



YEAR 9

Subject Selection Guide 2027

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Selections for Years 8 to 9

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

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

All students study the following:

- English
- Mathematics
- Humanities and Social Sciences (Including History, Geography, Economics & Business and Civics & Citizenship)
- Science

Students choose subjects from three of the following four curriculum areas.

- Health and Physical Education
- Arts
- Language Other Than English (LOTE) – Chinese
- Technologies

Subjects available to experience the curriculum areas above are:

THE ARTS: Art (Visual) Creative Industries Dance Drama Media Arts Music	TECHNOLOGIES: Digital Technologies - (Computing) Digital Business Engineering Principles & Systems - (Metalwork / Robotics) Food and Fibre Production (Agribusiness) Food Technology (Cooking and Hospitality) Materials & Technologies Specialisations (Wood / Perspex)	HEALTH: Health & Physical Education Outdoor Recreation LOTE: Chinese
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Assessment and Reporting

For each area of study in Year 9, your achievements are measured against the standards of the Australian Curriculum. Each subject has its own assessment program. Assessment programs are referred to briefly in the subject descriptions, which follow later in this booklet.

Year 9 students receive a detailed report at the end of each semester. These are very similar to the reports received during Year 7 and 8. All students receive an interim report about halfway through each Semester to indicate progress over the first 10 weeks of that semester.

Career Advice



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

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

Students are encouraged to actively engage in wellbeing lessons as goal setting, career preparation and planning are topics presented each term.

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

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



Occupations Related to Subjects in Year 9



You may wish to use the following steps:

1. identify the subjects you enjoy and do best in
2. use this handout to identify the types of occupations that may be related to these subjects
3. gather information about these occupations by reading the *Job Guide*, accessing information from the *myfuture* website (<http://www.myfuture.edu.au>), going on work experience, and talking to people in the workplace
4. talk to your guidance officer or career counsellor.

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

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

ENGLISH	LANGUAGES OTHER THAN ENGLISH
English	French, German, Italian, Japanese, Indonesia, Chinese, Korean, Spanish
Actor	Announcer
Archivist	Anthropologist
Author	Archaeologist
Book editor	Book editor
Broadcaster	Customs officer
Copywriter	Employee relations officer
Foreign affairs & trade officer	Flight attendant
Interpreter	Foreign affairs and trade officer
Journalist	Interpreter
Lawyer	Journalist
Librarian	Probation and parole officer
Management consultant	Ship's officer
Public Relations Officer	Social worker
Publisher	Sociologist
Receptionist	Teacher
Speech pathologist	Tour guide
Teacher	Translator
Teacher's aide	Travel consultant
Travel consultant	Writer
Writer	

MATHEMATICS		SCIENCE	
Mathematics (Some careers require core and extension)		Science	Agricultural Science
Accountant		Automotive electrician	Agricultural economist
Actuary		Chemist	Agricultural engineer
Bank officer		Computer programmer	Agricultural technical officer
Bookkeeper		Electrical fitter	Animal attendant
Credit officer		Engineer	Botanist
Economist		Electronics service person	Food technologist
Electrical Fitter		Environmental scientist	Forest technical officer
Engineer		Forensic scientist	Forester
Electrical Planner		Laboratory worker	Horticultural technical officer
Geologist		Medical practitioner	Pest and weed controller
Mathematician		Meteorologist	Sugarcane analyst
Motor mechanic		Nurse	Veterinary nurse
Physicist		Pharmacist	Wool classer
Programmer (information technology)		Refrigeration / air-conditioning mechanic	
Quantity surveyor		Sports scientist	
Statistician		Sugarcane analyst	
Stockbroker		Teacher	
Surveyor		Telecommunication technician	
Taxation agent		Veterinarian	
Teacher		Winemaker	

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

THE ARTS

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

HEALTH

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



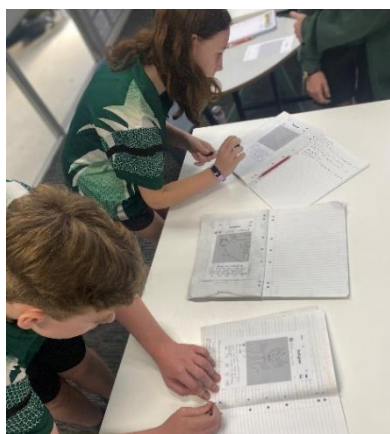
**Queensland
Government**

Curriculum Division
Education Queensland
October 2007
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(Department of Education,
Training and the Arts)

