



KIRWAN STATE HIGH SCHOOL



2027 YEAR 9 & 10 SUBJECT BOOK

The Queensland Department of Education
trading as Education Queensland International
(EQI) CRICOS Provider Code: 00608A

TABLE OF CONTENTS

SECTION 1-----	3
HOW TO USE THIS BOOK-----	3
GUIDELINES FOR THE SELECTION OF YEAR 9 AND YEAR 10 SUBJECTS -----	3
HOW CAN GUIDANCE OFFICERS HELP? -----	4
DESIGN AND TECHNOLOGIES -----	6
GRAPHICS and DESIGN -----	9
ENGLISH -----	17
LITERATURE and SOCIETY – YEAR 10 -----	18
HEALTH and PHYSICAL EDUCATION -----	20
(Year 9) -----	20
HEALTH and PHYSICAL EDUCATION -----	21
(Year 10)-----	21
SPORTS ACADEMY -----	22
INTRODUCTION -----	22
FITNESS AND SPORTS COACHING (FSC) -----	23
Value Added Subject (Year 10) -----	23
HEALTH EDUCATION-----	24
Value Added Subject (Year 10) -----	24
PHYSICAL EDUCATION (YPE)-----	25
Value Added Subject (Year 10) -----	25
OUTDOOR RECREATION AND SPORT (XRP)-----	26
Value Added Subject (Year 10) -----	26
CIVICS and CITIZENSHIP -----	28
ECONOMICS and BUSINESS-----	29
GEOGRAPHY-----	30
HISTORY -----	31
JAPANESE -----	32
DIGITAL TECHNOLOGIES-----	34
MATHEMATICS -----	36
SCIENCE -----	38
DANCE -----	42
DRAMA-----	43
MEDIA ARTS -----	44
INSTRUMENTAL MUSIC-----	45
MUSIC -----	46
VISUAL ART -----	47

SECTION 1

HOW TO USE THIS BOOK

This book is designed to help you make decisions about subjects for your Year 9 and Year 10 subject selections.

READ IT CAREFULLY. USE IT TO TALK TO YOUR FAMILY, YOUR TEACHERS AND THE GUIDANCE OFFICERS, ABOUT SUBJECT CHOICES. USE IT TO FILL OUT YOUR SUBJECT SELECTION FORM.

Section 1 contains general information about how to decide on certain subjects.

Section 2 lists all the departments and subjects in alphabetical order with the photos and names of Heads of Departments. Information about each subject is provided including an Introduction, Course Outline and any specific Course requirements.

SUBJECT SELECTION DEADLINES:

There is a planned subject selection parent/teacher/student night for Year 8 students going into Year 9 and Year 9 going into Year 10 on **Wednesday 22nd July 2026 from 6-6:45pm**. All existing Year 8 students must complete their Year 9 subject selection **NO LATER THAN FRIDAY 28 AUGUST 2026**. New students must complete their subject selection upon enrolment.

SUBJECT FEES:

- All subject fees are listed on the Subject Selection Form that Parents/Guardians and Students sign before handing into the office.
- 2027 subject fees will be invoiced in 2027 to the feepayer listed on the students OneSchool profile.
- All academy fees (Creative Arts, STEM and Sports Academy) are **100% payable on application**.
- Year 10 Certificate Subjects may be eligible for the VETiS Refund. Please see the subject selection form to see what subjects apply.

SUBJECT CHANGES:

Students may change subjects at certain times of the year only. Subject changes are subject to availability, and they are not automatically granted. The process outlined on the Subject Change form must be followed; forms are available at the Student Counter.

Year 9 /10 deadlines are:

- End of Unit 1

GUIDELINES FOR THE SELECTION OF YEAR 9 AND YEAR 10 SUBJECTS

The intention of this booklet is to provide both parents and students with as much information as possible to assist with subject selection.

Year 9/10 students will study the following compulsory core subjects:

- | | |
|---------------|---------------------------------|
| • English | • Science |
| • History | • Health and Physical Education |
| • Mathematics | |

In addition to the core subjects above, students will also select two (2) elective subjects to study for each semester (4 electives per year).

Please note: If you are a STEM Academy student, you will complete 2 electives per year and 2 STEM Electives per year.

When selecting subjects, students would be well advised to discuss their selection of subjects with their parents, teachers, the school Administration, Deputy Principal or the Guidance Officers.

A few hints:

ACHIEVEMENT: If you have done well in a subject previously, you are likely to continue to do well in that subject.

WORK ETHIC: All students can achieve well if they work hard and complete all assignments and homework involved in each subject. There is no easy road to education success.

AMBITION AND INTEREST: Through previous studies, you should have a fair idea as to the types of subjects in which you are interested. If you wish to follow a certain career, make sure you take the subjects in Year 9 that will enable you to choose the correct subjects in Years 11 and 12. Remember that tertiary institutions and Defence Force colleges and academies require certain prerequisite subjects in Years 11 and 12.

Apprenticeships usually require Year 10 English and Maths with some requiring Science. Entry into TAFE pre-vocational courses requires passes in these subjects. For most apprenticeships, employers are now asking for a Year 12 level of education.

ATTENDANCE: You must come to school every day unless you are genuinely sick. There is a high correlation between attendance and academic achievement.

PRE-REQUISITES: These are subjects that you must study in order to get entry into a course at University. The QTAC pre-requisite guide outlines pre-requisites required for each course in Queensland.

HOW CAN GUIDANCE OFFICERS HELP?

Guidance Officers can help you to:

- Choose subjects related to your career options;
- Define career pathways which will help you to successfully reach your career aspirations;
- Research information on careers and provide you with career information resources;
- Inform you about the necessary pre-requisite subjects and criteria required by tertiary institutions (universities, TAFE, business colleges, etc.) for specific courses;
- Contact institutions and employees for further information.

REMEMBER:

- Research tells us that, increasingly, people will change careers/jobs many times before they retire. We do not expect all Year 9 students to know exactly what their future career will be. We do expect however, that all junior students will select subjects that they are interested in/good at.
- In choosing subjects you are interested in/good at, also be prepared/aim to continue them or similar subjects in Year 11 and 12.
- If in doubt about choosing any subject, see one of the Guidance Officers.

Design and Technologies



Year 9

- *Engineering Principles and Systems*
- *Food and Fibre Production*
- *Food Specialisation*
- *Health*
- *Materials and Technologies Specialisations*

Year 10

- *Construction*
- *Engineering*
- *Graphics and Design*
- *Hospitality*
- *Manufacturing*

DESIGN AND TECHNOLOGIES

INTRODUCTION

By the end of Year 10 students should have had the opportunity to design and produce at least 2 designed solutions focused on one or more of the 4 technologies contexts:

- Engineering principles and systems
- Materials and technologies specialisations
- Food and fibre production
- Food specialisations

Design and Technologies provides students with the opportunity to experience creating designed solutions for products, services and environments.

Students work independently and collaboratively using design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local communities.

Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors. Students analyse data, evaluate design ideas and technologies, respond to feedback, and evaluate design processes used to inform designed solutions for preferred futures.

Students use a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in 2-dimensional and 3-dimensional representations. These techniques will be specific to the technologies context and include scale, perspective, orthogonal and production drawings with sectional views.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, incorporating elements such as sequenced time, cost and action plans, to manage design tasks safely.

