

2027



YEAR 9 SUBJECT INFORMATION BOOKLET

Learn about what subjects are
being offered in 2027 at North High

9

Year 9 Overview

Year 9 at Bundaberg North SHS is the final year of Junior School and as such, continues to broaden the students' choice of electives in order for students to gain a better understanding of their own skills, likes and dislikes before they start to narrow their course of study towards their senior and future pathways.

We are following the Australian Curriculum requirements in terms of the subjects offered and the amount of time students participate in them. As a result, the range of subjects on offer to Year 9 students broadens as the number of compulsory subjects reduces from those studied in Years 7 and 8. This will again reduce in Year 10 to only four compulsory subjects.

The subjects on offer to Year 9 students are illustrated in the table below:

Core Subjects:	Electives:
English (ENG) <i>(3 lessons per week)</i>	- Four (4) subjects, two (2) per semester - 3 lessons per week per subject
Mathematics (MAT) <i>(3 lessons per week)</i>	
Science (SCI) <i>(3 lessons per week)</i>	• Art • Drama • Media • Music • Digital Technologies • Food Specialisation • Metal Specialisation • Wood Specialisation • Economics and Business • Civics • Geography
Health and Physical Education (HPE) <i>(3 lessons per week for semester)</i>	
History (HIS) <i>(3 lessons per week for semester)</i>	

In Term 3 of Year 8, students will be asked to complete their selection for their four (4) electives using One School they should submit these preferences in their preferred order eg first pick is what they really want to do. At this time, they will also be asked to nominate a fifth subject as their next preferred option. Every effort will be made to accommodate students into their first four preferences however, it cannot be guaranteed as usual timetable constraints apply eg class numbers, room allocations, staffing etc.

Students will know what electives they are allocated to for each semester of Year 9 by the end of Year 8.

Looking Forward:

In Term 3 of Year 9, students will be asked to select a number of electives from an even broader range of subjects which aim to prepare students for their possible senior course of study. Year 10 is seen as a preparation year for the Senior years therefore the career education and future pathways focus which commences in Term 3 of Year 9 will continue in Year 10 and beyond. More information regarding this will be given to students in Term 3.

CORE SUBJECTS –

- Subject:** English
- Subject:** Mathematics
- Subject:** Science
- Subject:** Health and Physical Education
- Subject:** History

ELECTIVE SUBJECTS –

HUMANITIES

- Subject:** Economics and Business
- Subject:** Civics
- Subject:** Geography

THE ARTS

- Subject:** Art
- Subject:** Drama
- Subject:** Media
- Subject:** Music

TECHNOLOGY

- Subject:** Digital Technologies
- Subject:** Food Specialisation
- Subject:** Metal Specialisation
- Subject:** Wood Specialisation

Art

Course Description:

Visual Art empowers students to explore and express their creativity through a range of artistic media and techniques. It provides practical opportunities for students to develop their visual literacy, critical thinking, and artistic skills. Visual Art fosters curiosity, confidence, innovation, creativity, and respect for diverse perspectives and cultures.

In Visual Art, students engage in the process of exploring ideas, experimenting with materials and techniques, creating artworks, and reflecting on their own and others' work. They develop an understanding of visual conventions and the role of artists and artworks in society. Through hands-on projects and authentic learning experiences, students create and present artworks that communicate their ideas and responses to the world around them. This is achieved through the application of critical and creative thinking, along with technical skills in various art forms.

Units of Study:

Unit 1: 2D Works – Colour, Painting and Visual Inquiry

In this unit, students explore two-dimensional art practices through the study and application of colour theory and painting techniques. They experiment with materials and processes to develop a folio of resolved and unresolved works, while analysing the work of key artists to inform their practice.

Students will:

- Explore and experiment to investigate colour theory and experiment with painting materials, techniques and processes.
- Develop and apply visual conventions and refine skills to create increasingly resolved 2D artworks.
- Respond and analyse artworks by key artists, considering meaning, context and artistic choices.
- Present and resolve artworks that communicate ideas using visual language.