TECHNOLOGIES

Industrial Technology & Design	Digital Technologies	Food and Textiles	Agriculture
Architect	Analyst (Information technology)	Butcher	Agricultural economist
Architectural drafter	Architectural drafter	Catering Manager	Agricultural engineer
Assembler	Business systems analyst	Clothing patternmaker	Animal attendant
Automotive electrician	Computer systems engineer	Cook/chef	Farmhand
Boilermaker	Computer hardware service technician	Craftsperson	Fisher
Builder	Computer systems officer	Dietician/nutritionist	Food technologist
Cabinetmaker	Data processing operator	Dressmaker	Forest technical officer
Carpenter/joiner	Database administrator	Events manager	Forester
Cartographer	Desktop publisher	Fashion designer	Gardener
Engineering associate (mechanical)	Help desk operator	Food technologist	Horticultural technical officer
Fitter	Information technology educator	Home care worker	Jackaroo/jillaroo
Graphic designer	Information technology manager	Home economist	Landscape gardener
Industrial designer	Multimedia developer	Hospital food service manager	Pest and weed controller
Landscape architect	Programmer	Hotel/motel manager	Stable hand
Leadlight worker	Software designer	Interior decorator	Stock and station agent
Metal fabricator	Software engineer	Nanny	Veterinary nurse
Panel beater	Systems designer	Nurse	Wool classer
Picture framer	Teacher	Pattern maker	
Sheetmetal worker	Training officer	Retail buyer	
Teacher	Telecommunications engineer	Tailor	
Wood machinist	Website administrator	Teacher	

English



Why study English?

English helps you develop important skills you will use at school, in future careers, and in everyday life. Through English, you learn how to communicate clearly in both speaking and writing, share your ideas with others, and understand the messages you encounter in the world around you.

You will also learn how to think critically about the information you see and hear in the media, online, and in public discussions. English helps you recognise how language can be used to influence people and shape opinions.

In English classes, you will read, view and create a variety of texts such as novels, films, speeches and media texts. This allows you to explore different ideas, cultures and perspectives while developing your creativity and confidence as a communicator.

Reading regularly also strengthens your vocabulary, comprehension and writing skills. These literacy skills support your learning across all subjects and help prepare you for future study and work.

Course Outline:

In 9 the learning is planned around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing your knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, and multimodal texts.

Units studied in Year 9 English:

Dystopian Worlds	A study of dystopian literature (Analytical Essay)
Novel Study	Catching Teller Crow (Imaginative Transformation & Rationale)
Choconomics	Portfolio of learning (Blind Tasting, Role Play & Extended Written Response)
Re-memoir the Time	An exploration of the human experience (Podcast)

Future Pathways:

This subject is compulsory at all year levels. Students in Years 11 & 12 can choose to study either English (General subject), English Essential (Applied subject) or Short Course in Literacy. Currently, a passing grade in at least one semester of English, English Essential or completion of the Short Course in Literacy is a prerequisite to be eligible for a Queensland Certificate of Education. Students planning to pursue university study should aim to achieve a "B" or higher in Year 9 English.

Mathematics



Why study Mathematics?

Mathematics has the power to shape the future of a society. It is the basis of many activities related to everyday living — from shopping to advances in space travel. Mathematics assists us to develop strategies for managing time and money, interpreting data, estimating and taking measurements, giving and following directions, making calculations and determining the probabilities of events.

The aims for students at Loganlea State High School are:

- to become resilient, confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- to develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number, algebra, measurement, space, statistics and probability
- to recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Course Outline:

In Mathematics, the key ideas are the proficiency strands of understanding, fluency, problem-solving and reasoning. The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.

The content strands are **number, algebra, measurement, space, statistics and probability**. They describe what will be taught and learnt.

Assessment:

Students will be assessed each semester using a Problem Solving and Modelling Task (PSMT) and an Exam.

Calculator:

A **scientific calculator** is required as it is an essential tool for every maths student – a two-line display calculator is preferred (recommended CASIO FX82AU PLUS II Scientific Calculator).

Future Pathways:

This subject is compulsory at all year levels. Students in year 10 can choose to study 10 Maths or 10 Signature Maths. Students planning to pursue university study should aim to achieve a B or higher in 9 Maths to be eligible for 10 Signature Maths.

Science



Why study Science?

Humans are innately curious about their world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries and solving problems. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science aims to understand a large number of observations in terms of a much smaller number of broad principles.

