



2025

YEAR 9 AND 10
SUBJECT GUIDE





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Principal's welcome

Atherton State High School is dedicated to making a difference for our students by providing a diverse and exciting array of learning opportunities that enable our students to pursue their dreams. Our purpose is to provide an educational service to our community that develops the physical, emotional, social and intellectual capability of each student so that they can work towards achieving their learning goals. A broad range of academic, vocational and cultural programs allows students every opportunity to successfully achieve this purpose.

Our school community prides itself on fostering a supporting and inclusive environment, where every student is encouraged to explore their potential and excel.

A rich tapestry of subjects are offered at our school that are designed to nurture interests, challenge the intellects and equip students with the skills and knowledge necessary to thrive in an ever-changing world. Our dedicated and experienced staff are committed to guiding our students through this process, helping them to make informed decisions that align with goals and aspirations.

In the middle phase of learning students refine their choices after completing core and elective courses of study in Junior Secondary.

We understand that subject selection can be a difficult and significant decision and we encourage our students to engage in discussions with parents, teachers, community members, peers and mentors to help guide the decision making. This guidance will help students to make the best possible choices for their potential career pathways.

Atherton State High school also has strong community support for our school, offering many vocational opportunities to our senior students helping us to provide the strongest possible foundation to delivering a successful Senior Schooling experience for every child.

I wish every student the best with their middle schooling subject selections and reaffirm my staff's commitment to deliver an exceptional educational experience for all.

Leanne Knight-Smith
Principal

Atherton State High School is proud to offer a full and diverse range of subject offerings within its curriculum structure. Beginning in Year 7 students engage in the Australian Curriculum, through the core subjects of English, Maths, Science, Humanities, Japanese and Health and Physical Education, and through the rotation subjects of Art, Drama, Music, Media Arts, Food and Fibre Production, Digital Studies, Agriculture and Design and Technology.

The focus of the Year 7 and 8 curriculum structure is for students to establish familiarity with the more defined identity of subjects in the secondary context. In any given semester, students study two non-core subjects of one semester's duration each, with eight elective subjects being experienced on rotation throughout the two years. The rotation ensures students experience a range of discipline areas where they may discover or reinforce areas of interest and ability.

In Years 9 and 10, students take increased ownership of their future pathway. Students are able to choose two elective subjects from the range of subject offerings listed in the subject selection guide.

Year 9 and 10 is characterised by students gaining an increased awareness of their future pathways, likes, dislikes, skills and abilities. All subjects continue to specialise becoming more complex and abstract. Often in Year 10 some students begin to identify particular future pathways such as traineeships and apprenticeships. In such cases the school, through the Head of Department for Senior Schooling facilitates individualised programs for the student.

In Years 11 and 12 students have the most choice for their learning. In this phase of learning an increased sense of autonomy and ownership of learning is offered. Students, in consultation with the school, develop flexible pathways that enable them to transition to further training such as university, TAFE, traineeships, apprenticeships or to full time employment.

As a regional rural school, we are pleased to offer such an exciting range of choices and opportunities for our students to progress through to their future. We look forward to working with you and your child as they build the foundations for future success at Atherton State High School.

Choosing subjects for now and the future

Choosing subjects to study at school can be a daunting process, not just for students but for parents as well. By choosing the right subjects, students should be engaged and motivated in their learning, allowing them to achieve success now and be able to pursue their goals in the future.

In term 3 of each year, students in Years 8 and 10 will select subjects for the following two years through the subject selection process. If you are a new student to Atherton High, you will select your subjects in the enrolment interview with the Deputy Principal. It's important to choose subjects that:

- Allow you to work from your strengths
- You enjoy studying
- Challenge you and make the most of your capabilities
- Keep in mind your future career and keep your options open
- Offer a range of study that is manageable
- Are your own choice and not the choices of others

Take your time to consider your choices carefully as the choices made during the Subject Selection process will directly influence the final number and type of subjects offered next year. Note that the school reserves the right to withdraw a subject from the subject offerings if subject numbers are not viable. The alternative subject preference indicated during the subject selection process will be used as a replacement subject in this instance. This will be done in consultation with the student and their parents.