Unit 2: 3D Forms – Sculpture and Spatial Design

In this unit, students investigate three-dimensional art forms, focusing on the creation of sculptural works and objects in space. They explore how materials can be manipulated to convey structure, meaning and aesthetic intent.

Students will:

- Explore and experiment with 3D materials and construction techniques to explore form and structure.
- Develop and apply skills in manipulating materials to design and refine sculptural forms.
- Respond and analyse 3D artworks, considering how artists use materials and space to convey meaning.
- Present and resolve 3D works that demonstrate control and purposeful design.

Possible Assessment:

Assessment will be balanced over the semester and is ongoing, with students receiving regular feedback.

- Making tasks (Collection of practical works)
- Responding tasks (using One Note and laptops)

Additional requirements:

Visual diary, pencil and access to internet ready device. An extensive range of resources and materials are supplied by the Art Department in relation to areas of study.

Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
• Visual Art	• Certificate II Visual Art • Visual Art (General)	Studying visual art can open doors to various career pathways including creative industries, design and innovation, visual storytelling, art and culture, education, wellness professions, entrepreneurship, and cross-disciplinary roles.

Civics and Citizenship

Course Description:

In Year 9, students further develop their understanding of Australia's federal system of government, how it enables change and compare it with another system. Students investigate the features and jurisdictions of Australia's court system, including the High Court and its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship including Australia's roles and responsibilities within the international context. They examine how rights are protected in Australia and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights and responsibilities as active and informed citizens.

Units of Study:

Governing and Democracy

- Develop and refine a range of questions and locate, select and compare relevant information
- Australian Government's role and responsibilities at a regional and global level
- Compare the key features and values of Australia's system of government to those of another system
- Role of the Australian Constitution, the federal system of government, and constitutional change
- Policy development and legislative processes
- Resilient democracy and a cohesive society in Australia

Our Rights

- Reasons individuals and groups participate in and contribute to civic life
- Influence of the media on reflections of identity and diversity
- Australia's international legal obligations
- Methods or strategies related to civic participation or action
- Evaluate perspectives and challenges related to political, legal or civic issues
- Key features, jurisdictions and roles of Australia's court system

Possible Assessment:

- Written brochure
- Case analysis

Additional requirements:

- N/A

Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
• Intro to Legal Studies	• Legal Studies	• Law • Law enforcement • Criminology • Justice • Politics

Digital Technologies

Course Description:

In year 9 Digital Technologies students are expected to engage with a range of digital systems, data and processes to develop their computational thinking and problem-solving skills. They will use programming languages HTML and CSS style sheets to design and create a prototype webpage which will require them to use their knowledge of user experience design, algorithms, and digital systems. Students will explore principals of data management and security, including understanding databases and data privacy and are encouraged to reflect on the ethical and social implications of digital technologies, fostering a responsible and informed approach to their use and development.

Units of Study:

Unit 1 Designing Solutions: Using HTML & CSS to design and create simple websites

- Computational Thinking
- Design Thinking
- HTML to design simple websites
- CSS to style simple webpages

Unit 2 Networking Systems: How data is stored and transmitted in networked systems

- Software
- Hardware
- Networks
- Advanced networks and protocols
- Email, file size and compression
- Internet of Things (IOT)

Possible Assessment:

- Web Development Project
- Folio

Additional requirements:

- Headphones
- Laptop with access to the internet (if you have one)
- Download Notepad++ on device
- Access to Grok Learning website

Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
Digital Technologies	Cert II Applied Digital Technologies	Digital design, Digital security, Content management, Hardware development, Marketing, Logistics, Software programmer
<i>Skills will assist with all subjects and future studies</i>		

Drama

Course Description:

In Year 9 Drama, students:

- Explore how Drama can bring stories to life — from the imaginary and playful to the powerful and thought-provoking.
- Build their knowledge of how dramatic elements and conventions shape meaning, while learning how Drama can share stories that are funny, moving, and meaningful.
- Examine the role of storytelling within different cultures and how this informs and shapes their own work.