The study of science supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Course Outline:

Science has three interrelated strands:

- **Science Understanding**
Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations. The Science Understanding strand comprises four sub-strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences, and Physical Sciences.
- **Science as a Human Endeavour**
Through science, humans seek to improve their understanding and explanations of the natural world. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account.
- **Science Inquiry**
Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

Units studied in Year 9 Science are:

- | | |
|----------------------|-------------------------|
| ·Energy conservation | ·The immune system |
| ·Waves | ·Forces and electricity |
| ·Atoms | ·Chemical reactions |
| ·Earth systems | ·Plants |

Assessment:

Students will be required to complete a number of assessment tasks including:

- Research investigation
- Student experiment (written report)
- End of semester exam

Future Pathways:

Science leads to the study of Chemistry, Physics, Biological Science, Aquatic Practices or Science in Practice at a Year 11 level.

A Sound Level of Achievement in Science is a requirement of many TAFE Apprenticeship courses.

Humanities and Social Sciences



Why study History?

History helps you understand how the past has shaped the world we live in today. By studying history, you explore important events, people and ideas from different time periods and places. In History, you will investigate topics such as wars, revolutions, religion, empires and everyday life in the past. You will learn how to examine evidence, compare different perspectives, and understand why events happened and how they changed societies over time. Studying History also helps you develop important skills such as critical thinking, research and analysing sources, which are useful across many subjects and future careers.

Why study Geography?

Geography helps you understand the world around you and how people interact with the environment. In Geography, you will explore topics such as landscapes, natural environments, population, cultures and how people use and manage the Earth's resources. You will learn about different places and how environmental, economic and social factors shape communities. Geography also develops practical skills such as interpreting maps and data, analysing real-world issues, and understanding global challenges that affect our planet and society.

Why study Economics and Business?

Economics and Business helps you understand how money, businesses and the economy work. In this subject, you will learn about how businesses operate, how people make financial decisions, and how the economy affects our everyday lives. Studying Economics and Business helps you develop skills in decision-making, problem-solving and financial literacy that are useful for future study, work and managing your own finances.

Course Outline

Units studied in Year 9 Humanities:

- Movers and Shakers: Making and Transforming Australia
- WWII: Lest We Forget
- Choconomics
- Biomes and Food Security
- Geographies of Interconnections

Assessment:

Assessment is based on a number of types of tasks, including range of written tasks, multimodal research tasks, oral tasks and ongoing moderated individual and group activities.

Future Pathways:

In Year 11 and 12, students have the opportunity to complete more advanced studies in the "General" subjects—Modern History, Geography, Business and the "Applied" subject, Social and Community Studies. To take advantage of this opportunity, students interested in these studies should aim for a strong passing grade in Year 9 social sciences. Through the study of the social sciences, students will gain the social and literacy skills required in senior and for life beyond school.

Art (Visual)

Why study Visual Art?

Visual Art is a subject best suited to students who enjoy making artworks and want to express their own creative ideas and meaning through art making. Art allows students to learn techniques and processes across a range of media areas including painting, drawing, collage, ceramics and digital media. As well as learning how to make artworks, students will learn about artists from a range of cultural backgrounds as well as historical and contemporary art movements and how they have influenced artworks made today.

Students develop creative expression alongside imaginative, inventive and critical thinking skills. They build the ability to work both independently and collaboratively when required, while strengthening valuable problem-solving capabilities. The course also encourages openness to new experiences and ideas, promotes responsible and safe work practices, and enhances students' researching and writing skills. Studying the Arts helps students build valuable employability and 21st-century skills that can be applied across a wide range of careers, both within the creative industries and beyond.

Course Outline:

Unit One – 'Natural Forms'

Unit Two – 'Surrealism'

Unit Three – 'Body Art'

Assessment:

Throughout the course students will be assessed through **exploring and responding, creating/making and presenting/performing**.

Future Pathways:

Visual Art is an excellent introduction for students wishing to continue on in this subject area in Year 10, 11 and 12. The skills developed across the program prepare students for study in Year 10 **Visual Art**, Year 11 and 12 **Visual Art (General/ATAR)** or Year 10, 11 and 12 **Certificate III in Visual Art**.



Creative Industries

Why study Creative Industries?

Creative Industries gives students hands-on experience in setting up and operating professional sound and lighting equipment for live events. Students apply their skills in real-world contexts, working collaboratively to plan and deliver live shows. They explore how technical and creative choices in sound and lighting shape audience experience and meaning. Throughout the course, students develop strong problem-solving, teamwork, and practical production skills that are highly valued in both creative industries and a wide range of future careers.



