



# 2026 Year 9 Handbook



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## Junior Secondary at Capalaba State College

Capalaba State College has been leading the way with P-12 education and this allows your child to have a seamless transition from a primary school setting to a secondary one. Situated in the heart of Capalaba, this dual campus site is separated into four sub schools:

- P-3,
- 4-6,
- 7-9 and
- 10-12.

Junior Secondary represents a significant time of developmental change for young adolescents. Students in Years 7, 8 and 9 are provided opportunities to engage in innovative learning experiences within a supportive and challenging secondary school context. This has proven an effective strategy for driving ongoing student engagement.

Within Junior Secondary, we believe in a holistic approach to middle schooling education in order to develop the whole child. We understand that early teens need the opportunity to explore, challenge and grow. Our Junior Secondary program is underpinned by:

- Additional literacy and numeracy support
- Wellbeing
- Physical activity

Additionally, we offer extension and enrichment opportunities to our young adolescent learners.

Our College also enables primary and secondary teaching staff to work collaboratively to support Junior Secondary, resulting in a more holistic approach to student learning and wellbeing with a culture of shared responsibility for student outcomes.

Each one of our students are provided with a College iPad to allow them to engage with their learning using technology, communicate with their teacher regarding their work, and to complete and submit formative and summative assessment. Students should charge their iPad each night and bring it to school every day.

This has been achieved through a focus on the following four key areas that align with the principles of Junior Secondary:

## Quality Teaching, Curriculum and Student Performance

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A common pedagogical approach by all of the College's teachers include:

- setting clear learning objectives
- reinforcing effort
- use of supported, effective feedback
- providing recognition

A demanding and meaningful curriculum is implemented where students can access teaching expertise and resources from across the primary and secondary contexts.

This supports engagement in authentic learning experiences, including:

- Programs in English, Mathematics, Science, Humanities, HPE and specialist programs in other curriculum areas.
- Collaborative learning as a facet of pedagogical instruction is used.
- Technology and eLearning approaches are integrated within the regular class curriculum.
- Student performance is monitored through data collection, analysis and inference of the data to create individualised programs.

## Student Wellbeing

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- Form class teachers are established to mentor students and build productive relationships with parents.
- Physically safe areas designated to year levels are introduced.
- Wellbeing lessons are delivered by the student's teachers who use responsive programming to address student and cohort needs.

## Parent and Community Involvement

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Professional and personal connections with families are developed through:

- Parent information evenings
- Parent/teacher interviews

Open communication is developed with all stakeholders building confidence, engagement and interest in school initiatives and student success.

## Leadership

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Student leadership is a fostered and developed across all year levels including leadership development programs and identified student leadership roles.

The Student Management Team is actively engaged in leading school change. Students lead and coordinate school events, promotions and fundraising activities. A number of clubs and groups exist across the College which allow students to participate in rewarding extra-curricular activities.

## Course Structure

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All students in Year 9 will study the following subjects which may be studied in isolation or integrated together to create a more connected curriculum:

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

Students in Year 9 may also study two of the following subjects for one semester each:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Digital Technologies
- Design and Technologies
- Food Specialisations
- Economics, Civics and Business

## Extension Programs

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Students who wish to be extended either academically or physically are able to apply for the following signature programs:

- Scholars program for academically gifted students
- High Performing Sport (Volleyball or Basketball)

## English

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### Brief Description of Subject

In Year 9 English, students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. Students learn how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with implications and impacts. Students evaluate how a variety of texts represent Aboriginal and Torres Strait Islander knowledge, peoples, cultures and events.

### Course Outline

Areas of study include:

- Exploring speculative fiction
- Selling Australia
- Analysing representations of character
- Exploring representations of school

### Assessment

Assessment in Year 9 English focuses on:

- Listening, speaking and creating
- Reading and viewing
- Writing and creating

Assessment is continuous and is collected for formative and summative purposes, requiring the student's consistent effort. Overall achievement will be based on a folio of work. Assessment will cover a balance of written and spoken text types.

## Mathematics

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### Brief Description of Subject

In Year 9 Mathematics, students build on their mathematical skills to solve increasingly complex problems. They apply reasoning and logical thinking to real-world and abstract contexts, individually and in groups. Students reflect on their learning and challenge assumptions by evaluating different approaches.

Digital tools and ICT are used with purpose to explore, model, and communicate mathematical concepts effectively.

