substance use. As they do so, students will develop knowledge, understanding and skills (such as early help seeking strategies, assertive behaviours, conflict resolution, emergency care and first aid management skills) to appropriately respond to a range of situations where their own or others' wellbeing may be at risk.
Assessment	Students will be assessed on their practical skills and theoretical knowledge using a variety of skill and fitness tests, general game play, assignments, training journals, orals and exam. The Soccer Development Program aligns criteria for success through the current Health and Physical Education syllabus.
Cost	Uniform – Training Shirts, Training Shorts, Playing Socks and Gear Bag (items subject to change) – To be purchased from the Uniform Shop – COST to be announced. PLUS $50.00 for travel costs for the YAGERA DISTRICT competition ***Additional charges for competitions such as SCHOOL FUTSAL LEAGUE where travel is required.***

	VOLLEYBALL DEVELOPMENT PROGRAM (VOL)
Course Outline	The Volleyball Development program aims to provide students with the opportunity to develop their Volleyball potential to the highest level while maintaining their performance in academic studies. This subject will develop the knowledge and skills of Volleyball. All primary school Metropolitan West Union/ League representatives are encouraged to apply. Applications will be considered by a panel of staff and trials will be held if necessary. Students will investigate a range of health issues relevant to young people including mental health, sexual health, healthy eating, personal safety, body image and behaviours associated with substance use. As they do so, students will develop knowledge, understanding and skills (such as early help seeking strategies, assertive behaviours, conflict resolution, emergency care and first aid management skills) to appropriately respond to a range of situations where their own or others' wellbeing may be at risk.
Assessment	Students will be assessed on their practical skills and theoretical knowledge using a variety of skill and fitness tests, general game play, assignments, training journals, orals and exam. The Volleyball Development Program aligns criteria for success through the current Health and Physical Education syllabus.
Cost	Uniform – Training Shirts, Training Shorts and Gear Bag (items subject to change) – To be purchased from the Uniform Shop – COST to be announced. PLUS $50.00 for travel costs for the YAGERA DISTRICT competition ***Additional charges for competitions such as QLD Volleyball Schools Cup and National Volleyball Schools Cup – To be announced.***

	BASKETBALL DEVELOPMENT PROGRAM (BBL)
Course Outline	The Basketball program is a year-long subject and it aims to provide students with the opportunity to further develop their basketball potential and extend knowledge and skills from Year 8 while maintaining their performance in academic studies. Students will investigate a range of health issues relevant to young people including mental health, sexual health, healthy eating, personal safety, body image and behaviours associated with substance use. As they do so, students will develop knowledge, understanding and skills (such as early help seeking strategies, assertive behaviours, conflict resolution, emergency care and first aid management skills) to appropriately respond to a range of situations where their own or others' wellbeing may be at risk.
Assessment	Students will be assessed on their practical skills and theoretical knowledge using a variety of skill and fitness tests, general game play, assignments, training journals, orals and exam. The Basketball Development Program aligns criteria for success through the current Health and Physical Education syllabus.
Cost	Uniform – Training Singlet, Training Shorts, Dress Shirt – To be purchased from the Uniform Shop – COST to be announced. PLUS $50.00 for travel costs for the YAGERA DISTRICT competition ***Additional charges for other competitions where travel is required.***

ELECTIVES

	CIVICS AND CITIZENSHIP (CIV)
Course Outline	In Year 9, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship. Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts: • What are the influences that shape change in the operation of Australia's political and legal systems? • How does Australia's court system work in support of a democratic and just society? • How do citizens participate in an interconnected world? *This is subject is a foundation for the study of Law in year 10.*
Assessment	Assessment tasks include a short response examination and a research assignment in the form of a guided investigation which will be completed in class under teacher direction and supervision.
Cost	Any excursion or incursion as an enrichment activity.

	ECONOMICS AND BUSINESS (ECB)
Course Outline	Economics and Business in the Australian Curriculum focuses on resource allocation and making choices, the business environment, consumer and financial literacy, work and work futures. Through studying this subject, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students will be taught the content through contemporary issues, events and/or case studies. This course will give students the opportunity to develop their understanding of economics and business concepts by exploring the interactions within the global economy. The economics and business content at this year level involves two strands: Economics and Business knowledge and understanding and Economics and Business skills. These strands are interrelated and will be taught in an integrated way. Two units will be explored: **Unit 1: Managing Financial Responsibilities, Risks and Rewards** Key questions: • What strategies can be used to manage financial risks and rewards? **Unit 2: Activate Program with *Future Anything*** Activate uses entrepreneurship as a vehicle to build the capacity of young people to think like an entrepreneur. Students gain valuable skills in: problem-solving, communication, innovation, collaboration, critical thinking and having an adaptive mindset. Through social enterprise, students pitch in school, an innovative, scalable and sustainable business idea that makes the world a better place. Out of school, Activate culminates in a large-scale pitching competition where the best student led enterprises pitch against each other for the chance to secure the funding and support to take their ideas out of the classroom and launch them in the real world. This option is also available to students if they wish to pursue this.
Assessment	A variety of assessment techniques may be used including the following: exam – short response and or extended response, oral presentation, multimodal presentation, research based assignment work and shark tank pitch for Activate Program.