Units of Study:

Aligned with the Australian Curriculum, this course

- uses the style of Reader's Theatre, to provide students with opportunities to create dramatic action and meaning for an audience, developing confidence and expressive skills along the way.
- involves working with picture books to create performances for younger audiences, allowing students to discover how to use voice and gesture to entertain and engage.
- deepens student's understanding of storytelling through an in-depth study of texts related to the use of stories to create meaning in different cultures.
- strengthens skills in performance, collaboration and creative interpretation.

Possible Assessment:

Over the course of the unit, students will undertake two assessment tasks:

- a project in two parts – the first part students work individually to develop a Reader's Theatre script, then find a partner to polish and rehearse one of their scripts for performance to an invited audience of children aged 4 - 6 years old.
- a group performance of an extract from a text studied in class.

Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
• Drama	• Drama (General)	• 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 and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology. and science and technology.

Economics and Business

Course Description:

Economics and Business is a fun and relevant subject whereby students will research trending businesses to analyse and evaluate business, government and consumer decisions. The goal of the subject is to prepare students for senior Business subjects and a successful life outside of school.

Units of Study:

Unit 1: What are Australia's trading connections?

Student will investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. Students will examine the implications of interdependence of participants in the global economy for decision-making.

Unit 2: How does the financial world affect us?

Student will also focus on consumer and financial risks and rewards by examining the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices. Students will also examine the government's management of the economy to improve economic growth and living standards.

Possible Assessment:

- Assessment Item 1 – Short Response Exam
- Assessment Item 2 – Business Report

Additional requirements:

- BYO Laptop is required in every lesson

Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
• Economics and Business	• Business (General) • Accounting (General) • Tourism (Applied)	• Business management • Business development • Entrepreneurship • Business analytics • Economics • Business law • Accounting and finance • International business • Marketing • Human resources management • Business information systems.

Food Specialisation

Course Description:

In the Year 9 Food Specialisation course, students explore sustainability and its application in food production through two integrated units. The "Food Equity" unit studies equitable access to food, while focuses on investigating, designing and producing a multicultural cuisine. This course combines research and practical food development, helping students build critical thinking, creativity, and project management skills while preparing them for real-world challenges in food technology.

Units of Study:

Unit 1 Food Equity

Student will investigate Food equity issues:

- Investigating food equity topics such as location, education, socia-economic status and dietary requirements
- Developing food products for selected equity issues
- Understand the concept of sustainability
- Applying principles of problem solving
- Applying hygiene and safety procedures

Unit 2 Multicultural cuisine

Student will design and create a cultural dish by:

- Utilising the design process
- Developing and testing food products
- Applying hygiene and safety procedures
- Evaluating effectiveness

Possible Assessment:

- Assignment
- Practical

Additional requirements:

- Fully enclosed leather shoes, with leather uppers
- Ingredients supplied by home
- Complete all induction procedures and obtain parent permission

Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
• Food Specialisation	• Certificate II in Hospitality	• Chef, kitchenhand, bar attendant, gaming attendant, barista, front of house service, cook, caterer, flight attendant, waiter/waitress, event manager, event planner, hotel manager

Geography

Course Description:

Year 9 Geography explores the critical roles of biomes in food security and the global interconnections created through human actions. Students examine how different biomes contribute to food production and the challenges of sustainable practices, with a focus on examples from Australia and Asia. The study also covers how products, tourism, and trade link people to places, affecting environments and necessitating effective management. By addressing key inquiry questions, students gain insights into environmental changes, the importance of global interconnections, and future implications.

Units of Study:

Unit 1 Biomes and food security

Student will focus on the biomes of the world, their characteristics and significance as a source of food and fibre by:

- examining the distribution of biomes as regions, and their contribution to food production and food security
- considering the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.

Unit 2 Geographies of interconnections

Student will focus on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments by:

- examining the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them
- considering the management of the impacts of tourism and trade on places.