COURSE OUTLINE

	Semester	TOPIC
YEAR 9 SEMESTER ROTATIONS	YR9 Rotation Option 1 Engineering principles and system.	In Term 1, students will investigate materials, design concepts and manufacturing processes to design and produce a Custom Storage Solution Box. Throughout the design and production process, students will develop practical skills in metal fabrication, digital design and workshop technologies. Students will design and manufacture a purpose-built storage solution for an item of their choice, incorporating a personalised lid and decorative features to create a functional and unique product. Term 2 Students will investigate and document the main types of bridge design and construction. Students will identify and draw the most effective design that spreads tension and compression forces, before working in a team to build their bridge from supplied materials. Students will load test their bridge to find its breaking point.
	YR9 Rotation Option 2 Food and fibre production	In Term 1 students will investigate beef production and explore beef production methods such as farming practices, butchering and beef cut selection and how they impact the final product. Students will gain practical skills and knowledge in the preparation, cooking and presentation of beef products. In Term 2, students will investigate the sustainability of the fishery industry. Students will gain practical skills and

		knowledge in the growing, farming, catching and use of fish products.
	YR9 Rotation Option 3 Materials and Technologies specialisations.	Term 1 Students will investigate and explain the factors that impact on design decisions and the technologies used to design and produce a timber lamp Shade using CAD software and laser cutter to produce the lamp shade components. Term 2 Students will independently and collaboratively develop and apply production and project management plans, to select and use technologies skilfully and safely to produce their functioning Timber Lamp Stand.
	YR9 Rotation Option 4 Food specialisations	In Term 1 students will investigate different cultural ingredients, food preparation and cooking techniques to prototype a cultural themed food truck. While completing the design and production process students will gain knowledge and skills to implement diverse ingredients and techniques into cooking practices. In Term 2 students will investigate food products and process to design and prototype a healthy food parcel. While completing the design and production process students will gain knowledge and skills to implement diverse ingredients and techniques into cooking practices. Students will make edible wrappers and casings to enclose a portable snack.
YEAR 10 SEMESTER ROTATIONS	Rotation Option 1 Engineering	In Term 1, students will investigate materials, manufacturing processes and product design to design and produce a Metal Carryall. While completing the design and production process, students will gain knowledge and skills in sheet metal fabrication, engineering principles and workshop technologies. Students will manufacture a durable carryall using industry-standard techniques to create a functional solution for storing and transporting tools, equipment and personal items. Term 2 Students will investigate and document sound engineering principles and apply this utilising CAD software to produce designs that will be combined with 3D printing and Laser cutting technology to construct a speaker housing that will contain a Bluetooth speaker system that each student will assemble.
	Rotation Option 2 Food Technologies	In Term 1 students will investigate and put into practice foundation skills related to the hospitality industry. While completing the design process students will gain knowledge and skills in producing basic beverages, front of house roles and customer service. In Term 2 students will investigate and put into practice foundation skills related to working in commercial kitchens. While completing the design process students will gain knowledge and skills in hygiene and food safety requirements, back of house roles and producing basic meals.
	Rotation Option 3 Construction	Drawing techniques using both computer aided programs and traditional techniques with a focus on scale, orthographic projection and isometric representations. Followed by practical exercises with a focus on timber types, properties and joinery techniques using hand tools. Construction design requiring students to analyse and explain the ways in which the properties and characteristics of materials have been considered in the design of a bedside table with specific requirements, such as minimising weight and being sustainable and cost effective.

ASSESSMENT TECHNIQUES

Across year 9 and 10, students complete the following forms of assessment:

- Design Folios – clearly indicate a record of the design process undertaken to complete each design brief followed by an evaluation of the project.
- Design Folio- demonstrate drawing techniques such as sketching, perspective, isometric and orthographic projection to communicate design solutions.
- Practical Project- a range of Timber projects to be completed using hand, portable power tools and machinery to meet the requirements of each design brief.
- Practical Project- include a range of design projects to be completed using new technology, commercial kitchen equipment and cookery techniques to meet the requirements of each design brief.

COURSE REQUIREMENTS

- Students must wear all necessary PPE including enclosed school shoes and supplied PPE if required to adhere to the workplace health and safety requirements for all practical lessons.
- Students must be able to demonstrate safe working practices and hygienic practices for food safety.

FEES - Subject fees apply - see Subject Selection Form

GRAPHICS and DESIGN

INTRODUCTION

Graphics & Design gives students a basic knowledge of graphical communication in different contexts. In this subject, students will gain fundamental knowledge and skills in methods of drawing and designing for architectural, industrial and graphic design situations. Students will interact with authentic industry standard software (Inventor & REVIT) in addition to experiencing manual drawing and sketching practices.

COURSE OUTLINE

UNIT	TOPIC	ASSESSMENT TYPES
Term 1, Year 10	Foundation of Senior Graphics	• Design Folios - record the design process you have used to solve a design problem. • Technical Drawings - Creation of product and building drawings to graphical standards. • Classwork - Theoretical assessment will take the form of both short and extended response tasks in class.
Term 2, Year 10	Foundations of Senior Design	

COURSE REQUIREMENTS

Access to the following computer programs is highly desirable:

- INVENTOR
- REVIT

FEES - Included in Resource Scheme Fee (\$300)

HOSPITALITY – Certificate I

(One year course) Vocational Education

INTRODUCTION

Certificate I in Hospitality is ideal for students interested in the hospitality industry, particularly the front-of-house preparation and service of food and beverages. This certificate focuses on developing a deep understanding of knowledge and skills applicable in the service industry of Hospitality.

This course will ready students for either full or part time employment in the Hospitality industry and provide them with a nationally recognised qualification upon completion of all practical and theory components of the course.

Students are to successfully complete all theoretical and practical components for each of the six competencies. Important: Students must be able to demonstrate safe working practices and hygienic practices for food safety, be punctual, be a team player, take pride in their work and be self-motivated.

COURSE OUTLINE

One Year Certificate	Focus
Term 1 Hygienic and Safe Work Practices	Students will learn about legislative requirements, skills and knowledge required to use personal hygiene and safe work practices in a hospitality environment. Students will use these skills to create food items in the commercial kitchen. These projects focus on short answer responses, multiple choice and practical activities to demonstrate underpinning knowledge.
Term 2 Provide Responsible Service of Alcohol. Create Simple dishes	An important part of beverage service is being responsible for serving alcohol and students will learn the legislation surrounding this and how to apply refusal techniques where required. These projects focus on short answer responses, multiple choice and practical activities to demonstrate underpinning knowledge. Utilising Hygienic skills, the student will prepare and serve simple dishes from our outback café and school functions These projects focus on short answer responses, multiple choice, case studies and practical activities to demonstrate underpinning knowledge.
Term 3 Interact with and Work effectively with others in a socially and culturally diverse environment	Diverse Working Relationships is a clustered unit that covers theory and practical work that supports, Working Effectively with Others and Providing customer information and assistance. Students are assessed through role play and genuine experiences on how they interact with internal and external customers from different social and cultural backgrounds, how well they work in a group with a portfolio of research on other cultures.
Term 4 Use Hospitality Skills effectively	Students will combine all skills and knowledge learned over the year to run our school café and work at events and awards nights demonstrating knowledge from all areas of study. The assessment and delivery of this project focuses on completion of their work log, multiple choice and practical activities to show underpinning knowledge.