	DANCE (DAN)
Course Outline	Students will explore the Musical Theatre genre which includes styles as diverse as Jazz, Tap, Ballroom, Circus and Hip Hop. They will develop their knowledge through viewing, performing, choreographing and responding to dance works. Students will also workshop Contemporary Dance technique and be required to choreograph their own Contemporary Dance in small groups and perform a teacher-devised Contemporary Dance. Students will be required to perform in front of their teacher and peers throughout the semester.
Assessment	Performing, Choreography and Responding tasks including extended written tasks and personal reflections.

	DESIGN & TECHNOLOGY (DAT)
Course Outline	In this unit students will develop skills in the use of industrial systems, developing ideas based on existing products, using Computer Aided Design (CAD) as a production tool, safe use of materials and equipment, producing projects and evaluating the production process undertaken. Emphasis is for students to gain skills such as quality drafting and workmanship, industry standards, and the environmental issues that impacting on our society from manufacturing industries.
Assessment	Students will complete a folio and CAD drawings for each of their projects and be assessed on their ability to investigate, design, produce and evaluate.

	DIGITAL TECHNOLOGY (DIG)
Course Outline	The aim of this digital technologies course is to design, create, manage and evaluate sustainable and innovative digital solutions such as websites and computer games to meet and redefine current and future needs. Students will: • Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create website and games. • Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in the context of designing websites and computer games. • Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences in creating and using websites and computer games. • Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.
Assessment	The assessment tasks will include both practical and written tasks. A variety of assessment will be used and may include: • Practical tasks: design and development of a website as well as design and development of a computer game using scratch programming. • Written tasks: written response reflecting on the planning, designing, implementation and evaluation of the website design as well as game design.

	DRAMA (DRA)
Course Outline	In the first half of the semester, students explore the style of Realism. They build upon their knowledge of the dramatic languages including the elements of Drama, conventions of forms and styles, and skills of drama which are specific to the conventions of Realism. In the second half of the semester, students will build upon their knowledge of Realism to study Magical Realism. They will develop different roles and characters for given circumstances and intentions.
Assessment	Presenting scripted Realism scenes from a play, responding to a performance (extended written task) and creating a design portfolio and presenting scenes from a Magical Realism play.

	FOOD AND DESIGN (FAD)
Aims of Subject	The study of Food and Design provides students with opportunities to design and create food solutions that promote individual and community health. They will explore what constitutes healthy and sustainable food systems, enabling them to make informed choices in food selection and preparation. Students will develop the capacity to make decisions, solve problems, and respond critically and creatively to practical concerns impacting individuals, families, and communities at local, regional, and global levels. Through learning about the characteristics and properties of food, along with nutrition principles, students will apply their knowledge to design and produce healthy food solutions tailored to specific purposes and consumers. This hands-on approach encourages students to develop practical skills, understanding the role of food in enhancing health and well-being.
Course Outline	The study of the relationship of design, technology and food and there use by the consumer. • Workplace Health and Safety • Sustainable Futures • Nutrition • Food trends • Food Preparation • Design process • Technology and innovation • Food product development • Plan, prepare and manage projects
Assessment	*The assessment instruments may include design folios, prototypes, design challenges and short and extended responses.*
Requirements	It is a Workplace Health and Safety requirement for this subject that suitable protective footwear be worn, black leather lace-ups.

Year-long

	JAPANESE (JPS)
Course Outline	The focus of the year-long Year 9 subject is to continue to develop student skills in Communicating in Japanese and showing their Understanding and reflections on the Japanese language and culture. Students will develop their abilities in all three scripts used in Japanese and will explore topics such as personal interests, advertising, travel and eating practices. An ability to recognise and write the Hiragana script would be beneficial to all students taking this course.
Assessment	A variety of assessment techniques such as exams, assignments and spoken role-plays with peers and the teacher will be used to assess students Communicating and Understanding skills for the Australian Curriculum: Japanese.

	MEDIA ARTS (MED)
Course Outline	Students will gain the real-world practical skills of the media industry. They get to explore, be inspired by, and engage with learning through their own digital media artworks. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices. The unit focuses on engaging students through exploring the Superhero and their role in the media industry and the world.
Assessment	A variety of assessment techniques will be used and may include: making of an original superhero character, creation of a comic and a short response exam based on a film.

	MUSIC (MUS)
Course Outline	Students will further their musical studies by singing, playing the keyboard and guitar. They will learn how to accompany themselves whilst singing and how to read music, performing works in different styles and genres. Students will then study video game music - listening to, performing and analysing a variety of fabulous tracks from *PAC-Man* to the current epic scores such as *The Legend of Zelda*. Students will compose their own video game music using digital technology, applying what they have learned throughout the semester.
Assessment	Solo and group performances, video game digital music composition, in-class written exam.

