INGHAM STATE HIGH SCHOOL

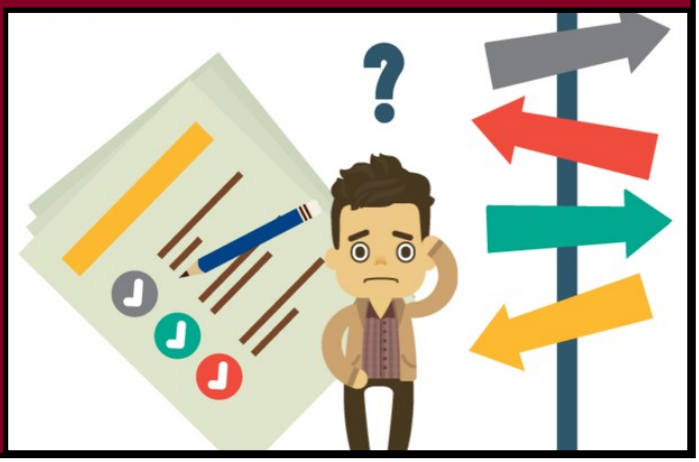
Quality Educational Outcomes for All

YEAR 9 ELECTIVES BROCHURE 2025

In Year 9, students are required to study the following CORE SUBJECTS: English; Humanities; Mathematics and Science PLUS students will study TWO (2) ELECTIVE subjects.

ELECTIVE SUBJECTS

- DESIGN AND TECHNOLOGIES:
  - ◊ FOOD & NUTRITION AND FASHION TECHNOLOGIES
  - ◊ INDUSTRIAL TECHNOLOGIES
- DRAMA
- ECONOMICS & BUSINESS
- HEALTH & PHYSICAL EDUCATION
- STEAM
- VISUAL ART



Students will be making subject selections in Week 5!

INGHAM STATE HIGH SCHOOL

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DESIGN & TECHNOLOGIES
FOOD & NUTRITION AND FASHION TECHNOLOGIES

CONTENT OF COURSE:

Students will explore design-thinking and problem-solving through two key strands of **Food and Nutrition** and **Fashion** technologies. This subject will challenge them to think about, respond to, and create solutions to real world problems.

In Food and Nutrition, students will explore the study of food through the context of food science, nutrition and food technologies.

In the Fashion strand, the study of fashion culture, technology and sustainable design will be explored.

Students will:

- Use a problem-based learning approach to practise applying their knowledge of food science, nutrition and technologies to solve simple nutritional problems in society.
- Investigate textiles and their characteristics and how these qualities impact on their end use, while engaging in a design process to plan, generate and produce sustainable fashion items.

ASSESSMENT:

Assessment tasks will consist of producing design folios and products and prototyping, and written exams.

DESIGN & TECHNOLOGIES
INDUSTRIAL TECHNOLOGIES

CONTENT OF COURSE:

In an ever changing world, design thinking is increasingly important across a wide range of careers. As part of the course, students will create designed solutions to problems which effect individuals, the local community or even wider issues of a global scale. Students respond to these problems by creating solutions which may be in the form of an actual or virtual product or prototype, a service or a design for an environment.

Students consider a range of factors that influence design. They will evaluate ideas and establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes.

Students will use a range of technologies as part of each folio. Students will research key problems and through using the design process will produce a number of products. These include a Desk Organizer, developing a storage solution in What's in the Box, developing a design for a C02 Dragster and create a multimodal presentation to promote a new sustainable product.

ASSESSMENT:

Assessment tasks will consist of a range of written responses which contribute to the final design folios. This will include documentation of the design process, evaluations, and production of prototypes and products.

DRAMA

CONTENT OF COURSE:

The full year program is divided into two major units: ***Laugh It Up*** and ***The Real Stage***. *Laugh It Up* covers the humorous side of life and explores drama used as a form of comic entertainment. Throughout the unit students will study the styles of comedy including the forms of Commedia Dell Arte, clowning and mime. *The Real Stage* investigates Realism as a style and focuses on acting technique and conventions that make up this form of theatre.