CAREER PATHS

Possible career pathways include:

- Bar Attendant
- Bottle Shop Attendant
- Catering Assistant
- Food and Beverage Attendant
- Housekeeping Attendant
- Porter
- Receptionist
- Front Office Assistant
- Gaming Attendant

FEES – Subject fees apply - see Subject Selection Form

RETAIL – Certificate II

(One year course) Vocational Education

INTRODUCTION

Certificate II in Retail reflects the role of frontline retail team members who use a defined and limited range of operational skills to undertake workplace activities. They are involved in mainly routine and repetitive tasks and work under direct supervision of others.

This course will ready students for either full or part-time employment in the retail industry and provide them with a nationally recognised qualification upon completion of all practical and theory components of the course.

Students are to successfully complete all theoretical and practical components for each of the 12 competencies. Important: Students must be able to demonstrate safe working practices and hygienic practices for food safety, be punctual, be a team player, take pride in their work and be self-motivated.

COURSE OUTLINE

One Year Certificate	Focus
Term 1 Plan and Organise a career in the retail environment Hygienic and Safe Work Practices in the retail industry	Students will research retail careers and ‘map out’ a preferred industry and career pathway They will identify the different areas of the retail industry and highlight key performance areas to gaining employment. Students will learn about legislative requirements, skills and knowledge required to use personal hygiene and safe work practices in a hospitality environment. Students will use these skills to create food items in the commercial kitchen. Through a series of questions and observations the students will show how they would follow procedures, meet quality standards, complete tasks within timeframes and seek assistance.
Term 2 Provide Responsible Service of Alcohol. Identify and respond to security risks	An important part of beverage service is being responsible for serving alcohol and students will learn the legislation surrounding this and how to apply refusal techniques where required. These projects focus on short answer responses, multiple choice and practical activities to demonstrate underpinning knowledge Using prior knowledge from the safe work practices unit, students will engage in deeper thinking to identify and respond to security risks in a retail environment.
Term 3 Interact with and Work effectively with others in a socially and culturally diverse environment	Working effectively in the retail environment is a clustered unit that covers theory and practical work that supports, Work Effectively with others, in a service environment and how to engage the customer by providing customer information and assistance. Students are assessed through role play and genuine experiences on how they interact with internal and external

	customers from different backgrounds, how well they work in a group with a portfolio of research on other cultures.
Term 4 Use technology in the Retail Industry to serve customers in the retail industry	Engaging in processes of the financial requirements of a Retail business. Students will complete short answer responses and engage in practical and ICT activities including the use of POS and business software to show underpinning knowledge of retail software constraints within the retail environment. At least 4 times, students will use EFT machines, Compatible ICT programs and POS technology to process financial transactions.
Certificate II in Retail - Qualification Complete	

CAREER PATHS

This qualification provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants.

Individuals with this qualification can perform roles like frontline team member, customer service assistant and point-of-sale operator.

FEES – Subject fees apply - see Subject Selection Form

MANUFACTURING TECHNOLOGY – Certificate II

(One year course) Vocational Education

INTRODUCTION

This subject is ideal for students who have an interest in any of the manufacturing trades. The course focuses on developing students' knowledge and skills of manufacturing trades and their capacity to work safely in this area. Furthermore, students will develop their knowledge and skill in relation to the machining and forming of metal, plastics and timber. To successfully complete qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the twelve units of competency in this course. Students will be assessed through their written short answer responses to modules and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

COURSE OUTLINE

One Year Certificate	Focus
Term 1 Sheet Metal Sinker Box	This project requires students to complete a safety induction in the workshop and manufacture a Sheet Metal Sinker Box, students will safely demonstrate their skills in Units of competency relating to working safely and Operating Manufacturing Equipment. Students will use 0.9 mm Zinc sheet steel and a combination of hand tools and fixed machinery including a pan break, tin snips, and electric hand tools, to craft a Sinker box. This will require marking out and cutting out the net of the tool box with a scribe, ruler, tin snips, and power nibblers. Before deburring and folding the components on the pan break. The Sinker box will be joined using pop rivets, employing a centre punch, power drill, and rivet gun. Project guidance comes from a dimensioned plan, and student progress is tracked as 'satisfactory' or 'unsatisfactory' in their profiles. The final outcome for two units will be determined in this project
Term 2 Rocket Stove	This project requires students to manufacture a small rocket stove from mild steel plate and steel tube using a range of fabrication tools and equipment. Students are required to interpret a dimensioned drawing to accurately measure, mark out and prepare all components. Using a scribe, steel rule, square and centre punch, students will mark out the required sections before cutting materials to size using appropriate hand and power tools. Students are then required to assemble the components by preparing joints, aligning parts and completing welding operations in accordance with workplace health and safety requirements. The project will require the use of measuring equipment, marking-out tools, grinders, clamps, welding equipment and finishing tools to produce a functional rocket stove. Throughout the project, students will demonstrate safe work practices, correct tool usage and the ability to follow engineering drawings and specifications. Evidence of competency is recorded in the student profile as either 'satisfactory' or 'unsatisfactory'. Students will also be required to complete one theory assessment throughout this project.

Term 3 Wax Molding	This project requires students to manufacture a wax moulded component using engineering wax and a range of hand tools and workshop equipment. Students are required to interpret a dimensioned drawing to accurately measure, mark out and shape the wax to the required specifications. Using measuring instruments, marking tools and shaping equipment, students will prepare the wax block and progressively remove material to achieve the desired form. Students are then required to refine and finish the mould by checking dimensions, correcting imperfections and ensuring the component meets the requirements outlined on the drawing. The project will require the use of measuring equipment, marking-out tools, files, carving tools and finishing materials while adhering to workplace health and safety procedures. Throughout the project, students will demonstrate safe work practices, accuracy in measurement, attention to detail and the ability to follow engineering drawings and specifications. Evidence of competency is recorded in the student profile as either 'satisfactory' or 'unsatisfactory'. Students will also be required to complete two theory assessments throughout this project.
Term 4 Furniture Item	The project involving the creation of a hardwood chopping board is a valuable hands-on learning experience, close. This endeavor employs fundamental timber joints, precision routing techniques, meticulous sanding, surface preparation, and the application of surface coatings. It effectively simulates a manufacturing workplace environment, where students practice safe work procedures and teamwork to produce a functional piece of furniture. Students will also be required to complete three theory assessments throughout this project.
Certificate II in Manufacturing Technology - Qualification Complete	

FEES – Subject fees apply - see Subject Selection Form

English



- *English*
- *Literature and Society - Year 10*

ENGLISH

INTRODUCTION

In Year 9 and 10 students will follow a program based on the Australian Curriculum and the three interrelated strands of Language, Literacy and Literature. Each of the strands will be integrated into each unit of study. In the Language strand, students develop their knowledge of the English language and how it works.

They will learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent. Students learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation.

The Literacy strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence and fluency.

Texts chosen include media texts, everyday texts and workplace texts. Students learn to adapt language to meet the demands of purposes, audiences and contexts.

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention, drawn from world and Australian literature.

Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, plays, films and multimodal texts, in spoken, print and digital forms.

The three cross-curriculum priorities in the Australian Curriculum are embedded in the English units of study. These priorities are: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia; Sustainability

COURSE OUTLINE

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1, Year 9	Issues Impacting Me	• Persuasive Presentation • Analytical Letter • Short Response Exam • Short Story • Persuasive Podcast • Analytical Essay • Written Monologue
Unit 2, Year 9	Australian Identities in Words and Pictures	
Unit 3, Year 9	Walk a Mile in My Shoes (Novel Study)	
Unit 4, Year 9	What Makes a Good Thriller Story ?	
Unit 1, Year 10	Anti-Hero	
Unit 2, Year 10	Love Story (Romeo and Juliet)	
Unit 3, Year 10	The Story of Us (Novel Study)	
Unit 4, Year 10	Haunted (Poetry Study)	

FEES - Included in Resource Scheme Fee (\$300)

LITERATURE and SOCIETY – YEAR 10

INTRODUCTION

Literature and Society is a rewarding and challenging subject which aims to develop students' appreciation of reading and literature and build students' general knowledge. As well as studying literary texts, students also learn about the social and cultural context in which the literature was produced.