Structured Work Experience

Years 9 and 10 offer a unique opportunity for many of our students to enter the work force, either in a paid or unpaid capacity, full time, part time or as a casual. It lets them experience the world of work and acknowledges the importance of the relationships they form and the behaviours they display at school and link them to their future success.

Work experience is the short-term placement of students with businesses and organisations to provide insights into the industry and the workplace in which they are located, and is unpaid. Whilst undertaking work experience, our students get to observe different aspects of work within their chosen industry and may assist with tasks allocated by their supervisor, but should not undertake activities which require extensive training or expertise. To be eligible for Work Experience

- Students must be at least 14 years old, and enrolled in an educational establishment
- Students can be placed on work experience up to a maximum of 30 days in a calendar year

Year 9 and 10 Subjects

In Years 9 to 10, students will study the five core subjects of English, Mathematics, Health and Physical Education, History and Science.

Students in Year 9 and 10 study two elective subjects from any of the elective subjects in any faculty area.

	SUBJECT AREA	CORE	ELECTIVE ROTATIONS
	English	English	N/A
	Maths	Maths	N/A
	Science	Science	Agriculture
	Health and Physical Education	Health and Physical Education	N/A
	Humanities	History	Civics and Citizenship Economics and Business Geography
	The Arts	N/A	Drama Media Arts Music Visual Art
	Technologies	N/A	Textiles, Food and Fibre Digital Technology Design and Technology
	Languages	Japanese	N/A

Agricultural Science explores the ways people sustainably manage natural resources such as plants, animals, climate, soil and water to meet their basic needs. These management practices derive from current understandings about science, food production systems, sustainable farming practices, agricultural technologies, consumer-driven economics and effective product marketing.

Because of the fundamental importance of agriculture to humans, this subject is relevant to all students, not just those from a rural background.

Agricultural Science provides students with the opportunity to acquire knowledge and to develop problem solving and communication skills within this stimulating and dynamic context involving living plants and animals with all their attendant needs. The investigative, practical, hands-on approach to learning is promoted in this course.

Pathways

Agricultural Science gives students the basis to move into one of the Agribusiness Pathway options offered to senior students. Progression is possible in careers as diverse as veterinary science, agronomy, food technology, journalism, equine industries, teaching and education, research and development, and marketing.

Objectives

Design and Technologies (Agricultural Science) aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- develop confidence as critical users of technologies and designers and producers of designed solutions
- investigate, generate, iterate and analyse ethical and innovative designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of tools, equipment, materials, systems and components creatively, competently and safely; and managing processes
- evaluate processes and designed solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
A study of goats	Preparing for shows	Caring for a variety of pets	Bees and honey production
Year 10			
Term 1	Term 2	Term 3	Term 4
Milk production	Marketing and crop production	Meat production	Growth and development

Assessment

A range of assessment instruments are used throughout the course on a unit /theme basis. These include practical and theoretical tests, research and field trip reports, experimental trials and reports, computer work tasks, orals, etc.

Resource Requirements

An additional subject fee will be charged for this specialist subject to cover the cost of additional learning materials. Fully covered leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject.

Design and Technologies engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce (make) designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to design and produce innovative designed products, services and environments.

Design and Technologies gives students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. It motivates young people and engages them in learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Pathways

Students will develop practical and technical skills and apply them when designing and constructing practical projects. This subject allows students to develop the skills to pursue senior subjects like Furnishing, Construction and Engineering.

Objectives

Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in their own lives, the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – tools, equipment, processes, materials, data, systems and components – when designing and creating solutions
- analyse and evaluate needs, opportunities or problems to identify and create solutions.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
Folding Camp Stool project	Toy Design project	Garden Tool Design	Electric Car Design
Year 10			
Term 1	Term 2	Term 3	Term 4
Back in Time		Metal Madness	Mini Engineers

Assessment

Throughout each term, students will need to complete a variety of assessment items.

Students may be required to complete the following items to meet assessment requirements.

- Sketches
- Models/prototypes
- Computer assisted drawings. (CAD)
- Online quizzes
- Work booklet
- Final project

Resource Requirements

This subject contains several high-risk activities and machines. Parents or carers will need to ensure:

- Students have a set of clear safety glasses
- Fully covered leather/vinyl footwear are required as per the School Uniform Policy for this subject.
- Permission form signed and dated

This subject has an additional fee of \$80 for Year 9 and \$120 for Year 10.