Course Outline:

Semester One

Unit One – 'We Come from the Land Down Under'

- Live sound recording
- Sampling and composition
- Sound and lighting of performance own composition

Unit Two – 'Genre in Performance'

- Sound and lighting use in different musical genres
- Analysis and evaluation of sound and lighting use in a live performance



Semester Two

Unit Three – 'Live Event Production'

- Sound and lighting plans for live event
- Set up, operate and run a live event
- Analysis and evaluation of event

Assessment:

Throughout the course students will be assessed through **exploring and responding, creating/making and presenting/ performing**.

Future Pathways:

Creative Industries is an excellent introduction for students wishing to continue on in this subject area in Year 10, 11 and 12. The skills developed across the program prepare students for study in Year 10 Music, Year 11 and 12 **Music (General/ATAR)** or Year 10, 11 and 12 **Music in Practice (Applied)**.

Dance

Why study Dance?

Year 9 Dance offers a unique opportunity for students to participate in an exciting and energetic creative art-form, while increasing their self-confidence and physical fitness. Studying the Arts helps students build valuable employability and 21st-century skills that can be applied across a wide range of careers, both within the creative industries and beyond.

Dance allows the student to explore various cultures and learn techniques from numerous styles and forms of dance, through the dimensions of **exploring and responding, creating/making and presenting/performing** of dance. The program is designed to allow growth in students' creative expression, while increasing self-esteem and confidence through the medium of dance.



Course Outline:

Term 1:

Unit One: Top of the Pops

- Popular dance styles from around the world
- Perform for an audience
- Respond to genre of social dance

Term 2:

Unit 2: Street to Stage

- Hip Hop Dance
- Perform for an audience
- Choreographic techniques



Term 3:

Unit 3: Codebreakers

- Contemporary technique
- Perform for an audience
- Viewing and responding to contemporary dance works

Assessment:

Throughout the course students will be assessed through **exploring and responding, creating/making and presenting/ performing**

Future Pathways:

Dance is an excellent introduction for students wishing to continue on in this subject area in Year 10, 11 and 12. The skills developed across the program prepare students for study in Year 10 **Dance Preparation**, Year 11 and 12 **Drama (General/ATAR)** or Year 10, 11 and 12 **Dance in Practice (Applied)**.



Drama



Why study Drama?

Drama is an exciting and creative subject. The Drama program is designed to give students the opportunity to develop their self-expression and increase their imagination and artistic awareness. The study of Drama at Loganlea State High School caters to a wide range of student abilities through the provision of practical and theoretical learning approaches. Drama constitutes and challenges the wide range of beliefs, values and meanings of the human condition. Studying the Arts helps students build valuable employability and 21st-century skills that can be applied across a wide range of careers, both within the creative industries and beyond.

Students will experience:

- Enhanced self-esteem;
- Increased skills and understanding of the elements of Drama;
- Improved communication skills;
- Individual contributions to group dynamics;
- Increased confidence in their own creative abilities.

Course Outline:

Unit 1 – 'Melodrama'

- Performance and extended response

Unit 2 – 'Musical Theatre'

- Directorial pitch

Unit 3 – 'Australian Theatre'

- Performance and extended response

Unit 4 – 'Magical Realism'

- Performance

Year 9 Drama incorporates a range of learning experiences through many dramatic forms and styles. Some of these include the elements of drama, scriptwriting, voice and movement, Improvisation, Process Drama and Realism.

Assessment:

Throughout the course students will be assessed through **exploring and responding, creating/making and presenting/ performing**

Future Pathways:

Drama is an excellent introduction for students wishing to continue on in this subject area in Year 10, 11 and 12. The skills developed across the program prepare students for study in Year 10 **Drama Preparation**, Year 11 and 12 **Drama (General/ATAR)** or Year 10, 11 and 12 **Drama in Practice (Applied)**.

Media Arts

Why study Media Arts?

Storytelling for screen is no longer restricted to big budget cinema releases and television series commissioned by major networks. Media Arts offers students the opportunity to study a range of different media texts and to question how and why they were made. Students will learn how to discuss the messages media texts present to audiences as well as how to use filmmaking technologies and editing software to create their own productions. Studying the Arts helps students build valuable employability and 21st-century skills that can be applied across a wide range of careers, both within the creative industries and beyond.

In Media Arts, students will have a chance to develop their:

- Understanding of media texts and technologies
- Interpersonal skills working in production groups
- Literacy and Numeracy skills
- Ability to use multimedia to communicate
- Time management and problem-solving skills

Course Outline and Assessment:

Topics studied include:

- 'Genre Studies'
- 'Where Else But Queensland' – including a trip to a popular Queensland tourist destination to film a social media reel

Assessment:

Throughout the course students will be assessed through **exploring and responding, creating/making and presenting/performing.**

Future Pathways:

Media Arts is an excellent introduction for students wishing to continue on in this subject area in Year 10, 11 and 12. The skills developed across the program prepare students for study in Year 10 **Film Preparation**, Year 11 and 12 **Film, Television and New Media (General/ATAR)** or Year 10, 11 and 12 **Media Arts in Practice (Applied)**.