COURSE OUTLINE

TOPIC	ASSESSMENT TECHNIQUES
Topics studied may include: - • Literature Connects • Responding to Literature	Written and spoken tasks – Creative, reflective and analytical responses

Within units there will be opportunities for students to pursue areas of interest and take responsibility for their own learning.

This course develops students' writing, reading, speaking, research and thinking skills that are applicable to a range of subjects and contexts, and will prepare students well for all senior subjects such as General English, and particularly Literature.

PRE-REQUISITES

A student choosing Literature and Society should have received at least a 'B' in Year 9 English. As the subject requires extensive reading, students need to enjoy and have an interest in wide reading. Students also need to have well developed reading and writing skills and an interest in further developing these skills in new and exciting ways.

FEES - Included in Resource Scheme Fee (\$300)

HPE and Sport



- *Health and Physical Education*
- *Sports Academy Programs:*
 - *AFL*
 - *Basketball*
 - *Football*
 - *General*
 - *Hockey*
 - *Netball*
 - *Rugby*
 - *League*
 - *Touch*
 - *Volleyball*
- *Fitness and Coaching - Year 10*
- *Health Education - Year 10*
- *Physical Education - Year 10*
- *Sport and Recreation - Year 10*

HEALTH and PHYSICAL EDUCATION

(Year 9)

INTRODUCTION

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity, pro-social behaviour and personal satisfaction and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

COURSE OUTLINE

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It helps them to be resilient, make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others' health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise, and refine personal, interpersonal, behavioural, social and cognitive skills.

- Throughout Year 9 students will participate in both theoretical and practical lessons giving them exposure to a range of learning experiences.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Respectful Relationships and Elements of Fitness	• Project – Folio • Practical and/or performance • Examination
Unit 2	Managing Risks and Ball Sports	

FEES - Included in Resource Scheme Fee (\$300)

HEALTH and PHYSICAL EDUCATION

(Year 10)

INTRODUCTION

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity, pro-social behaviour and personal satisfaction and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

COURSE OUTLINE

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It helps them to be resilient, make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others' health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise, and refine personal, interpersonal, behavioural, social and cognitive skills.

Throughout Year 10 students will participate in both theoretical and practical lessons giving them exposure to a range of learning experiences.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Identity & Diversity and Lifelong Sport	• Project – Folio • Practical and/or performance • Investigation - Inquiry
Unit 2	Sustainable Health and Challenge Games	

FEES - Included in Resource Scheme Fee (\$300)

SPORTS ACADEMY

INTRODUCTION

The aim of the Kirwan High Sports Academy is to provide passionate sports students the opportunity to improve their performance and excel in their chosen sport. Sports Academy students will develop their individual, physical, technical, tactical and psychological skills in their chosen sport.

In Year 9 and 10 students may elect to be a part of one (1) of the following Specific Sports Academies or participate in a General Sports Academy program.

- AFL
- BASKETBALL
- FOOTBALL (Soccer)
- GENERAL
- VOLLEYBALL
- NETBALL
- RUGBY LEAGUE (Boys & Girls)
- TOUCH

A General Sports Academy program is available to students wanting to improve their physical performance capability in individual sports or in other sports that are not part of the Sports Academy program.

COURSE OUTLINE

In each Sports Academy program students spend a large portion of time in the development and refinement of the core skills fundamental to their sport. This is achieved through deliberate, purposeful practice and the provision of meaningful feedback from coaches. Aside from physical performance development, students will also engage in the following key academy components.

- Sports Psychology
- Mental Health
- Nutrition
- Movement fundamentals
- Video Analysis / GPS devices
- Community Service
- Public Speaking
- Fitness testing

The Sports Academy provides students with the most cutting edge and comprehensive programs and performance opportunities at local, state, national and international level.

EXPECTATIONS

- Academy students are expected to represent the school in any team they are selected for and are to participate in all school sporting carnivals. Further, students are encouraged to participate in local sporting competitions
- Students are expected to participate in all practical, theoretical and workshop activities required of the program. If injured, students are expected to bring a note. For injuries that may keep the student from participation over time, students should consult a doctor or appropriate medical professional and manage the injury
- Failure to consistently participate in the sports programs will result in a parent interview or a possible cancellation of enrolment in the program
- Students should always be courteous and respectful, and their behaviour should be of the highest standard when travelling and representing the school
- Students will be expected to sign a Sports Academy contract and maintain a satisfactory or above standard for effort and behaviour across all of their subjects each semester.
- Students are expected to maintain a green or yellow level of engagement. Students on red level of engagement will not be allowed to represent the school in sporting activities without Deputy Principal approval. This will also place their position in the Sports Academy at risk.

ACADEMY COACHING STAFF

Kirwan State High School has qualified and experienced teachers who manage the academy programs and coach the athletes in both technical and tactical aspects. Academy coaches maintain a close liaison with the Regional Directors of Coaching who provide ongoing coaching support and program advice. Practice sessions are often presented by or supported by the Director of Coaching or recognised and respected officials.

COURSE REQUIREMENTS

All sports students should have appropriate sporting equipment required by each specific program. All students must wear the correct Sports Academy training attire at all sessions.

PRE-REQUISITES

Students wanting to enrol in the Sports Academy will participate in a training/trial day where they will undergo a variety of fitness tests and participate in sport specific drills where students must be able to demonstrate a base level of fitness and possess the core skills required of their sport.

ASSESSMENT

All Sports Academy students will participate in performance reviews each Unit and will also complete written assessments and oral presentations throughout their course of study.

FEES – A \$200 Sports Academy Subject Fee applies and must be paid in full upon selection of the subject.

FITNESS AND SPORTS COACHING (FSC)

Value Added Subject (Year 10)

INTRODUCTION

Fitness and Sport Coaching is an ideal subject for students wishing to study Fitness and Sport Coaching in Years 11 and 12 through the Vocational Education pathway. This subject will build a strong foundation of knowledge and skills for students wishing to pursue a career in the Fitness and Coaching industries.

The study of Fitness and Sport Coaching will develop students with the knowledge, attitudes, values and skills needed to pursue Fitness and Sport Coaching in Year 11 and 12 and beyond. Students will develop analyzing skills as well as being able to make decisions and solve problems around a variety of health-related issues.

COURSE OUTLINE

Students will engage in practical and theoretical lessons. This structure and content will prepare students for the Year 11 and 12 subjects of Certificate II Fitness and Certificate II Coaching.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Fitness Components and Testing Techniques	• Project – Folio • Practical and/or performance
Unit 2	Coaching	

FEES - Included in Resource Scheme Fee (\$300)

HEALTH EDUCATION

Value Added Subject (Year 10)

INTRODUCTION

Health Education is an ideal subject for students wishing to study Senior Health Education in Years 11 and 12. This subject will build a strong foundation of knowledge and skills for students wishing to gain entry into university or for those who would like to pursue a career in the Health Sciences and Allied Health industries.