In a world that is increasingly digitised and automated, it is critical to the strength and sustainability of the economy, the environment and society that digital solutions are purposefully designed to include user empowerment, autonomy and accountability. Digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating and require skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies gives students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be safe, respectful, creative and innovative learners, who are active, ethical citizens capable of being informed members of the community.

Pathways

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

Objectives

Digital Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- use design thinking to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking (abstraction; data collection, representation and interpretation; specification; algorithms; and implementation) to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support the ethical collection and generation of data through automated and non-automated processes and participate in safe and respectful communications and collaboration with audiences
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
Let's get organised! - Mastering spreadsheets.	Build me a webpage - Webpage designing	Code with Python - Learn to code using Python.	Automate this! - Designing and experimenting
Year 10			
Term 1	Term 2	Term 3	Term 4
Information systems	Interactive Websites	Cyber security	Web-based games

Assessment

Throughout each term, students will need to complete a variety of assessment items.

Students may be required to complete the following items to meet assessment requirements.

- Pseudocodes
- Webpages
- Algorithms
- Online quizzes
- Projects
- Examinations

Resource requirements

This subject has a fee of \$20 in Year 9 and Year 10.

Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Drama responds to our need to share and enact stories, and create and make meaning across cultures, times, places and communities.

Drama is directly linked to play, the root of all creativity in children. At its core, drama is about taking on roles and “standing in the shoes” of another, and imagining and communicating with the world through different perspectives. Taking on roles involves an act of the imagination that relies on a learner’s ability to empathise and understand others. Drama is a powerful form of communication involving affective, sensory and aesthetic modes.

Drama uniquely develops a suite of knowledge and understanding, and capabilities including creativity, imagination, collaboration, critical thinking, communication, empathy, agility, confidence and expression. Drama learning involves a range of processes including devising, writing, rehearsing, presenting, performing, analysing and evaluating. Drama is accessible to all and engages students as they learn about themselves, their peers and the world.

Pathways

Drama is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Drama can establish a basis for further education and employment in the field of drama and to broader areas in creative industries and cultural institutions. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

Objectives

Drama aims to develop students’:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
Magical realism	Cinematic theatre	Revival	Documentary drama
Year 10			
Term 1	Term 2	Term 3	Term 4
Stories	Puppetry	Musical theatre	

Assessment

A range of assessment instruments are used throughout the course to determine levels of learning in the three valued features for Australian Curriculum Drama: responding, making and performing. These include:

- Short Written Responses which requires students to respond to a task or stimulus to communicate, describe, analyse, interpret and/or evaluate ideas or information for a purpose and/or audience.
- Projects where students devise drama to shape ideas to communicate ideas, perspectives and/or meaning
- Performance Tasks which students use performance skills (e.g. acting, movement, voice, working in an ensemble) to perform drama to communicate ideas, perspective and/or meaning.

Resource Requirements

An additional subject fee will be charged for this specialist subject to cover the cost of additional learning materials. Fully covered leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject.

Global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges. Consequently, Australia needs enterprising individuals and businesses who embrace opportunities, make informed decisions and contribute to the common good. 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.

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.

Pathways

The Atherton State High School Year 9 and 10 Economics and Business program develops the content, skills, concepts and attitudes students will apply and continue developing throughout senior schooling.

Objectives

Economics and Business aims to ensure students develop:

- knowledge and understanding of the nature and operation of the work and business environments within the Australian economy, and factors influencing decision-making, their impacts and appropriate responses
- an understanding of the concepts of resource allocation and economic decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy
- a sense of what it is to participate in the economy, contribute to work and business environments, and make informed decisions in relation to contemporary issues drawn from local, national, Asian and global contexts
- an appreciation of economic and business issues affecting contemporary Australian society, an understanding of how Australia and Asia are interdependent through economic and business connections, and consideration of sustainable patterns of living
- skills to engage in inquiries, including questioning and researching, interpreting and analysing, decision-making, and communicating
- capabilities to engage in everyday life, including critical and creative thinking, ethical understanding, and personal and social competence.