Music



Why study Music?

Studying music offers a wide range of benefits for students, both personally and creatively. It helps to build self-confidence and strengthens interpersonal skills through collaboration and shared experiences. Students also develop confidence in their creative abilities while enhancing positive communication skills. Through engaging with music, they gain a deeper understanding of how music is created and performed, and learn to value live performance as a meaningful and enriching experience. Studying the Arts helps students build valuable employability and 21st-century skills that can be applied across a wide range of careers, both within the creative industries and beyond.

Course Outline and Assessment:

- Unit One – ‘Personal Identity’
- Unit Two – ‘Storytelling’

Throughout the course students will be assessed through **exploring and responding, creating/making and presenting/ performing**.

Future Pathways:

Music is an excellent introduction for students wishing to continue on in this subject area in Year 10, 11 and 12. The skills developed across the program prepare students for study in Year 10 **Music**, Year 11 and 12 **Music (General/ATAR)** or Year 10, 11 and 12 **Music in Practice (Applied)**.

Health & Physical Education



Why study Health & Physical Education?

Students studying Health & Physical Education are learning skills for life. Health & Physical Education provides them with the opportunities to learn and to practice these life skills. The course focuses on Personal Development, Personal Health, and Physical Activity. Sport Excellence students will be engaged in an extension HPE program designed to enhance exposure to the health and sport industry

Course Outline:

Students will learn “in, about and through” Health and Physical Education. The theory component of this subject covers health education issues and personal fitness. Each student’s personal fitness is monitored and developed throughout the course to achieve their maximum potential. Written work will represent fifty percent of the course and the content will cover the following:

SEMESTER 1

- Consent and Safety (Sex education, Sexual health, Sexuality)
- Party Safe (Binge Drinking, Adolescent Partying)

SEMESTER 2

- Event Management (Tournaments)
- Making Healthy and Safe Choices (Sun Safety)

Practical Areas:

Students will participate in a selection of the following:

- | | | |
|------------------|--------------|--------------|
| • Touch Football | • Fitness | • Futsal |
| • Softball | • Soccer | • Volleyball |
| • Lacrosse | • Basketball | • Netball |

Assessment:

Students will be required to complete a number of assessment tasks, including:

- Written exams
- Written homework research tasks
- Written research assignment
- Workbook
- Multimodal Presentation
- Practical Assessment

Future Pathways:

Health & Physical Education as an elective subject in Year 10. Senior Physical Education and Physical Recreation Studies.

Outdoor Recreation



Why study Outdoor Recreation?

Students studying Outdoor Education are learning skills for life. Outdoor Education, delivers the HPE curriculum through an experiential approach, connected closely with experiences in nature, which provides student with the opportunities to learn and to practice these life skills. The course focuses on connections with our natural environments, health, personal growth and physical development.

Course Outline:

In Outdoor Education, students explore more adventurous activities as a way of exploring self and nature, and apply lessons learned to everyday living. They experience guided, integrated learning which focuses on skills and knowledge associated with Outdoor Recreation, human-nature relationships, conservation and sustainability of our natural environments and, health and wellbeing.

UNIT	THEORY	PRACTICAL
1 – Survival Skills	Understanding how to obtain/create fire, water, shelter	Physical Problem-Solving Challenges
2 - Navigation	Ethics in Sport & Outdoor Recreation for the Community	Orienteering Rogaining
3 - Expeditions	Environmental Conservation & Human Connection	Expedition Camp*
4 - Rock Climbing	Risk, Thrills and Activity Design	Rock Climbing*

*These activities have costs associated with their facilitation.

Assessment:

Students will be required to complete a number of assessment tasks, including:

- Practical Observations
- Research Projects and Investigations
- Reflection Journal

Future Pathways:

Physical Education, Sport & Recreation Studies and Certificate II in Outdoor Recreation are available for future study.

Chinese



Why study Chinese?

Learning Chinese can open the door to many exciting opportunities in the future. Australia has strong connections with China, and many careers value people who can speak more than one language. Skills in Chinese can be useful in industries such as tourism, business, trade, hospitality, banking, retail, agriculture and government.