Possible Assessment:

- Exam
- Project/assignment

Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
• History • Geography	• Ancient History (General) • Aquatic Practices (Applied) • Earth and Environmental Science (General)	• Archaeology, history, education, psychology sociology, law, business, economics, politics, journalism, media, health and social science, writing, academia, research, tour guide, urban planner

History

Course Description:

The Year 9 curriculum covers aspects of both year 9 and 10. It provides a study of the history of the making of the modern world from 1750 to 1918. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”. Students will also study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students will investigate ‘making a nation’ then move into World War I for assessment. Students will the study World War II for their assessment, finishing with an investigation into ‘building modern Australia’

Units of Study:

World War I

Student will investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history by:

- Explaining the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to World War I.
- Explaining the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events
- Analysing different and contested historical interpretations

World War II

Student will investigate wartime experiences through a study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement by:

- Identifying the key causes and events leading up to World War II and analysing their impact
- Describing significant battles and turning points of the conflict and evaluating their effects on the outcome of the war, with a focus on Kokoda
- Explaining the impact of World War II on different countries
- Investigating the Holocaust and assessing its significance
- Evaluating the consequences of World War II

Possible Assessment:

- Exam
- Project/assignment

Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
• History • Geography	• Ancient History (General) • Aquatic Practices (Applied) • Earth and Environmental Science (General)	• Archaeology, history, education, psychology sociology, law, business, economics, politics, journalism, media, health and social science, writing, academia, research, tour guide, urban planner

Media

Course Description:

Students engage with storytelling through many forms of media. This course gives students the opportunity to understand how media creators engage audiences with stories that celebrate or challenge ideas of Australian identity.

Units of Study:

Unit 1 Photography: Pictures Are Louder Than Words

Unit 2 Sound Design: Hear This

Students will:

- investigate the ways that media artists use media arts concepts to construct representations in media arts works and practices
- reflect on their own or others' media arts works and/or practices to refine and inform choices they make during stages of the production process
- investigate the ways First Nations Australian media artists and/or producers celebrate and challenge multiple perspectives of Australian identity through media arts
- design and structure media arts works that examine and communicate ideas, perspectives and/or meaning
- apply production processes and use technologies to produce media arts works that communicate ideas, or perspectives that confirm or challenge the expectations of specific audiences
- present media arts works to audiences and plan approaches for creating relationships with audiences when media arts works are distributed in selected community or institutional contexts

Possible Assessment:

- Photography Folio which communicates social or cultural values and beliefs with written response analysing and evaluating their use of media concepts
- Audio Story representing ideas of Australian identity with reflective statement

Additional requirements:

- Wired headphones

Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
• Media Arts	• Film, Television and New Media (General)	• advertising • arts administration and management • blogger/vlogger, digital content producer • creative industries, e.g. animator, photographer, screenwriter, game developer • film and television • public relations

Music

Course Description:

Music provides students with the opportunity to perform various styles of rock and pop music, create their own compositions using digital technologies, and listen to and analyse music. As well as exploring a wide variety of musical styles, basic theory concepts will also be covered.

Units of Study:

Rock and Pop Music

Students will

- analyse different Rock and Pop scores and performances aurally and visually.
- evaluate the use of elements of music and defining characteristics from different musical styles.
- interpret and perform music with technical control, expression and stylistic understanding.
- use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences.
- use knowledge of the elements of music, style and notation to compose, document and share their music.

Possible Assessment:

- Performance
- Composition
- Written analysis and evaluation of own performance and/or composition

Additional requirements:

- Plug-in (preferably 3.5mm) headphones may be required for some activities.

Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
• Music	• Music in Practice (Applied)	• A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Metal Specialisation

Course Description:

In Year 9, students will continue to develop their understanding of the design process while increasing practical skills and craftsmanship. Students will apply their metalworking skills to projects where they design and construct solutions to given design/manufacturing problems while emphasizing creativity. This course combines technical skill development with social awareness, encouraging students to create both functional and impactful projects.

Unit of Study:

This unit engages Year 9 students to more concepts and skills involved in metalworking. Students will explore the properties of different types of materials, learn essential techniques, and understand the safe and effective use of tools and machinery. Through hands-on projects, students will design and create functional objects, applying problem-solving skills and creativity. This unit aims to develop students' technical skills, craftsmanship, and understanding of sustainability in metal production and usage.