Course Structure

Year 9	
Unit 1	Unit 2
Economics and Business in the Global Economy	Australia and the Global Economy
Year 10	
Unit 1	Unit 2
Australian Economic Performance	Managing Economies

Assessment

A variety of assessment techniques will be utilised according to situation and teaching. They include investigations, projects and examinations.

Resource Requirements

Access to all texts studied in the course is provided by Atherton State High School for students participating in the Student Resource Hire Scheme. Other equipment requirements are included on the Atherton State High School resource list. There is no additional subject fee for this course.

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

In Year 9 and 10, students in English interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Pathways

The study of English plays a key role in the development of literacy, which gives young people the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society.

The year 10 program in semester two is designed to help students to make informed choices for their senior pathways.

Objectives

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
What is and What if - Exploring and creating speculative fictions	Examining representations of Australia's people, Histories and Cultures	Walking in your shoes – Examining ethical issues in play and film texts	The Power of Stories – exploring character construction, moral and ethical issues and perspectives in dystopian and speculative novels.
Year 10			
Term 1	Term 2	Term 3	Term 4
Laughing with Knives – Understanding and analysing satire in texts	Finding the gaps – exploring contemporary novels	Is the Bard dead? Reading and responding to Shakespeare in our contemporary world	Slam it out loud! Poetry study

Note: This is a year-long course of study. In semester two, students can select a course taster to experience the lens of the senior courses on offer: General English, General Literature and Applied Essential English. The program of study is still aligned to year 10 in the Australian Curriculum.

Resource Requirements

This course involves a range of assessment types including extended and supervised responses, as well as written, spoken and/ or multimodal. Tasks include responses for imaginative, persuasive, and analytical purposes. Students are encouraged to show increasing independence in the production of their responses as they move towards senior course.

In English, students can receive feedback on a draft of their assessment. A draft in English is a piece of work that is nearly good enough to be submitted.

Resource Requirements

Access to all novels and other texts studied in this course are provided by Atherton SHS under the Student Resource Scheme. Other equipment requirements are described in the ASHS resource list.

There is no additional subject fee for the study of this subject.

In a world of increasing global integration and international mobility, it is critical to sustainability and human wellbeing 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 time. Geography inspires curiosity and wonder about the diversity of the world's people, places and environments. Geography features a structured way of exploring, analysing and understanding the characteristics of the places that make up our world.

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 geospatial technologies and digital tools; an appreciation and respect for social and cultural diversity; a capacity for teamwork; and an ability to solve problems, and to think critically and creatively.

Pathways

The Atherton State High School Year 9 and 10 Geography program develops the content, skills, concepts and attitudes students will apply and continue developing throughout senior schooling.

Objectives

Geography aims to ensure that students develop:

- a sense of wonder and curiosity about, and respect for, places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the countries of Asia and the world
- the ability to inquire and think geographically, using the geographical concepts of place, space, environment, scale, change, interconnections and sustainability
- the capacity to be competent, critical and creative users of geographical methods and skills, including questioning and researching, interpreting and analysing, concluding and decision-making, and communicating effectively
- an appreciation for the nature of geographical phenomena and challenges, and their impact on people's lives, places and environments
- capabilities to engage in everyday life, including critical and creative thinking, ethical understanding and intercultural understanding.

Course Structure

Year 9	
Unit 1	Unit 2
Biomes and Food Security	Global Interconnections
Year 10	
Unit 1	Unit 2
Environmental Change and Management	Geographies of Human Wellbeing

Assessment

Students will complete a variety of assessment pieces, and these will vary according to the topic and delivery situations. However, across all Humanities areas, students are expected to demonstrate that they are competent in conducting an inquiry-based approach to learning. The continued study of Humanities provides continuous and practical preparation for the skills students will need to demonstrate in senior schooling. Assessment techniques include examinations, including response to stimulus, investigations and projects.

Resource Requirements

As Geography is an inquiry-based subject, students will need frequent access to the internet both at home and at school to fully participate in the course. Therefore, a laptop is necessary for Humanities subjects. The subject may use a range of text types, including digital and hard copy texts. These texts will be provided by the school for students participating in the ASHS Resource Hire scheme.

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

Pathways

Students will undertake a range of practical performances and study a range of theoretical concepts that will prepare them for lifelong learning through physical activity. This subject will also prepare them for studying related subjects in years 10-12.