The study of Health Education will develop students with the knowledge, attitudes, values and skills needed to pursue Health Education in Year 11 and 12 and beyond. Students will develop analyzing skills as well as being able to make decisions and solve problems around a variety of health-related issues.

COURSE OUTLINE

Students will engage in theoretical lessons only. This structure and content will prepare students for the Year 11 and 12 subject of Health Education.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Concept of health and wellbeing and sociocultural factors affecting health status and behaviours of youth	• Project – Folio • Investigation • Examination
Unit 2	Promoting youth health and wellbeing	

FEES - Included in Resource Scheme Fee (\$300)

PHYSICAL EDUCATION (YPE)

Value Added Subject (Year 10)

INTRODUCTION

Physical Education is an ideal subject for students wishing to study Senior Physical Education in Years 11 and 12. This subject will build a strong foundation of knowledge and skills for students wishing to gain entry into university or for those who would like to pursue a career in the Health Sciences, Sports Science or Physical Education Industry.

The study of Physical Education will develop physically educated students with the knowledge, attitudes, values and skills needed to pursue physical education in Year 11 and 12 and beyond. Students will develop thinking skills in the performance of physical activities as well as being able to make decisions and solve problems around a variety of health needs within society.

COURSE OUTLINE

Students will combine practical and theoretical lessons. This structure and content will prepare students for the Year 11 and 12 subject of Physical Education.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Game Analysis and Major Games	• Project – Folio • Practical and/or performance • Examination
Unit 2	Health benefits of physical activity and invasion sports	

FEES - Included in Resource Scheme Fee (\$300)

OUTDOOR RECREATION AND SPORT (XRP)

Value Added Subject (Year 10)

INTRODUCTION

Outdoor Recreation and Sport is an ideal subject for students wishing to study Certificate III in Sport Recreation in Years 11 and 12. This subject will build a strong foundation of knowledge and skills for students wishing to pursue a career in the sport, recreation and outdoor education fields.

Outdoor Recreation and Sport will develop students with the knowledge, attitudes, values and skills needed to pursue Sport and Recreation in Year 11 and 12 and beyond. Students will develop practical skills as well as being able to make decisions and solve problems around a variety of recreation and outdoor activities.

COURSE OUTLINE

Students will engage in practical and theoretical lessons only. This structure and content will prepare students for the Year 11 and 12 subject of Certificate II in Sport and Recreation.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Motivations for outdoor experiences and navigating outdoor experiences	• Investigation - Inquiry • Practical and/or performance
Unit 2	Camping and adventure	

FEES - Subject fees apply - see Subject Selection Form

Humanities and Languages



- Civics and Citizenship
- Economics and Business
- Geography
- History
- Japanese

CIVICS and CITIZENSHIP

INTRODUCTION

A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy.

The Australian Curriculum: Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

The curriculum recognises that Australia is a secular nation with a multicultural, multi-faith society and a Christian heritage, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position and international obligations and the role of citizens today, both within Australian and in an interconnected world.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

A study of Civics and Citizenship in Years 9 and 10 enables students to develop sophisticated literacy skills and critical thinking skills. In Years 9 and 10, Civics and Citizenship is a preparatory course for Senior Humanities. Selecting this subject in Years 9 and 10 will lead to opportunities to study a Humanities subject in Year 11 & Year 12, including: Legal Studies, Ancient History, Modern History, Philosophy & Reason, and/or Geography.

COURSE OUTLINE

Civics and Citizenship is a semester-based subject. Students should have at least a C in English and be interested in potentially choosing Legal Studies in Year 11 and 12.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Year 9	- Government, Democracy and Citizens - Citizenship, Diversity and Identity	- Examination – Combination Response - Investigation – Inquiry Report
Year 10	- Australian Legal Systems - Australia Legal Obligations	

FEES - Included in Resource Scheme Fee (\$300)

ECONOMICS and BUSINESS

INTRODUCTION

Consequently, Australia needs enterprising individuals and businesses who embrace opportunities, make informed decisions and contribute to the common good. Young Australians will also face several social, economic, environmental and ethical challenges in their lifetimes, which will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills to respond to such challenges.

Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. It also aids in the development of prosperous, sustainable and equitable Australian and global economies. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems.

Thinking about and responding to contemporary economic and business issues requires an understanding of resource allocation and economic decision-making, the operation of the business environment, the ways entrepreneurs create solutions, the nature and future of work, and the factors influencing decision-making in consumer and financial contexts.

Economics and Business develops a range of skills that foster enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; plan, organise and manage risk; and use resources efficiently.

The focus of learning in Year 9 is the topic "**international trade and interdependence**" within a global context, including trade with the countries of Asia, as well as focussing on consumer and financial risks and rewards

The focus of learning in Year 10 is the topic "**productivity, growth and living standards**" within a national context, as well as Australia's superannuation system and the factors that influence major consumer and financial decisions and their contribution to human and financial wellbeing and the common good of society

Students should have strong literacy and numeracy skills and potentially be interested in selecting Business in Years 11 and 12.

COURSE OUTLINE

YEAR	TOPIC	ASSESSMENT TECHNIQUES
Year 9	Financial Sector, Interdependence, and International Trade Entrepreneurship, competitive advantages, and financial risks and rewards	• Examination – Short Response • Investigation – Inquiry Booklet
Year 10	Factors that impact the Australian Economy Business productivity & responses to economic conditions	

FEES - Included in Resource Scheme Fee (\$300)

GEOGRAPHY

INTRODUCTION

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time. The Australian Curriculum: Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

Geography helps students to be regional and global citizens capable of active and ethical participation.

In Year 9, students will study "Biomes and food security" focusing on the biomes of the world, their characteristics and significance as a source of food and fibre, as well as their contribution to food production and food security. The second unit of "Geographies of Interconnections" enables students to examine 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.

The Year 10 course examines "Environmental Change and Management" focussing on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to this challenge. The second unit of "Geographies of Human Wellbeing" focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries.

In both Year 9 and 10, students have the opportunity to participate in field trips.

A study of Geography in Years 9 and 10 enables students to develop sophisticated literacy skills and critical thinking skills. In Years 9 and 10, Geography is a preparatory course for Senior Humanities. Selecting this subject in Years 9 and 10 will lead to opportunities to study a Humanities subject in Year 11 & Year 12, including: Ancient History, Modern History, Philosophy & Reason, Geography and/or Legal Studies.

COURSE OUTLINE

Geography is a semester based subject. Students should have at least a C in English, and be interested in potentially choosing Geography in Year 11 and 12.

YEAR	TOPIC	ASSESSMENT TECHNIQUES
Year 9	Biomes and Food Security Geographies of Interconnections	- Examination – Combination Response - Investigation – Field Report
Year 10	Environmental Change and Management Geographies of Human Wellbeing	

FEES - Included in Resource Scheme Fee (\$300)

HISTORY

INTRODUCTION

All students in Years 9 and 10 study History as a core subject that is aligned with the Australian Curriculum.

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

In Year 9, students will focus on a study of the history of 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 expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.

In Year 10, students examine the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia’s social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

COURSE OUTLINE

History is a core subject that is developed from the Australian Curriculum and completed by all students in Year 9 and 10.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Year 9	Making A Nation The First World War	• Examination – Mixed Response • Investigation – Inquiry Response
Year 10	The Second World War The Globalising World Building Modern Australia (post 1945)	

FEES - Included in Resource Scheme Fee (\$300)

JAPANESE

INTRODUCTION

Through learning languages, students acquire:

- communication skills in the language being learned
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural understanding
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- extends and refines intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Students are provided with a foundation in Japanese language during their first year at Kirwan State High. It is recommended that they have a 'C' in this course before progressing onto this elective. A student with no background in Japanese may start the course after consultation with the Head of Department.