Within these units, students will work both individually and in group scenarios to devise, workshop, script and perform scenes surrounding realistic scenarios or the comic conventions. There are no prerequisites for these units. Theoretically the students will investigate the historical origins of the styles being studied and the conventions of performance and design associated with these styles. They will also learn how to identify and evaluate these conventions when they are used in theatre and cinema. The group orientated performance styles within these units will prepare the students for Drama in Year 10 and beyond.

ASSESSMENT:

Over the full year course, students will complete a small group improvisation task; a written exam response to comedy in film; a group polished comical performance; an individual written monologue; a group realism performance for an audience of peers; a personal reflection on group work and performance and; a theatre review.

ECONOMICS & BUSINESS

CONTENT OF COURSE:

Economics and Business explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future. In Year 9, the units studied will come from the following Australian Curriculum Strands:

- Economics and Business Knowledge and Understanding;
- Economics and Business Skills

In both these strands, the study of economics and business issues, events and business case studies, form an integral component of the curriculum. A focus on contemporary issues, events and business case studies stimulates student interest and curiosity.

Specifically, the units covered in Year 9 include:

- Managing risk and reward;
- Competitive advantage in a global economy (Asia);
- Entrepreneurial activity and operating a business venture;
- Participants in the changing Australian or global workplace.

ASSESSMENT:

A variety of assessment techniques will be used. Students will be asked to complete both theory and practical exams, submit folios of work, write an extended written report and conduct a business venture.

HEALTH & PHYSICAL EDUCATION

CONTENT OF COURSE:

Health and Physical Education (HPE) teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation, in varied and changing contexts. Health and Physical Education addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves.

To achieve this, students will participate in a range of classroom and field activities in preparation for senior Physical Education (PE).

ASSESSMENT:

Over a full year of study, students will complete a range of inquiry-based assessment. Students will be taught how to research whereby making judgements, analysis and evaluations upon content information, regardless of whether students are completing an exam, developing a multimodal piece or writing up a training program and essay. Each term will consist of one theoretically-based and one practically-based assessment.

STEAM

CONTENT OF COURSE:

The STEAM elective subject, provides STEAM (Science, Technologies, Engineering, Arts and Maths) enrichment opportunities and will challenge and excite students with the possibilities of the future.

The curriculum involves 21st Century learning experiences and emphasises inquiry-based learning where students are encouraged to learn by doing. The curriculum offers students the opportunity to explore the Digital Technologies curriculum through the lens of STEAM.

The full year program will develop students' skills in design thinking, computational thinking and real life problem-solving.

Students will investigate STEAM-based problems by undertaking a range of experimental, group work and inquiry-based learning activities.

Projects will include a focus on alternative energy sources, innovation in agriculture and developments in new technologies to address environmental issues. Students will build their capacity to collaborate and develop innovative and creative solutions using a range of technologies.

ASSESSMENT:

Over the full year, students will have a range of assessable tasks ranging from products to multi-modal presentations.

VISUAL ART

CONTENT OF COURSE:

This practical subject offers a unique way for students to communicate and connect with their world. Students learn to use visual conventions, processes and materials to create new artworks. They will develop their own arts practice over the duration of the study influenced by different artists, cultures, times, places and contexts.

Unit 1: #HatshtagSelfie
Through the context of a contemporary media influencer, students will look into the art of taking the perfect selfie to encourage social change in the 21st Century.