### Course Outline

Areas of study include:

- Index Laws and Scientific Notation
- Algebra
- Linear and Non-Linear Graphs
- Similarity and Trigonometry
- Measurement: Surface Area and Volume
- Statistics and Data Analysis
- Probability and Multi-Step Experiments

### Assessment

Assessment in Year 9 Mathematics focuses on:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

Students will complete both formative and summative assessment tasks, including: Term/Semester Exams, Problem-Solving and Modelling Tasks (PSMTs), Assignments and investigations, Class participation and observations.

## Science

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### Brief Description of Subject

In Year 9 Science, students deepen their understanding of how scientific knowledge is developed and applied. Students investigate real-life and lifelike problems, recognising science as a dynamic and evolving body of knowledge shaped by evidence, culture, and ethical perspectives.

They develop their scientific thinking by designing investigations, solving problems collaboratively and independently, and using critical thinking to evaluate data and claims. ICT is used to support inquiry, analysis and communication of scientific ideas.

### Course Outline

Areas of study include:

- Chemical Sciences (Chemical Reactions: Explore acid-base, acid-metal, and acid-carbonate reactions, and Atoms & Isotopes: Investigate atomic structure, radiation, half-life, and societal uses of radioisotopes).
- Physical Sciences (Waves: Examine light, sound, the electromagnetic spectrum, and wave behaviours such as reflection and refraction, and Energy Transfer: Explore thermal and electrical energy and how they move through different materials).
- Biological Sciences (Body Systems & Homeostasis: Study the structure and function of organisms, and how body systems maintain internal balance and respond to disease, and Ecosystems: Investigate species interdependence, food webs, and sustainability).
- Earth & Space Sciences (Earth cycles: Explore the carbon cycles, including key processes such as photosynthesis, respiration and combustion).

### Assessment

Assessment in Year 9 Science focuses on:

- Science Understanding
- Science Inquiry Skills
- Science as a Human Endeavour

The assessment across the units includes term exams, student experiments (scientific report), and research investigations (scientific report)

## Health and Physical Education (One Semester)

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### Brief Description of Subject

In Year 9 Health and Physical Education, students develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others' health and wellbeing. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. Our program affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity.

Health and Physical Education helps students to develop health literacy, an individual's ability to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. Higher Order Thinking is promoted through our program as students make links between practical and theory components of the course.

### Course Outline

Areas of study include:

- Fit for fun (Strength and conditioning)
- Personal identity and healthy relationships (volleyball/netball)

### Assessment

Assessment in Year 9 Health and Physical Education focuses on:

- Knowledge and understanding
- Performance and practical application

Tasks vary throughout the program and both the practical aspects and theoretical aspects of the course are assessed when making judgements on a student's overall performance. Tasks include written tests, assignments, and practical performance.

## History (One Semester)

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### Brief Description of Subject

In Year 9 History, students explore the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

### Course Outline

Areas of study include:

- Depth Study 1: Movement of People: 1750 - 1901
- Depth Study 2: World War One: Gallipoli

### Assessment

Assessment in Year 9 History focuses on:

- Knowledge and understanding
- Skills

Students will undertake a variety of assessment types each semester: short response exam, extended response to stimulus and a multimodal presentation.

## Dance (Elective)

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### Brief Description of the subject

In Year 9 Dance, students build on their prior learning and experiences as they develop their capability and confidence across the practices of Dance: choreography, performance and responding. They continue to use dance-specific processes in purposeful and creative ways that are informed by their engagement with the work of living choreographers and performers from across local, regional, national and global cultures, times, places and/or other contexts, such as countries or regions in Asia.

### Course outline

Areas of study include:

- Building and extending creative practices for performance and choreography, considering prior learning, safe dance practice, experience and interests.
- Creating work to communicate ideas and intentions using the elements of dance, choreographic devices and form.
- Performing their work using technical and expressive skills and genre- or style-specific techniques to communicate their ideas and intentions to audiences

### Assessment

Assessment in Year 9 Dance focuses on:

- Exploring and Responding
- Developing practices and skills
- Creating and making
- Presenting and performing

## Drama (Elective)

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### Brief Description of Subject

In Year 9 Drama, students build on their prior learning and experiences as they develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.

### Course outline

Areas of study include:

- Exploring and responding to Drama works, performances, practices and contexts from a range of cultures, times and places
- Building and extending creative practices for creating and performing drama using the elements of drama
- Creating drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play building and devising, scripted drama/script interpretation

### Assessment

Assessment in Year 9 Drama focuses on:

- Exploring and Responding
- Developing practices and skills
- Creating and making
- Presenting and performing

## Digital Technologies (Elective)

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### Brief Description of Subject

In Year 9 Digital Technologies, students continue to develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories. Students acquire, interpret and model complex data with databases and represent documents as content, structure and presentation. They design and validate algorithms and implement them, including in an object-oriented programming language. Students explain how digital systems manage, control and secure access to data; and model cyber security threats and explore a vulnerability. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects. Students apply privacy principles to manage digital footprints.