COURSE OUTLINE

Japanese is an elective. The four language macro skills – listening, speaking, reading and writing – will all be developed through the course units to increase students' ability to communicate proficiently.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Year 9	Flavours of the World Where are you going?	• Based on the four macro skills of language (reading, writing, speaking and listening) which may include: - Group tasks - Combination response exams - Presentations
Year 10	Future Aspirations Technology	

FEES - Included in Resource Scheme Fee (\$300)

Digital Technologies



- *Digital Technologies (Robotics)*

DIGITAL TECHNOLOGIES

INTRODUCTION

Digital Technologies uses modern, cutting-edge technologies to provide students with unique opportunities to explore, plan and create through project based learning. Students explore real-world problems then design and develop Digital Technology based solutions to these problems. This subject will provide students with a sophisticated understanding of Digital Technologies and its uses.

Students can use their own computers or computers across the school for Digital Technologies. Microsoft Office and Adobe products are included in the course. Contact the Digital Technologies Department for more details.

Digital Technologies provides strong digital fluency that will help you be a more digitally creative worker in any chosen career. Digital Technologies supports a number of possible career pathways including Engineering, Automation and Robotics Developer, Game development, Multimedia Development, Network Administration, Graphic Designing, IT Technical Support, Website Development, Systems Administration, Systems Developer, Database Analyst, Cyber Security Analyst and the list grows every year.

COURSE OUTLINE

This course utilises a problem-based learning model. Tasks are guided closely by the teacher and the whole class works on one project at a time. Students are given the skills to complete documentation and create products to satisfy the needs of the client and organisational requirements.

Students complete projects according to criteria and specifications of the client. Students are given the opportunity to experience the processes involved in design through to the creation of prototypes, satisfying various needs for particular scenarios.

Students will undertake a problem-based program that develops their capacity in:

- Automation
- Prototyping boards
- Entrepreneurship
- Animation and Game design
- Digital Media
- Programming
- Robotics
- Digital Security

DIGITAL MEDIA, APP DEVELOPMENT, ROBOTICS AND AUTOMATION

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit One, Year 9	ESports Game Development - Programming	Projects Investigations
Unit Two, Year 9	Esports Game Development - Animation	
Unit One, Year 10	Introduction to Robotics and Automation	
Unit Two, Year 10	Problem solving using Robotics and automation	

FEES - Included in Resource Scheme Fee (\$300)

Mathematics



- Mathematics

MATHEMATICS

INTRODUCTION

Learning mathematics creates opportunities and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills.

These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

COURSE OUTLINE

UNIT	TOPIC	ASSESSMENT
Unit 1, Year 9	Number, Area & Volume	• Written Examination • Problem Solving & Modelling Task • Project • Monitoring Tasks
Unit 2, Year 9	Probability & Statistics	
Unit 3, Year 9	Linear Modelling	
Unit 4, Year 9	Pythagoras, Trigonometry & Quadratics	
Unit 1, Year 10	Chance & Data Representations	
Unit 2, Year 10	Linear & Non-Linear Relationships	
Unit 3, Year 10	Measurement	
Unit 4, Year 10	Patterns & Algebra	

YEAR 10

Two courses of study are offered within Mathematics in year 10

- Year 10 Mathematics,
- Year 10 Mathematics Extension (MAX)

Year 10 Mathematics is based on content strands of the Australian Curriculum: Number and Algebra, Statistics and Probability, Measurement and Geometry.

Year 10 Mathematics Extension is based on content strands of the Australian Curriculum but also includes content descriptors from the year 10 Optional Topics from the Australian Curriculum.

The QCAA Numeracy Short Course is aimed at students who may not otherwise attain the minimum requirements for numeracy and have been identified as benefiting from further exposure to numeracy concepts.

COURSE REQUIREMENTS

- Scientific Calculator – this is essential for **all** students and needs to be brought to school for **every** lesson;

FEES – Included in Resource Scheme Fee (\$300)

Science



- Science
- Science, Research and Technology - Year 10

SCIENCE

INTRODUCTION

Science is part of the human quest for understanding and wisdom and reflects human wonder about the world. The study of Science as a “way of knowing” and a “way of doing” can help students reach deeper understandings of the world.

Like scientists of the past and present, students understand and appreciate that current scientific knowledge has been built up over time and has now been organized into the curriculum disciplines of Biology, Chemistry, Earth Science and Physics. During every Junior Science year, students will spend one term each of these four disciplines. Science education involves students and teachers working together to construct new understandings by becoming the scientists and engaging in exciting experimental inquiry. Such study challenges students, contributes to personal success as lifetime learners, and can generate a passion for learning and seeking new insights.

The Junior Science Program supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate in science-related careers.

COURSE OUTLINE

Throughout Years 9 and 10, students will work through the big ideas of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills in the Australian Curriculum as they relate to the four content strands of Physics, Chemistry, Biology and Earth Science.

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1, Year 9	Earth Science: Changing Earth	- Collection of Work – Multi Modal - Examination – Multiple Choice and Short Response - Experimental Investigation – Modification to class practical – Scientific Report - Investigation – Evaluating Scientific Evidence – Extended response
Unit 2, Year 9	Biology: My Life in Balance	
Unit 3, Year 9	Physics: Energy on the Move	
Unit 4, Year 9	Chemistry: Chemistry it's fundamental	
Unit 1, Year 10	Biology: Inheritance & Evolution	
Unit 2, Year 10	Physics: Newton's Laws	
Unit 3, Year 10	Chemistry: Periodicity	
Unit 4, Year 10	Earth Science: Earth and Space	

COURSE REQUIREMENTS

- Particular attention is drawn to the safety necessities of wearing footwear with either leather or vinyl uppers when working in the science laboratories.

FEES - Included in Resource Scheme Fee (\$300)

STEM Elective **(Value Added Program Year 10)**

INTRODUCTION

Students engage with STEM in all facets of life, often without realising the multi-disciplinary nature of advancements and breakthroughs that they benefit from on a daily basis. In this subject, students will explore real-world contexts for the interdependent application of science, technology, engineering and math to achieve measurable goals. They will develop 21st Century skills such as critical and creative thinking, collaboration, communication, and citizenship through engaging with design and problem-solving frameworks such as Design Thinking. They will develop and improve prototypes, and evaluate their application in specific contexts. Students will engage with research institutions and industry through excursions to locations such as James Cook University research laboratories. The skills and thinking processes developed in this subject provide students a diverse platform upon which they can build across all STEM-related subjects in years 11 and 12. Students will have multiple opportunities across the course to enter their completed portfolios into STEM-related competitions on a State and National level.

COURSE OUTLINE

UNIT	TOPIC	ASSESSMENT TECHNIQUES
Unit 1, Year 10	STEM fundamentals Students develop skills in critical thinking, evaluating, collaboration, and data analysis in a variety of contexts.	Each term will include a combination of multi-modal responses, including: • prototype development • scientific report • experimental investigation • portfolio of evidence
Unit 2, Year 10	Saving Mark Whatney Students solve the problem of survival on Mars through development and evaluation of prototypes to assist extraterrestrial colonisation.	
Unit 3, Year 10	An Open World After identifying a real-world problem, students extend their 21 st Century skills through developing and presenting solutions to their peers and the professional STEM community.	
Unit 4, Year 10	Expanding Intelligence Students explore the growing role of AI in their lives, and research ways in which it can be used to improve lives in different contexts.	