Possible Assessment:

Assessment 1

Project: Students will complete a research project where they investigate, refine and apply different principles and concepts of design, including safety, efficiency, engineering principles and sustainability.

Assessment 2

Project: Students for this project switch things up and have a deeper look into different materials and the technologies utilised to manipulate these materials.

Requirements:

- Shoes with impervious uppers (shoes that are made from leather or vinyl)

Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
• Metal Specialisation	• Industrial Graphics skills (Applied) • Certificate II in Engineering Pathways	• Boilermaker/Welder • Machinist • Fabricator • Fitter • Mechanic

Wood Specialisation

Course Description:

In Year 9, students will continue to develop their understanding of the design process while increasing practical skills and craftsmanship. Students will apply their woodworking skills to projects where they design and construct solutions to given design/manufacturing problems while emphasizing creativity. This course combines technical skill development with social awareness, encouraging students to create both functional and impactful projects.

Unit of Study:

This unit engages Year 9 students to more concepts and skills involved in woodworking. Students will explore the properties of different types of materials, learn essential techniques, and understand the safe and effective use of tools and machinery. Through hands-on projects, students will design and create functional objects, applying problem-solving skills and creativity. This unit aims to develop students' technical skills, craftsmanship, and understanding of sustainability in wood production and usage.

Possible Assessment:

Assessment 1

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Assessment 2

Project: Students for this project switch things up and have a deeper look into different materials and the technologies utilised to manipulate these materials.

Requirements:

- Shoes with impervious uppers (shoes that are made from leather or vinyl)

Links to the future:

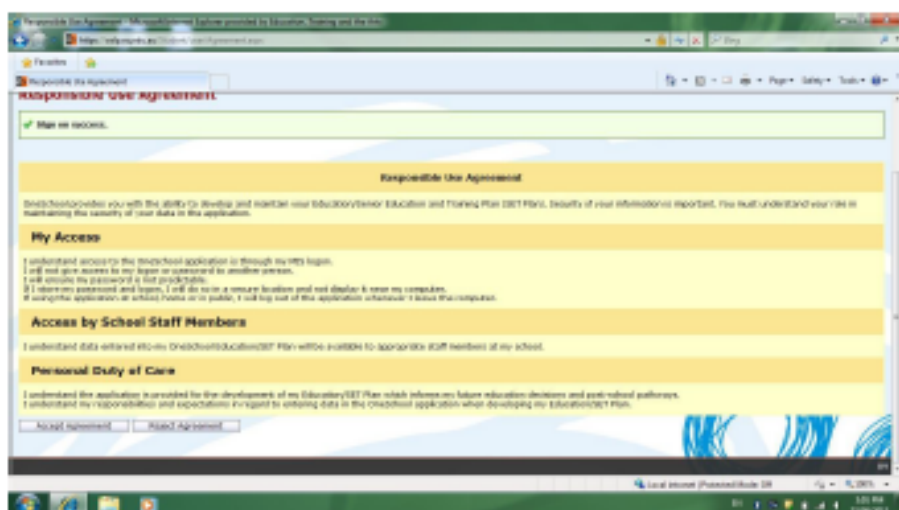
Year 10 subjects	Year 11 & 12 subjects	Career pathways
• Wood Specialisation	• Furnishing Skills (Applied) • Industrial Graphics Skills (Applied) • Certificate I in Construction / Certificate II in Construction Pathways	• Furniture Maker • Cabinetmaker • Carpenter/Builder • Interior Designer • Furniture Restoration/ Manufacturing • Upholsterer