Objectives

Health and Physical Education aims to enable students to:

- access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

Course Structure

Year 9		
Unit 1	Unit 2	
The Right For Respect/ Rethinking Drinking Athletics/Ultimate Disc/Hockey	My Healthy Mind/Don't Be A Bully European Handball/Soft Crosse/Softball/Netball	
Year 10		
Unit 1	Unit 2	Unit 3
Cultural Connections – What Shaped Us? Athletics, European Handball	Playing It Safe and Staying Safe – Risk Taking and Parties Ultimate Disc, Softball, Soft Crosse, Football codes	Staying Alive – First Aid Ultimate Disc, Softball, Soft Crosse, Football codes

Assessment

A range of assessment instruments are used throughout the course on a unit /theme basis. These include practical performance of skills for movement concepts, and theoretical application of concepts through investigation, project or examination.

Resource Requirements

It is a requirement that students wear the school bucket hat whilst undertaking physical activities. A mouthguard will be provided if classes undertake activities in which oral protection is deemed necessary under the new Curriculum Activity Risk Assessment requirements for the practical element of Health and Physical Education. Fully covered, supportive leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject. An electronic device is beneficial for engaging with content, conducting research and word processing for the theoretical component of this course.

Health and Physical Education aims to provide students with a fun yet challenging learning environment and throughout the content of the elective subject in years 9 and 10, it will continue to develop students' knowledge and understanding of what it means to be a healthy member of the community. The Year 9 and 10 elective subjects have been developed in order to create higher order thinking opportunities and target those students who have a genuine interest in Health and Physical Education. These subject offer students an insight into the type of material which will be covered in the Year 11 and 12 Senior Health and Physical Education subject offerings.

Health and Physical Education Extension offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- Promoting the health of individuals and communities
- Developing concepts and skills for physical activity
- Enhancing personal growth

Pathways

Students will undertake a range of practical performances and study a range of theoretical concepts that will prepare them for lifelong learning through physical activity. This subject will also prepare them with the appropriate knowledge and skills required for studying Health related senior subjects in years 11-12.

Objectives

Health and Physical Education aims to enable students to:

- access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
Anatomy Volleyball	Training Methods Fitness Training	Sensationalised Reporting Touch Football	Skill Acquisition Softball
Year 10			
Term 1	Term 2	Term 3	Term 4
Sports Psychology Lawn Bowls	PT Yourself Strength and Conditioning	Energy Systems Touch Football	Biomechanics Volleyball

Assessment

A range of assessment instruments are used throughout the course on a unit /theme basis. These include practical performance of skills for movement concepts, and theoretical application of concepts through investigation, project or examination.

Resource Requirements

It is a requirement that students wear the school bucket hat whilst undertaking physical activities. A mouthguard will be provided if classes undertake activities in which oral protection is deemed necessary under the new Curriculum Activity Risk Assessment requirements for the practical element of Health and Physical Education. Fully covered, supportive leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject. An electronic device is beneficial for engaging with content, conducting research and word processing for the theoretical component of this course.

The application of history is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes the understanding of societies, events, movements, ideas and developments that have shaped humanity from the earliest times. The study of history is based on evidence derived from remains of the past. While always seeking truth, the study of history is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, explain different perspectives, develop and substantiate interpretations with evidence, and communicate effectively.

History takes a world history approach within which the history of Australia is taught. It does this to equip students for the world in which they live on local, regional and global levels. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Australian First Nations Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, political, economic and cultural development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding are essential for informed and active participation in Australia's diverse society and for creating rewarding personal and collective futures.

Pathways

The Atherton State High School Year 9 and 10 Humanities program develops the content, skills, concepts and attitudes students will apply and continue developing throughout senior schooling.

Objectives

History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the ideas and forces that shape societies, civilisations and environments, including First Nations Peoples', Australia, Asia and Western civilisation
- the understanding and use of the historical concepts of evidence, perspectives, interpretations and contestability, continuity and change, cause and effect, and significance
- capacity to undertake historical inquiry, including skills for questioning and research, using historical sources, historical perspectives and interpretations, and communicating a historical explanation.