COURSE REQUIREMENTS

- Particular attention is drawn to the safety necessities of wearing footwear with either leather or vinyl uppers when working in the science laboratories.
- Students must be a member of the Kirwan State High School STEM Academy to select this elective. All members of the STEM Academy will complete this elective as a part of their Academy course.

FEES - Included in Resource Scheme Fee (\$300)

The Arts

A young woman with long dark hair, wearing a pink ballet costume with a ruffled skirt and a floral corsage, is captured in a graceful dance pose. She has one arm raised high and the other extended to the side. The background is a dark, textured curtain. The entire image is framed by a teal and red geometric border at the top and bottom.

- *Dance*
- *Drama*
- *Instrumental Music*
- *Music*
- *Visual Art*

DANCE

INTRODUCTION

Dance focuses on all aspects of dance practice, including practical performance, choreography, and theoretical understanding. Students develop self-esteem, confidence, body awareness, and respect while building the 21st-century skills needed to work collaboratively in creative environments.

Creativity is a central focus of the subject. Students learn the process of choreography and how to interpret and respond to live and recorded dance performances. The course is designed to expose students to a variety of dance styles, broadening their understanding and appreciation of dance as an art form.

Students do not need prior dance experience, although it may be an advantage. The main goal of the subject is for students to experience and enjoy a range of dance styles through performance, choreography, and responding activities within the classroom.

Students learn to develop and refine movement vocabulary, communicate ideas through dance, and critically reflect on their own work and the work of others.

Dance students have a range of opportunities to perform in public settings, including:

- Annual Cabaret Night
- Annual Dance & Drama Night
- House and Whole School Parades
- School Musical Production

Students may also audition for the **Creative Arts Dance Company (CDC)**, an extracurricular performance group that provides additional performance opportunities.

COURSE OUTLINE

Dance is offered as a one-semester elective in Years 9 and 10. Students may choose to study the subject in one or both year levels.

Year	Topic	ASSESSMENT TECHNIQUES
Unit 1 & 2, Year 9	In the spotlight	• Performance – Teacher devised dance piece • Project – Dance project comprising of choreography, choreographic statement and evaluative response • Examination – Extended response.
Unit 3 & 4, Year 10	Contemporary Origins	• Project – Dance Project comprising of Performance and Choreography in contemporary genre supported by Choreographic Statement and Evaluative Response • Examination – Extended Response.

COURSE REQUIREMENTS

- For practical lessons, students will require plain black Dance tights (e.g., $\frac{3}{4}$ length tights) and a plain black T-Shirt. Dance clothing with the Creative Arts logo can be purchased from The School Locker if required.
- Costumes will be required at certain times. Students will be encouraged to make or provide their own at minimal cost, and some will be supplied.

FEES - Included in Resource Scheme Fee (\$300)

DRAMA

INTRODUCTION

Drama is designed for students to explore performance through a range of dramatic styles, forms, and experiences. Students engage in practical and creative learning activities that allow them to communicate ideas, express emotions, value artistic expression, and develop a deeper understanding of the world around them.

Throughout the course, students develop self-responsibility and independence in their learning while building confidence, energy, and maturity in both rehearsal and performance settings. These skills are highly transferable and support success across all areas of study.

No prior experience is required; students simply need motivation, enthusiasm, and a willingness to participate. A commitment to the subject, respect for others' ideas, and the ability to work collaboratively in groups are essential for success in Drama.

In Drama, students engage in both the creative and performance aspects of theatre. They explore a range of dramatic styles, devise original performances, and work with published scripts in practical contexts. Through devising, rehearsing, and performing, students develop confidence, refine expressive skills, and gain an appreciation of storytelling, character development, and the collaborative nature of theatre-making.

A key feature of Drama is the opportunity for students to perform in a variety of public settings. These may include:

- Annual Cabaret Night
- Annual Dance & Drama Night
- House and Whole School Parades
- School Musical Production

Students also have the opportunity to participate in the **Creative Arts Drama Troupe (CADT)**, an extracurricular ensemble that provides additional performance experiences.

COURSE OUTLINE

Drama is offered as a one-semester elective in Years 9 and 10. Students may choose to study the subject in one or both year levels.

Year	Topic	ASSESSMENT TECHNIQUES
Unit 1	Collage Drama	• Forming – Creating a concept of a Collage Drama performance • Performing – Group or individual Collage Drama performance.
Unit 2	Magical Realism & Australian Gothic Theatre	• Performing – Group performance • Responding – Extended Response analysing and evaluating elements of drama and dramatic meaning from an Australian Gothic Theatre performance.

COURSE REQUIREMENTS

- For practical lessons, students may wish to wear plain black pants/tights and a plain black T-Shirt. Drama clothing with the Creative Arts logo can be purchased from The School Locker if needed.
- Costumes will be required at certain times. Students will be encouraged to make or provide their own at minimal cost, and some will be supplied.

FEES - Included in Resource Scheme Fee (\$300)

MEDIA ARTS

INTRODUCTION

Media Arts explores how communication, storytelling, and persuasion are used to connect ideas, audiences, and purposes. Students investigate how media represents the world from different perspectives and examine the role media plays in shaping opinions, identities, and communities.

Through the use of traditional and emerging technologies, students create media artworks using photography, film, sound, digital design, and moving image. They learn how to plan, produce, and share media products while developing both technical and creative skills.

Students analyse media from a range of contexts, considering how different audiences interpret media messages and how media institutions influence the way information is created and distributed. Through this process, students become critical and informed media consumers as well as creative media producers.

Media Arts provides opportunities for students to showcase their work through school exhibitions and performances, including:

- Kirwan High Art Gallery
- Annual Cabaret Night

COURSE OUTLINE

Media Arts is offered as a one-semester elective in Years 9 and 10. Students may choose to study the subject in one or both year levels.

YEAR	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Podcasting	• Written – Podcast analysis. Exploring and responding to ways in which podcasts communicate ideas and create relationships between artist and audience. • Project – Creating a podcast. Group creation of a podcast based on a popular culture event/group.
Unit 2	Documentary Film-making	• Written – Documentary storyboard and reflection of how documentaries can communicate ideas, perspectives and meaning. • Project – Documentary film production. Group creation of a documentary film based on a relevant social issue.

FEES - Included in Resource Scheme Fee (\$300)

INSTRUMENTAL MUSIC

INTRODUCTION

Kirwan High's Instrumental Music program is a well-established and highly regarded part of both the school and the wider local community. As a key component of the Creative Arts Academy, the program aims to develop musical excellence, provide quality ensemble experiences, and support students in exploring the expressive and creative qualities of music.

Students in Instrumental Music develop and refine their skills on their chosen instrument through a combination of individual lessons and ensemble rehearsals. The program caters for a range of instruments and encourages students to grow as confident, capable, and collaborative musicians.

COURSE OUTLINE

The Instrumental Music Program is offered in seven areas:

- Woodwind
- Brass
- Strings
- Percussion
- Vocal
- Guitar
- Keyboard

As a voluntary program, students are expected to demonstrate high levels of commitment, including consistent effort, positive behaviour, and regular attendance. This supports both individual progress and the success of the program as a whole.