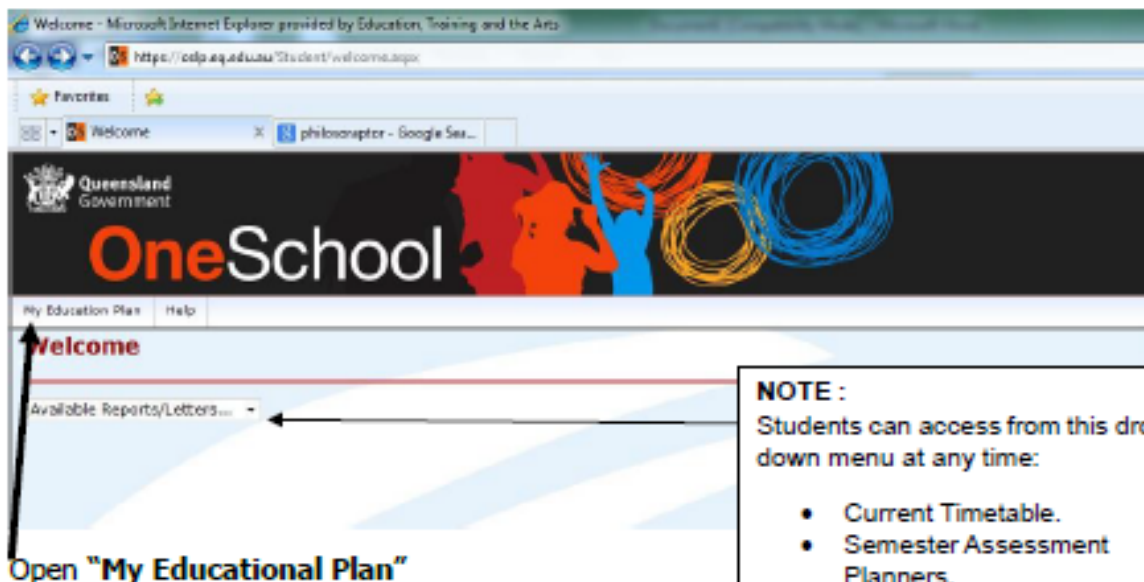
Subject Selection Using One School

Go to <https://oslp.eq.edu.au>

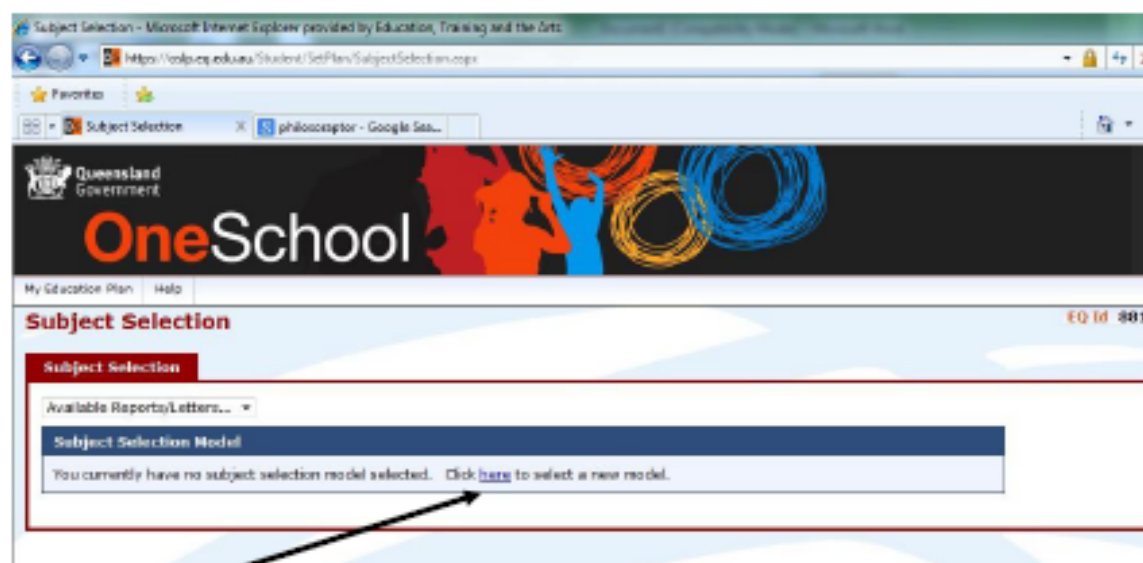
Use your school computer / email log on and password