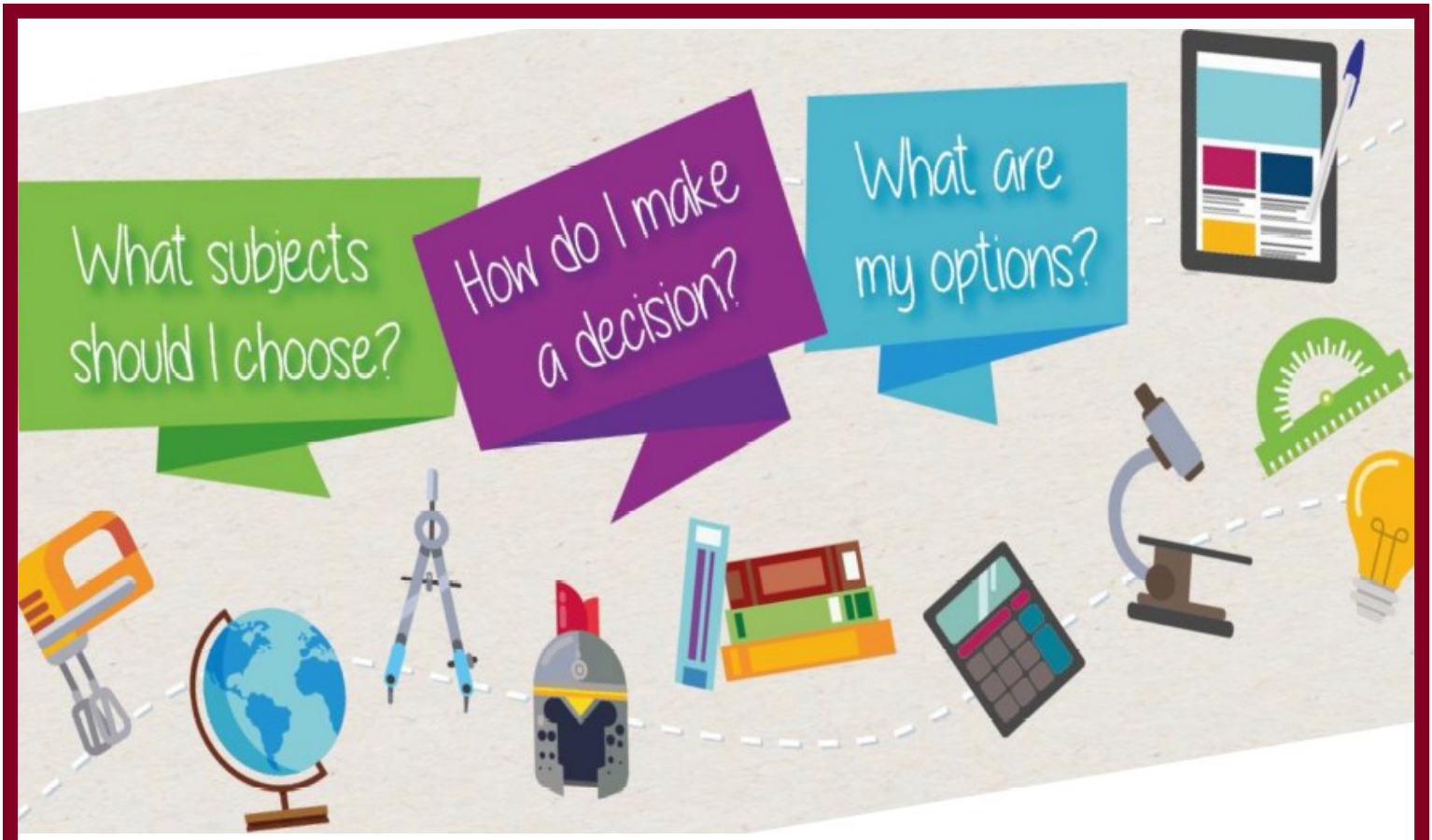
Unit 2: Objects in Art
Throughout the unit, students will investigate how artists use objects to create new artworks in 3D media. Students will produce a resolved artwork using a variety of found objects to recreate an insect in sculptural form.

Unit 3: Appropriation
Students will explore the concept of appropriation in art and create a 2D artwork whilst raising awareness on a contemporary issue.

Unit 4: Inquiry Unit
Students will produce a final resolved artwork/ derived from developing an inquiry question which will help frame their journey of aesthetic discovery choosing from either 2D, 3D or digital based media.

ASSESSMENT:

Students complete a wide range of practical and written assessment tasks including projects, resolved artworks, examinations and extended responses. Students will also take part in preparing their work for display in The Learning and Wellbeing Hub, Tyto Regional Art Gallery, Ingham Arts Festival and the Ingham Show.



- Choose subjects that you like.
- Choose subjects that you are good at.
- Consider choosing subjects which are useful for careers you may be interested in.
- Choose subjects which are suited to your ability.
- Ask for advice from your parents/caregivers and teachers.
- Don't choose a subject just because your friend is doing it!