Studying Chinese also helps you develop valuable intercultural skills. You will learn about Chinese traditions, culture and ways of communicating, while also gaining a deeper understanding of your own language and culture. Being able to communicate across cultures is an important skill in today's global world.

Course Outline:

In Year 9 Chinese, you will continue building on the language skills you developed in Years 7 and 8.

You will practise speaking, listening, reading and writing in Chinese while learning how to communicate about everyday experiences and topics that are meaningful to you. You will also explore aspects of Chinese culture and how language is used in different social and cultural contexts.

Throughout the course, you will use Chinese to share ideas, ask questions, and interact with others, helping you build confidence in communicating in another language.

Units studied in Year 9 Chinese:

Exploring China	Create a bilingual travel itinerary to China (Written Response)
Exploring Australia	Travel in Australia: Influencers (Examination)
Think Globally, Act Locally	Sustainability practices in Australia and China (Role play & Reflection)
Let's Go Shopping	Sustainable fashion (multimodal presentation)

Assessment:

All four macro skills (reading, writing, speaking and listening) are assessed throughout the year.

Future Pathways:

The study of Chinese in years 9 and 10 is a prerequisite for the Year 11 and 12 program, which continues the journey of discovery; extending and maturing the student's vocabulary and language skills.

Digital Technologies (Computing)

Why study Computers and Digital Technology?
Technology is growing fast, are you?

Learning in Digital Technologies focuses on further developing an understanding and skills in computational thinking and solving real world problems with innovative solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.



Digital Technology provides students with a foundational knowledge in C# code, augmented reality, 3D printing and the operations of an internet network. Students will apply these skills in solving both real world and local issues.

Course Outline:

Introduction to Game Development

Students create a simple 3D platformer in Unity and learn the basics of C# code.

Introduction to Virtual Reality (VR)

Students create their own VR experience using CoSpaces, with the intention of creating a new addition into the Loganlea community

3D Printing

Students learn the basics of CAD design software and print two different creations; a keychain and a fidget spinner.

Internet Networking

Students will learn how a simple internet network operates using Minecraft EDU



Digital Business

Why study Digital Business?

Have you ever wanted to create an innovative product or service to solve real-world problems? Do you have a passion for all things Digital, Tourism or Entrepreneurial?

This course provides a real-world experience of running a digital business or service and exploring entrepreneurial thinking. Students will go through the process of launching and managing a purpose-driven digital enterprise. At the end of the program students will then decide whether to close it or continue as their own sole trader.

Course Outline:

Semester 1

Digital Entrepreneurship Foundations

- Understanding Entrepreneurship in the Digital World
- Creating a Business Model

Product Development and Marketing

- Developing a Digital Product/Service
- Engage in product creation and design
- Learn social media and marketing strategies
- Introduction to website creation + 3D Printing

Semester 2:

Introduction to Tourism and Travel Agencies

- Motivation for Travel
- Explore the importance of tourism to economies and cultures.
- Identify different types of tourism (e.g., adventure, cultural, eco-tourism).
- Creation of own Travel agencies, world itinerary and budget
- Pitching itinerary to clients



Assessment

The assessment for this subject will be done through assignment tasks, practical work as well as through folio submission.



Future Pathways

This course provides foundational skills such as collaboration, teamwork, critical and creative thinking which are transferable across all subject areas. This course also leads students to studying Business and Certificate III in Business in their senior years.

Engineering Principles and Systems (Metal work – Robotics)

Why study Engineering Principles and Systems?

This subject is split into two semester programs. Students will develop knowledge in electrical engineering systems. Students will be involved in designing and building electronic kit cars out of sustainable elements. Student will develop their knowledge of electrical components and skills such as soldering and design. Students will also undertake an “Eagle Cart Build”. Students will develop knowledge and skills related to the metal engineering concepts, processes and fabrication required to develop and build an Eagle Cart. Once the Eagle Carts are completed, student will race to further develop understanding of how their engineering performs.

Course Outline:

It is an activity-based subject where students learn by doing, develop a commitment to the mechanical ideologies, develop good work ethic (both independently and in a team) and prepare for the workplace. In the “Small Engines” component, there is a focus on planning and carrying out routine tasks with some assistance. This subject is an introductory subject to the automotive service and repair industries. Students in Engineering Principles will develop skills in metal fabrication and design through building a steel “Eagle Cart or Go Kart”.

By the conclusion of the course of study, students should have developed industry standard knowledge and skills related to primary and associated industries.

Assessment:

Assessment strategies depend on the particular unit task. Assessment will be based on two elements of practical / technical abilities working on vehicles in a workshop situation as well as theory elements.