Course Structure

Year 9	
Unit 1	Unit 2
History- The Industrial Revolution	History- World War I

Year 10	
Unit 1	Unit 2
History- World War II	History- The Modern World

Assessment

Students will complete a variety of assessment pieces, and these will vary according to the topic and delivery situations. However, across all Humanities areas, students are expected to demonstrate that they are competent in conducting an inquiry-based approach to learning. The continued study of Humanities provides continuous and practical preparation for the skills students will need to demonstrate in senior schooling. Assessment techniques include:

- Short response tests, including response to stimulus
- Practical tests
- Multimodal presentations
- Analytical Essays
- Projects
- Source analysis

Resource Requirements

As Humanities is an inquiry-based subject, students will need frequent access to the internet both at home and at school to fully participate in the course. Therefore, a laptop is necessary for Humanities subjects. The subject may use a range of text types, including digital and hard copy texts. These texts will be provided by the school for students participating in the ASHS Resource Hire scheme.

The study of languages enables communication in our increasingly interconnected and interdependent world by engaging with the linguistic and cultural diversity of the world and its peoples. The study of Japanese provides opportunities for students to understand themselves as communicators by communicating in the target language and understanding the relationship between language, culture and their learning.

Pathways

The Atherton State High School Year 9 and 10 Japanese program addresses learner background in Japanese by providing a number of pathways and entry points of study to cater for background language learners, first language learners and second language learners. This course provides a strong foundation for students who choose to continue with the study of Japanese in their senior schooling pathway.

Objectives

The three interrelated aims of Japanese are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
Going places	Career plans	Japanese Restaurants	My House and Neighbourhood
Year 10			
Term 1	Term 2	Term 3	Term 4
Celebrations and Milestones	Japan Trip	Fast Food	Part Time Work

Assessment

Students will complete a variety of assessment pieces, and these will vary according to the topic and delivery situations. They may include extended responses (spoken and written) and examinations.

Resource Requirements

Access to all texts studied in the course is provided by Atherton State High School for students participating in the Student Resource Hire Scheme. Other equipment requirements are included on the Atherton State High School resource list. There is no additional subject fee for this course.

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics is integral to quantifying, thinking critically and making sense of the world. It is central to building students' pattern recognition, visualisation, spatial reasoning and logical thinking. Interdisciplinary STEM learning can enhance students' scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing these competencies supports students in pursuing a variety of careers and occupations within STEM and other fields.

Mathematics provides opportunities for students to apply their mathematical understanding creatively and efficiently. It enables teachers to help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences.

Pathways

Year 9 and 10 Mathematics leads onto subject selections for senior mathematics. The course work is spiralled to ensure the development of students from one year level to the next.

Objectives

Mathematics aims to ensure that students:

- become confident, proficient and effective users and communicators of mathematics, who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- foster a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study
- acquire specialist mathematical knowledge and skills that underpin numeracy development and lead to further study in mathematics and other disciplines.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
Statistics. Probability	Simple Interest. Index laws Scientific notation Expand binomial expressions	Ration & Scale factor Similar Triangles Trigonometry Pythagoras' Theorem	Cartesian Planes Linear equations Sketch linear & non-linear relations Areas of shapes Volume & surface area of right prisms & cylinders
Year 10			
Term 1	Term 2	Term 3	Term 4
Linear equations & inequalities Compound interest Expand & factorise expressions Formula substitution Algebraic fraction operations Congruence & similarity	Surface area & volume Problems Proving & solving using plane shapes Data Probability	Algebra & relations Geometry Simultaneous equations Trigonometry	Solve simple quadratic equations

Assessment

At this year level, students are assessed in two criteria:

- Understanding and fluency
- Problem Solving and Reasoning

Assessment practices utilize a variety of strategies and may include written tests, investigations and/or extended assignments and computer-based activities.

Resource requirements

Students studying mathematics require a scientific calculator. A drawing compass and protractor are also recommended. The textbooks used in Year 9 and 10 are Nelson QMaths 9 and 10 for the Australian Curriculum.

In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works.

Media arts recognises that media forms can operate at either a mass level, where media is shared one way, or at an interpersonal level, where communication occurs between individuals and among online communities. Students critically reflect on the role of the media in society and consider how their own media use is shaped by the practices of media institutions. They develop awareness and understanding of ways that media institutions use information collected from users to create communities and to mediate users' media choices. Students learn to be critically aware of the ways that media is used culturally, how it might be negotiated by different audiences, and the impact it can have on their own understanding of the world.