Agree to the Responsible Use Agreement

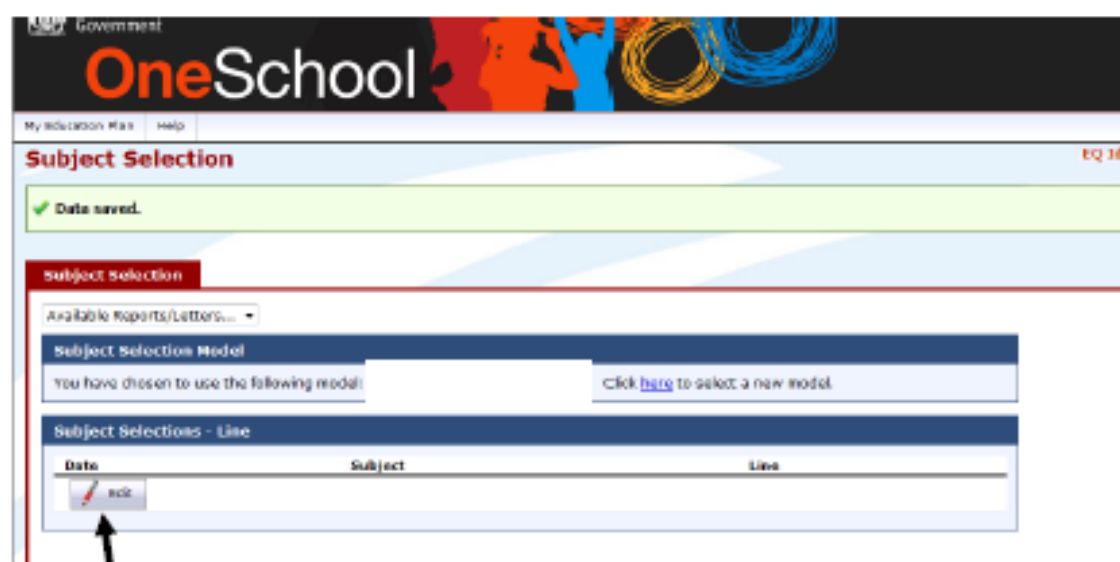


Open "My Educational Plan"



Click "here" to activate the Subject Selection screens.

Press **Save** to activate it.



Select **Edit**



Subject Selection - Lines

1st Preference

- ☐ Wood Specialisation
- ☐ Visual Arts
- ☐ Economics and Business
- ☐ History
- ☐ Food Specialisations
- ☐ Digital Technologies
- ☐ Geography
- ☐ Media Arts
- ☐ Civic and Citizenship
- ☐ Metal Specialisation
- ☐ Music
- ☐ Drama

[Clear line](#)

2nd Preference

- ☐ Wood Specialisation
- ☐ Visual Arts
- ☐ Economics and Business
- ☐ History
- ☐ Food Specialisations
- ☐ Digital Technologies
- ☐ Geography
- ☐ Media Arts
- ☐ Civic and Citizenship
- ☐ Metal Specialisation
- ☐ Music
- ☐ Drama

[Clear line](#)

3rd Preference

- ☐ Wood Specialisation
- ☐ Visual Arts
- ☐ Economics and Business
- ☐ History
- ☐ Food Specialisations
- ☐ Digital Technologies
- ☐ Geography
- ☐ Media Arts
- ☐ Civic and Citizenship
- ☐ Metal Specialisation
- ☐ Music

4th Preference

- ☐ Wood Specialisation
- ☐ Visual Arts
- ☐ Economics and Business
- ☐ History
- ☐ Food Specialisations
- ☐ Digital Technologies
- ☐ Geography
- ☐ Media Arts
- ☐ Civic and Citizenship
- ☐ Metal Specialisation
- ☐ Music
- ☐ Drama

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5th Preference

- ☐ Wood Specialisation
- ☐ Visual Arts
- ☐ Economics and Business
- ☐ History
- ☐ Food Specialisations
- ☐ Digital Technologies
- ☐ Geography
- ☐ Media Arts
- ☐ Civic and Citizenship
- ☐ Metal Specialisation
- ☐ Music
- ☐ Drama

[Clear line](#)

Pick in order of preference!

[Clear line](#)

Subject Selection Rank Order

No Subject Selections have been made

Notes

Make sure you save!

2000 characters maximum

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