Future Pathways

A certificate course of study in Mechanics can establish a basis for further education and employment in a range of fields such as, light vehicle mechanic, agricultural / heavy vehicle mechanic, mobile plant, auto electrical, heavy commercial vehicle. Students may choose to study a Certificate course in Engineering or undertake a university pathway.



Food and Fibre Production (Agribusiness)



Why study Food and Fibre Production?

In the Food and fibre Production courses students have opportunity to complete industry relevant tasks in a practical setting. Our working farm provides students with the opportunity to learn about agriculture, the environment (including plants and animals) and machinery. The program is tailored to meet the individual needs of students. Food and Fibre Production offers real world experiences and a hands-on approach to study. Life skills and the ability to work as a team are important aspects of Food and Fibre Production studies at Loganlea State High School.

Course Outline:

Food and fibre Production at Loganlea State High School offers subjects on a yearly progression where students gain the basic knowledge and skill base required for the senior subjects.

Food and Fibre Production encompasses multiple agricultural areas and is about students getting in and having a go. The subject content covers both practical activities and related theory. This approach achieves a balance of “hands-on” experience with an understanding of how and why things are done.

In Year 9, students will learn about workshop safety and work with plants and animals (sheep, goats and cattle, pigs and poultry). Students will learn about safe handling techniques, animal behaviour and welfare, breeds, digestion, reproduction, anatomy and physiology as well as diseases and parasites, soil and water quality.

Assessment:

This subject assesses on both the theoretical and practical aspects. Theory assessment includes tests and assignments. Practical assessment involves demonstrating correct handling techniques and procedures.

Future Pathways:

Students studying Food and Fibre Production in Year 9 will gain pre-requisite knowledge and skills for the Year 10 Food and Fibre Production Certificate Program and provides an opportunity to develop a sound base knowledge and skill set leading into the Year 11/12 Agricultural subjects that are offered at this school. The skills learned are also usable in “real life” after school.

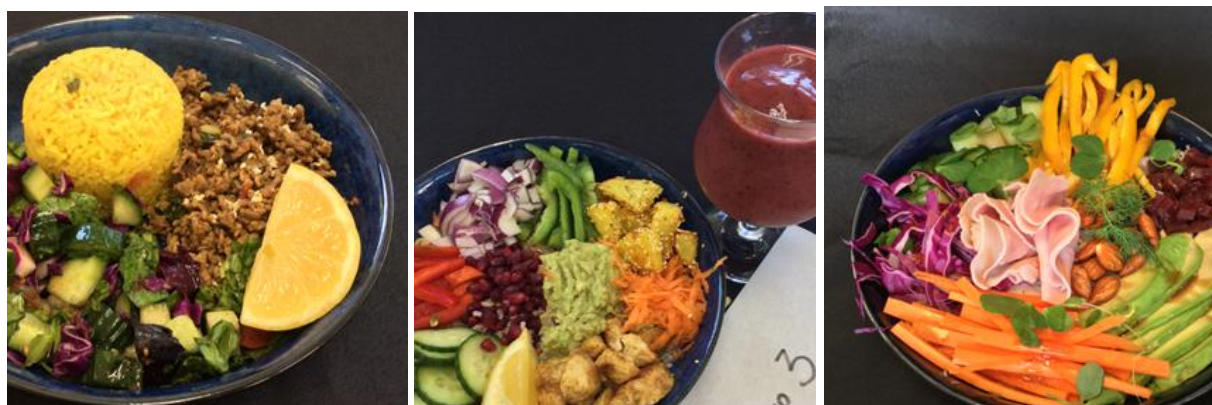
Considerations:

As this course does involve practical activities, students should expect (and are expected) to get involved with the real life farm situations. Changes of clothes are advisable.

This subject does expose students to some degree of risk, as animal behaviour cannot be totally controlled. Students who pose a risk to other students or animals, who do not participate or who persistently ignore instructions will be required to reselect a different subject.

Food Specialisations

(Cooking and Hospitality)



Why study Food Specialisations?

The year 9 Food Specialisations subject introduces the concepts and topics that form the basis for the senior subject selection on offer in the Home Economics department. The students are assessed in both theory and practical settings throughout the year. The subject will be delivered with a strong Hospitality focus and hands on approach to the knowledge and content.

Course Outline:

Students will engage in critical thinking and reflective practices and will be challenged in design-based assessments with an emphasis on future school career and post school pathways. Students will be required to create a refined product or food solution in order to meet the requirements of a design constraint or food problem.