### Course Outline

Areas of study include:

- analysing problems and design,
- implementing and evaluating a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

### Assessment

Assessment in Year 9 Digital Technologies focuses on:

- Knowledge and understanding
- Processes and production skills

## Economics, Civics and Business (Elective)

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### Brief Description of Subject

In Year 9 Economics, Civics and Business, students start to develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 9 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

### Course Outline

Areas of study include:

- Australia's financial sector
- The global market and the effect on economic decision-making.
- Trade and Australia's pattern of trade with Asia.
- Businesses and managing consumer and financial risks and rewards.

### Assessment

Assessment in Year 9 Economics, Civics and Business focuses on:

- Knowledge and understanding
- Skills

A variety of assessment techniques are used to assess students' ability and understanding. These may include, presentations, creative assessments, short and/or extended responses, research assignments, reports and multimodal presentations.

## High Performance Sport (Elective – Full Year)

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### Brief Description of Subject

In Year 9 High Performance Sport, students have the opportunity to pursue excellence in a supportive educational environment with the flexibility to accommodate sport and school commitments. Following an application process, students are selected and work to develop and refine skills and represent the College at high levels with other likeminded athletic and talented students. A key focus of both programs is the provision of quality coaching and training sessions delivered to students from both highly qualified teaching staff and outside sporting professionals. Students in the program may also be provided with access to performance enhancement agencies (physiologists, sports psychologists) and associated support agencies (sports medicine, physiotherapists).

The philosophy of the High Performing Sport program is centred on the development of the whole athlete. Students will gain knowledge and development in strength and conditioning, nutrition, skill acquisition and development as well as fitness testing and overall wellbeing. This subject will foster close relationships with the wider community including sporting associations and tertiary institutions. All students in the program will be required to attend training and will have the opportunity to be selected for representative teams. Students will only retain their position in the program by continuing to meet the conditions outlined in the High Performing Sport contract.

### Course Outline

Areas of study include:

- History and Nature of the sport
- Fitness testing
- Injury prevention and management
- Nutrition
- Sports psychology
- Biomechanics
- Careers in sport

### Assessment

Assessment in Year 9 High Performance Sport focuses on:

- Personal, social and community health
- Movement and physical activity

Throughout the program, students will be assessed on both the practical and theoretical aspects of the course.

## Media Arts (Elective)

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### Brief Description of Subject

In Year 9 Media Arts, students continue to build on their prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

### Course Outline

Areas of study include:

- Exploring and responding to ways in which media arts works
- Developing practices and skills building and extending creative practices for producing media arts using media languages
- Creating (producing) media arts works using production processes
- Presenting/screening/distributing media arts works they have produced to audiences, in informal and/or formal settings.
- Film genres
- Concept of the auteur

### Assessment

Assessment in Year 9 Media Arts focuses on:

- Exploring and Responding
- Developing practices and skills
- Creating and making
- Presenting and performing

## Music (Elective)

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### Brief Description of Subject

In Year 9 Music, students continue to build on their prior learning and experiences as they develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts such as countries or regions in Asia, including use of music in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers.

### Course Outline

Areas of study include:

- Music Foundations in performing, traditional composition and performing
- Rock history, theory across the many genres/sub-genres of rock music, composing and performing as a soloist and band
- Composing for the 21<sup>st</sup> century using ICT technology to record and mix music

### Assessment

Assessment in Year 9 Music focuses on:

- Exploring and Responding
- Developing practices and skills
- Creating and making
- Presenting and performing

## Visual Arts (Elective)

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### Brief Description of Subject

In Year 9 Visual Arts, students continue to build on their prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice. They work collaboratively with peers and teachers.

### Course Outline

Areas of study include:

- Art practices from historical cultures with a focus on symbolism.
- Cultures and how they incorporate visual conventions to communicate ideas
- Drawing, painting, and ceramics, creating works inspired by cultural and historical symbolism.
- Hybrids 2D Folio
- Design and digital art

### Assessment

Assessment in Year 9 Visual Art focuses on:

- Exploring and Responding
- Developing practices and skills
- Creating and making
- Presenting and performing

## Design and Technologies (Elective)

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### Brief Description of Subject

In Year 9 Design and Technologies, students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create engineered solutions involves knowledge and understanding of scientific and mathematical principles and concepts through the application of engineering design processes and practical skills.