Prerequisite: SEP Program – subject is by invitation

	SPECIAL EDUCATION PROGRAM SCHOOL TO WORK (STW)
Aims of Subject	**The School to Work subject is a fundamental aspect of the Special Education Program.** • This subject aims to develop essential personal and social capabilities such as communication, resilience, self-confidence, leadership, teamwork, goal setting and initiative. • School To Work aims to progress understanding of workplace environments, safety, training and pathways, working towards short work experience placements. • Students will develop competence and safety management in the local community. This outcome includes how outdoor education can teach students to assess risk and make judgements. • Students will develop enhanced wellbeing through guided reflection and involvement in group and individual activities that are challenging and adventurous. • School To Work embodies the Health and Physical Education curriculum with students being exposed to theoretical concepts and physical movement strategies.
Course Outline	• Smart and Safe at Work - work placement – resume writing, personal presentation, workplace health and safety and communication, job searching and applications. • Living skills - time management, budgeting and money, respectful relationships, first aid and using public transport safely in the community. • Communication – Group dynamic skills and leadership, outdoor exploration knowledge and skills and environmental awareness. • Health and the outdoors, safety and wellbeing. • Participation in excursions and extracurricular activities. • Workplace training, workplace health and safety. • Employment options and pathways.
Assessment	• Formal – Scenario-based responses (practical and written), PowerPoint presentations and workbooks, and the application of practical skills in sports and team activities. • Informal – In-class observations, participation in excursions/classroom activities, first aid scenarios and group games.
Course Costs	Costs will apply for excursions, but all attempts are made to keep costs low. Permission notes are provided to parents/carers ahead of time, with details of the excursions, items required and costs involved. Excursions are subject to attendance numbers. Activities may include, but are not limited to: • Social day excursion • Camp • Outdoor based activities such as canoeing, hiking and cycling.

	STEM (STM)
Aims of Subject	With STEM being so diverse, exciting and dynamic, this subject has the potential to look so different every semester, every year. Just as a career in STEM can see you working in so many different fields and roles, in this course, we hope to inspire the next generation in STEM related projects and units of study. For example, students could engage with key concepts of aerodynamics and mechanical engineering through hands-on projects involving propeller-powered 3D printed cars and camshaft toys. They will develop an understanding of how forces such as lift, drag, and thrust influence the performance of their designs, while also exploring the mechanical intricacies behind moving parts. The course focuses on applying theoretical knowledge to practical challenges, enhancing problem-solving, collaboration, and innovation. Students will use tools like 3D modelling software to create and refine their prototypes, encouraging a blend of creativity and technical skill.
Course Outline	**Two core units could be explored:** **Unit 1: Aerodynamics in Propeller Cars** Key question: • How do aerodynamic principles affect the performance of 3D printed cars? Students will design, 3D print, and test cars powered by propellers, analysing how shape, surface area, and airflow impact speed and efficiency. **Unit 2: Mechanics of Camshaft Toys** Key question: • What role do mechanical components play in the movement of toys? Students will build and modify camshaft-driven toys, focusing on how cams translate rotational motion into linear motion, and evaluating the efficiency of their designs.
Assessment	*The assessment instruments may include design folios, prototypes, design challenges and short and extended responses depending on the unit and project involved.*
Equipment	Will vary depending on the unit and project. Most resources will be provided by the school.
Requirements	• An interest in Science, Technology, Engineering and Math coupled with a positive attitude towards creativity, problem-solving, hands-on learning and teamwork.

	TEXTILE AND DESIGN (TXT)
Aims of Subject	The study of **Textile and Design** provides students with opportunities to engage in creating quality design solutions for identified needs and opportunities. Textiles and Design explores textiles, fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of textile contexts. Students will engage in the design process to plan, generate and create textile items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use and impacts on sustainable futures.
Course Outline	The study of the relationship of design, technology and textiles and their use by the consumer: • Workplace Health and Safety • Plan, prepare and manage projects • Textile fibre, yarn and fabric characteristics • Design process • Elements and principles of design • Technology and innovation • Fashion trends • Sustainable futures • Fashion drawing and mood boarding
Assessment	*The assessment instruments may include design folios, prototypes, design challenges and short and extended responses.*
Equipment	Students will be required to purchase individual equipment items such as a: • visual diary • pencils, pens and erasers • colouring pencils/markers
Requirements	• It is a Workplace Health and Safety requirement for this subject that suitable protective footwear be worn, black leather lace-ups. • Students will be expected to supply some fabrics for projects intended for personal use when completed. •

	VISUAL ART (ART)
Course Outline	People – Exploring Identities Students will explore a variety of media and techniques with a focus on the concept of 'people'. This will include 2D and 3D art forms. Artworks and artists from different cultures, times and places will be viewed, analysed and evaluated, and used as inspiration for students' own artworks.
Assessment	2D making task. 3D making task. 400-500 word responding task.


REDBANK PLAINS SHS
LAPTOP IS REQUIRED FOR 2025
Students can:
• Purchase laptop outright from retailers of choice *check school website for minimum specifications
OR
• Rent from the school for a 12 month period $200
www.redbankplainsshs.eq.edu.au