Pathways

Media Arts subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of Media Arts can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject. Media Arts can lead to and benefit careers in diverse fields such as: advertising, graphic artist, project manager, and communication.

Objectives

Media Arts aims to develop students':

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking skills through engagement as producers and consumers of media
- aesthetic knowledge and a sense of curiosity and discovery as they explore images, text and sound to express ideas, concepts and stories for different audiences
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
Viral culture	Photoshopped	Advertising	Stop motion
Year 10			
Term 1	Term 2	Term 3	Term 4
What if?	Report it!	Suspense...	

Assessment

A range of assessment instruments are used throughout the course to determine levels of learning in the three valued features for Australian Curriculum Media: responding, making and presenting. These include:

- Short Written Responses which requires students to respond to a task or stimulus to communicate, describe, analyse, interpret and/or evaluate ideas or information for a purpose and/or audience.
- Projects where students produce media to communicate ideas, perspectives and/or meaning

Resource Requirements

An additional subject fee will be charged for this specialist subject to cover the cost of additional learning materials. Fully covered leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject.

Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers and performers. Music learning is embodied learning. It has a significant and unique impact on the creative, sensorimotor, cognitive, emotional, sociocultural and personal competencies of students.

Students' active participation in music, through continuous and developmentally sequential music learning, encourages skills and aesthetic knowledge of increasing depth and complexity over time. Practical engagement with music develops capabilities that can be gained in no other way.

As independent and collaborative learners, students integrate listening, composing and performing activities, using established and emerging technologies. Music learning enhances students' capacity to perceive and understand musical concepts, and to recognise music's contribution in shaping their identity and their ability to explore personal, local and global issues and ideas. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.

Pathways

Music is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

Music aims to develop students':

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- knowledge and skills for listening with intent and purpose, composing and performing
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form as they acquire skills to become independent music learners.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
Aussie legends of rock	My anthem	Heroes & villains	Uptown funk
Year 10			
Term 1	Term 2	Term 3	Term 4
Imagine	What a wonderful world	You've got the power	A kind of blue

Assessment

Assessment for each unit will consist of an exploring and responding task, a creating and making task and a performance task.

Resource Requirements

An additional subject fee will be charged for this specialist subject to cover the cost of additional learning materials. Fully covered leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject.

The Australian Curriculum: Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science’s contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.

Learning science is important for a diverse and capable science, technology, engineering and mathematics (STEM) workforce. Transdisciplinary STEM learning can enhance students’ scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing STEM competencies enables students to develop, model, analyse and improve solutions to real-world problems, and supports students to access further study and a variety of careers and jobs within or outside of STEM fields.

Pathways

The Atherton High School Year 9 and 10 Science programs continues to develop students’ scientific content, concepts, skills and attitudes. Year 9 Science prepares students for the study of Year 10 Science and Year 10 Science prepares students for the study of Biology, Chemistry and Physics in the senior years. This study may lead to either vocational training or to higher levels of education.

Objectives

The Australian Curriculum: Science aims to ensure that students develop:

- an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in
- a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events
- an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and interculturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments
- an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions
- an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
Physics	Earth Science (+ Nuclear Chemistry)	Biology	Chemistry
Year 10			
Term 1	Term 2	Term 3	Term 4
Biology	Chemistry	Physics	Astro

Assessment

Students will complete a variety of assessment pieces, and these will vary according to the topic and delivery situation. Students will be expected to demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understanding and skills. In doing so, students will experience the regular techniques they will encounter in the senior school.

Assessment techniques may include but are not limited to:

- Multiple-choice /Short Response Tests
- Response to Stimulus Tests
- Practical Tests
- Multimodal presentations Experimental Reports
- A collection of work
- Projects
- Orals or Debates

Resource Requirements

Year 9 and 10 Science have an additional subject fee to cover the cost of additional learning materials, given the practical nature of the subject. All chemicals and other practical specific equipment are provided. Scientific textbooks (physical and/or digital) will be provided by the school for students participating in the ASHS Resource Hire Scheme. Eye protection, protective aprons and gloves (where appropriate) are provided for all practicals. Fully covered leather/vinyl footwear is required for most practicals in this subject.