Primary Ensembles

- Excelsior Concert Band
- Enigma Strings
- Guitar Ensemble
- Vivace Strings

- Kirwan Choir
- Keyboard Ensemble
- Percussion Ensemble

Secondary Ensembles

- Rock Band
- Big Band
- Bluegrass Band

COURSE REQUIREMENTS

Students participating in Instrumental Music are expected to:

- Attend weekly instrumental lessons (one 30-minute lesson per instrument)
- Participate in at least one Primary Ensemble
- Rehearse regularly both at school and at home
- Attend scheduled performances and rehearsals
- Purchase and wear full concert dress uniform for performances and competitions
- Maintain an A or B standard for effort and behaviour across all subjects

Students are encouraged to take part in concerts, workshops, competitions, and tours to further develop their skills and experience.

FEES - An Instrumental Music fee of \$200 per year applies and must be paid by the due date (refer to the Instrumental Music booklet for payment details).

This fee supports the program by funding:

- Purchase of new sheet music
- Maintenance and purchase of instruments
- Upkeep of the school instrument fleet
- Transport to performance opportunities
- Entry into local eisteddfods and competitions
- Printing and photocopying of music resources
- Access to industry professionals, workshops, and performance experiences

MUSIC

INTRODUCTION

Music focuses on students making, performing, and responding to music while developing the ability to express ideas and emotions through sound. Students explore how music is created and experienced across a range of styles, developing both practical skills and musical understanding.

Through immersion in diverse musical genres, students learn to aurally and visually analyse, interpret, and manipulate the elements of music, including rhythm, melody, harmony, tone colour, and structure. They develop confidence in using these elements to create their own musical ideas and compositions.

Performance is an important part of the subject. Students regularly perform in class for their peers and are also given opportunities to share their work with wider audiences as part of assessment and school events. These experiences help students build confidence, teamwork, and stage presence while developing their musicianship.

Students have opportunities to perform in a range of school and public settings, including:

- Annual Cabaret Night
- End of Term Concerts
- House and Whole School Parades
- School Musical Production

COURSE OUTLINE

Music is offered as a one-semester elective in Years 9 and 10. Students may choose to study the subject in one or both year levels.

YEAR	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Bach to Beatles	• Composing and Responding – in a style of a chant, madrigal or canon with accompanying Statement of Compositional Intent. • Performing – song from one of the periods studied (Medieval-Modern) and accompanying Performance Statement. • Examination – extended response to a stimulus question.
Unit 2	My Style	• Composing and Responding – in the style of Blues, Reggae or Pop with supporting Statement of Compositional Intent. • Integrated Project – comprising of analysing two pieces of music that reflects personal style and performing one of these pieces. • Examination – extended response to a modern rock piece composed by an Australian Musician.

FEES

A subject fee applies (see Subject Selection Form).

VISUAL ART

INTRODUCTION

Visual Art encourages students to think creatively, develop an open mindset, and explore their own unique identity through artistic expression. Students build practical art-making skills while learning to generate ideas, solve problems creatively, and communicate meaning through visual forms.

Through a range of art experiences, students develop both their technical and conceptual skills. They investigate artists, artworks, and art movements from historical, contemporary, social, political, and cultural contexts, gaining an appreciation of the role art plays in reflecting and shaping society.

Students learn to research, experiment, refine ideas, and create original artworks while developing their ability to analyse and discuss art using appropriate visual arts language. The subject also promotes collaboration, critical thinking, and the values of inclusion, empathy, and global citizenship.

There are no specific prerequisites for Visual Art; however, an interest in creativity, a willingness to experiment, and self-motivation will support student success in the subject.

Students have opportunities to showcase their work through:

- Kirwan High Art Gallery
- Cabaret Galleria
- Local and national art competitions
- School exhibitions and community events

COURSE OUTLINE

Visual Art is offered as a one-semester elective in Years 9 and 10. Students may choose to study the subject in one or both year levels.

YEAR	TOPIC	ASSESSMENT TECHNIQUES
Unit 1	Art through history	• Making – Experimental folio comprising of a series of experiments relating to different art styles throughout history. • Making and Responding – Final artwork and artist statement based on the merging of contemporary art and another art style of their choosing.
Unit 2	Art as a Global Voice	• Making and Responding – Experimental Folio based on a selected social commentary topic. • Responding – Extended Response interpreting how their chosen social commentary artist uses visual language to construct meaning. • Project – resolved mixed media artwork communicating chosen social commentary topic.

FEES

A subject fee applies (see Subject Selection Form).

CREATIVE INDUSTRIES – Certificate II

Year 10

(One year course) Vocational Education

INTRODUCTION

The Certificate II in Creative Industries provides students with the skills and knowledge needed to work across a variety of creative and entertainment industry settings. Through a combination of practical and theoretical learning, students gain experience in areas such as theatre and live performance, staging, lighting and sound, television and radio production, broadcasting, film and screen production, scenery and set construction, and entertainment customer service.

This qualification is designed for students interested in exploring careers within the creative industries while developing valuable workplace skills. Students learn to complete industry-standard tasks and projects in a range of creative contexts, working both independently and collaboratively.

To successfully achieve the qualification, students must complete all theoretical and practical assessment requirements across the prescribed units of competency. As this course reflects real industry expectations, students are required to demonstrate safe working practices, punctuality, teamwork, initiative, professionalism, pride in their work, and a positive attitude towards learning.

COURSE OUTLINE

Term	Unit/Competency	Areas of Focus
Term 1	Safety in Creative Industries. Develop Creative Arts industry knowledge.	Students develop an understanding of the creative industries and explore a variety of career pathways within the sector. They learn essential workplace health and safety practices, industry protocols, legal responsibilities, and cultural considerations. Learning experiences include risk assessment, hazard identification, emergency procedures, incident reporting, safety signage, chemical storage, industry trends, employment opportunities, and emerging technologies. Students also participate in creative arts events and investigate how different sectors of the industry operate.
Term 2	Working effectively in the Creative Industries.	Students develop teamwork, communication, and customer service skills required in creative workplaces. Through involvement in school productions and creative arts events, they learn how to work collaboratively, support audiences, and contribute to successful events. Learning experiences may include front-of-house operations, ushering, ticketing, patron assistance, venue operations, event setup, and workplace communication.
Term 3	Perform basic vision and sound editing.	Students are introduced to the fundamentals of digital media production. Using software such as Adobe Premiere Pro or iMovie, they learn basic video and audio editing techniques, file management, media formats, visual storytelling, and content creation. Students apply these skills by producing and showcasing their own short film project.
Term 4	Use basic drawing Techniques.	Students explore drawing and design techniques used within theatre and live entertainment industries. They develop skills in freehand sketching, visual communication, stage design, design principles, theatre layouts, industry drawing conventions, and digital design tools. Students create both traditional and digital design concepts to communicate creative ideas for performance spaces.

QUALIFICATION OUTCOME

Upon successful completion of all units of competency, students will achieve a Certificate II in Creative Industries. This qualification provides practical industry skills, workplace experience, and pathways into further study and employment within the creative and entertainment industries.

FEES – Subject fees apply - see Subject Selection Form

NOTES



KIRWAN
STATE HIGH SCHOOL

Telephone **(07) 4773 8111**

Facsimile **(07) 4773 8100**

Email **admin@kirwanshs.eq.edu.au**

Absence **absences@kirwanshs.eq.edu.au**

Address **Hudson Street, Kirwan Qld 4817**
PO Box 33, Thuringowa Central, Qld 4817

kirwanshs.eq.edu.au