Students will have the opportunity to:

- Explore the elements embedded in the food safety industry and how it impacts their world.
- Develop design solutions for how media influence food / dining experiences and how this affects society and healthy eating choices.
- Investigate the principles that underpin the manufacturing, marketing and sustainability practices that impact on food preservation, preparation and presentation.
- Examine and research the influence that cultural practices have on eating habits and traditions.

The subject will be well suited to students who have a genuine interest in the practical elements of Hospitality and aspire to broaden their knowledge and skill set in the area. Students are required to provide some ingredients for the subject and will require an A4 lined book and a blank A4 design book. All other material will be provided. Students have access to technologies in order to complete assessment tasks.

Assessment:

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

Future Pathways:

Food Specialisations focuses on future occupations within the design technology realm and enables students to become informed members of society with an understanding of the impact that design decisions can have on products, services and environments.

Materials and Technologies Specialisations (Woodwork, Perspex)

Why study Materials and Technologies Specialisations?

Are you good with your hands? Do you like making things? Would you like to learn in a practical setting? Then Materials and Technologies Specialisations is for you. The Industrial Technology and Design department teaches this subject as a set of practical activities that lets you develop your hand skills and hand/eye coordination. You will take home projects that can be kept and used for many years to come.

Course Outline:

Students progress through a range of learning activities centred on the production of products. They focus their learning on topics such as:

- How to make basic products
- Manufacturing activities conducted in workshop
- Safety and safe working practices

Assessment:

- Designing and making products
- Completing assignment tasks
- Testing knowledge of safety and safe working practices
- Testing of technical understanding

Future Pathways:

Materials and Technologies Specialisations has been developed to provide students of all aspirations and abilities with experiences working with materials. The subject is useful for students seeking employment in the trade areas (such as building, joinery, plastics industries) and for those requiring skills for leisure and home maintenance activities.



Thinking
Ahead
To Senior Study

Queensland Certificate of Education

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

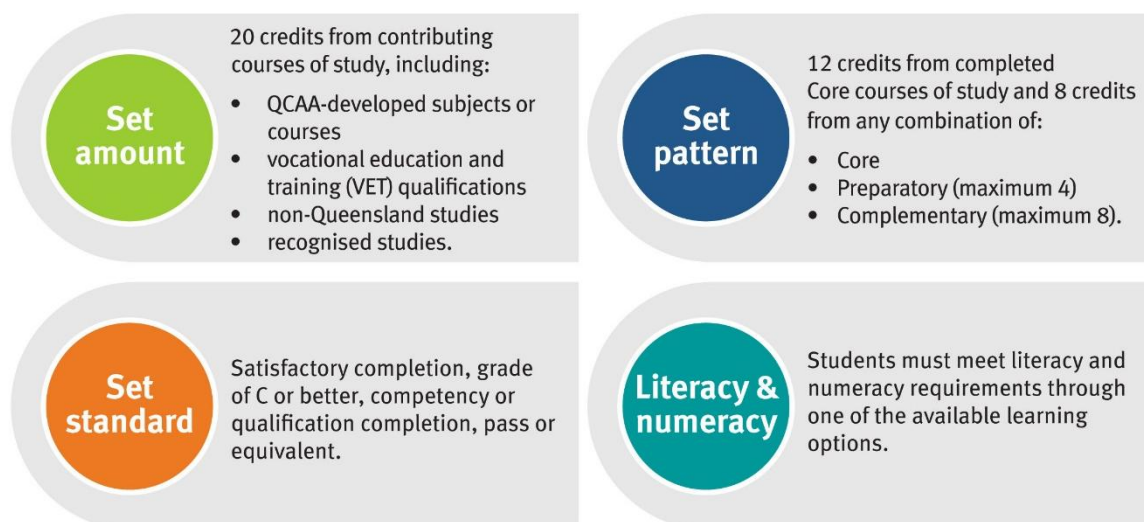
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● **Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	
• QCAA Short Course in Literacy	1
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	1
• QCAA Short Course in Career Education	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

● **Literacy**

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

● **Numeracy**

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements



Loganlea SHS is grateful to the generosity of Stacey Williams, the artist responsible for the artwork on the cover of each Selection Guide.

The information contained in this booklet complies with information held by the school at time of printing.

On receipt of updated information from Authority bodies, the school reserves the right to alter courses to comply with changed requirements.

Subjects that deliver vocational education competencies comply with QCAA guidelines.

Subjects offered will only be timetabled if there are sufficient student numbers for the class to go ahead.

Loganlea State High School is a Registered Training Organization (RTO), national provider number 30072
In the event a training package expires, students will transition to the new package at the earliest possible juncture.