Textiles and Food Studies is based on the Design and Technologies Australian Curriculum. Students study units based on food and nutrition and textiles that provide opportunities for the students to discover and develop critical and creative capabilities that enhance individual and family wellbeing.

Design and Technologies (Technology food specialisations) enables students to become creative and responsive designers and engages them in creating quality designed food and fibre solutions for identified dietary, aesthetic and practical needs. Students work both independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce (make) designed food and textile solutions.

Pathways

Technology Food Specialisations (TFD) aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students develop confidence as critical users of technologies and designers and producers of designed solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Objectives

Design and Technologies (Technology food specialisations) aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- develop confidence as critical users of technologies and designers and producers of designed solutions
- investigate, generate, iterate and analyse ethical and innovative designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of tools, equipment, materials, systems and components creatively, competently and safely; and managing processes
- evaluate processes and designed solutions and transfer knowledge and skills to new situations

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
Nailed It! – analyse the social, economic and environmental impact of processed foods	Hello World! – examine multicultural foods and cooking techniques from around the world	Food for special needs – investigate special dietary requirements and their impact on menu selection	Eat Street – prepare and sell food products to a school audience
Year 10			
Term 1	Term 2	Term 3	Term 4
Exploring Carbohydrates – Develop carbohydrate-based snack food products	What’s on the Menu – investigate how to develop profitable café menus	Ethical Eating - Analyse moral issues associated with food production and consumption	To Market We Go - Develop and produce a product-line suitable for sale in a digital or physical marketplace

Assessment

Throughout each term, students will need to complete a variety of assessment items.

Students may be required to complete the following items to meet assessment requirements.

- PowerPoint presentations
- Practical cooking and textiles activities
- Work booklets
- Design folio
- Examination

Resource Requirements

Cooking is classified as a high-risk activity. Parents/carers will need to ensure their student has:

- Fully covered leather/vinyl footwear are required as per the School Uniform Policy for this subject.
- Permission form signed and dated

This subject has an additional subject fee in both Year 9 and Year 10.

Visual arts contribute to the fields of art, craft and design. Learning in, through and about these fields, students engage critically using creative processes and artistic practices to communicate and make meaning.

Learning about visual techniques, technologies, skills and media of First Nations Australian and local and global artists, craftspeople and designers supports students to develop their own artworks with integrity and understanding of distinctions between art and culture. Students explore different perspectives to develop and expand perceptual, conceptual and cultural understanding, critical reasoning and practical skills. From this, students develop confident and proficient practices to achieve a personally responsive and distinctive visual aesthetic.

Investigating artworks and practices prepares students to respectfully recognise, articulate and acknowledge artistic and cultural influences. In exploring how, why, where and for whom artists, craftspeople and designers produce artworks, students recognise and appreciate the tensions, complexities and significance of visual arts histories, theories and practices.

Pathways

Visual Art is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject.

Objectives

Visual Arts aims to develop students’:

- conceptual and perceptual ideas and representations through design and inquiry processes
- knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- personal expression through engagement with visual arts practice and ways of representing and communicating.

Course Structure

Year 9			
Term 1	Term 2	Term 3	Term 4
Cubist pattern portrait Drawing Unit	Mortals, gods & monsters Sculpture Unit	My street life Collage Unit	Arts fusion Painting Unit
Year 10			
Term 1	Term 2	Term 3	Term 4
Unit 1: A subconscious scape	Unit 2: A printed narrative Printmaking Unit	Unit 3: change Student choice of Media	

Assessment

A range of assessment instruments are used throughout the course to determine levels of learning in the two valued features for Australian Curriculum Arts, responding and making. These include:

- Short Written Responses which require the students to identify, analyse and evaluate.
- Visual Diaries wherein students generate, document and develop ideas for artworks.
- Making Tasks which allow students to select and manipulate visual conventions, visual arts processes and materials to create artworks that represent ideas, perspectives and/or meaning.

Resource Requirements

An additional subject fee will be charged for this specialist subject to cover the cost of additional learning materials. Fully covered leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject.



Atherton
STATE HIGH SCHOOL

MAKING A DIFFERENCE