### Course Outline

Areas of study include:

- creating designed solutions for products, services and environments in CAD and industrial workshop environments.
- producing designed solutions for identified needs or opportunities.
- Preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking.

### Assessment

Assessment in Year 9 Design and Technologies focuses on:

- Knowledge and Understanding – the use, development and impact of technologies and design ideas in an engineering context
- Processes and Production Skills – the skills needed to create designed solutions

Assessment for Engineering Principles and Systems includes design folios and Laser cut or 3d printed products and CAD and woodworking products, in response to given design problems.

### Special Requirements

Design and Technologies involves extreme risk workshop activities. Parent/carer permission is required, and students must adhere to safety requirements at all times.

## Food Specialisations (Elective)

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### Brief Description of Subject

In Year 9 Food Specialisations, students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create solutions to maintain and enhance individual and community health involves knowledge and understanding of what constitutes healthy and sustainable food systems to make informed food selection and preparation choices.

### Course Outline

Areas of study include:

- Hand-held savoury breakfast items that require an edible wrap,
- International savoury dishes.
- Designed solutions for products, services and environments.
- Preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking.

### Assessment

Assessment in Year 9 Food Specialisations focuses on:

- Knowledge and Understanding – the use, development and impact of technologies and design ideas in food preparation context
- Processes and Production Skills – the skills needed to create designed solutions

Assessment types across the course includes projects including a folio and prototype.

## Languages (through Brisbane School of Distance Education)

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### Brief Description of Subject

In Year 9 Languages , students develop the knowledge, understanding and skills to ensure communicate in a second language, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication, and understand themselves as communicators.

Students wishing to continue studying a language in Year 9, will need to do **so via Brisbane School of Distance Education**. Available languages are Chinese\*, French, German, Japanese\* and Spanish.

*\*Students who select Chinese or Japanese need to demonstrate that they can already read script in these languages.*

### Assessment

Assessment in Year 9 Languages focuses on:

- Communicating – socialising, informing, creating, translating, reflecting
- Understanding – systems of language, language variation and change, the role of language and culture

Assessment across the units includes tests in reading, listening, speaking and writing.

### Pre-requisites

- Students need to have proven ability as independent learners and will need to successfully complete a diagnostic test prior to being accepted by BSDE.
- It is highly recommended that students who select to study a language via BSDE participate in the Student Resource Scheme as BSDE use textbooks and workbooks which would otherwise be expensive to purchase.
- The College is invoiced by BSDE for each enrolled student. This fee will be covered by the College if the student participates in the Student Resource Scheme.
- Home broadband internet is essential.
- Students require a headset with microphone.
- For students studying Chinese, Global IME (Input Method Editor) free from the Microsoft site.
- Students may have access to language and cultural activities such as attending BSDE Immersion Days or an International Film Festival. Approximate cost would be \$20-\$40. Students may also be asked to bring in food to share for a cultural event.

## Instrumental Music

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Instrumental Music is an elective program offered to students at Capalaba State College. The program provides students with skills and experiences that promote musicianship, personal development and enjoyment, but also are held in high regard by employers and the community.

The program operates through the co-operative effort and support of Education Queensland, the School, Parents/Carers and Students. Education Queensland provides the Instrumental Teacher and the instruments. The School provides the organisation, facilities and resources. The students, as musicians, are our core business.

Students have the opportunity of playing one of the following instruments: flute, clarinet, bass clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba or percussion (orchestral drums).

The Instrumental Music program consists of two parts:

- Instrumental lessons conducted during normal school hours. These are worked on a rotational basis.
- Concert and Big Bands rehearsals and performances require a time commitment by students, predominantly outside school hours.

An emphasis is placed on public performance e.g. school events, official functions, Education Week, concerts, competitions and appearances at surrounding Primary Schools.

Capalaba State College has a high quality Instrumental Music Program built on a fine tradition, and is one of which parents and students can be justly proud.

## Inclusive Education Program

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Students who have been identified with a disability and are eligible for support from the Special Education Program (SEP) will have the same access to all subjects that are offered to all students. Staff will work in conjunction with subject teachers to plan units of work that have the relevant adjustments that ensure student success. Classwork and assessment tasks within the subjects are tailored to meet individual needs. Parents of students supported by the SEP are encouraged to consult with Program Managers and the Head of Special Education Services to discuss their child's progress.

## Homework

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Homework is an integral part of schooling, developing study habits, skills for independent work and self-directed learning. All these aspects have applications necessary for vocational and personal development through life.

### Components of homework

A reasonable homework program should incorporate three parts:

- **Revision of work done during the day.** According to research into learning, approximately 5-10 minutes per subject should be devoted to this aspect after every College day. This could include re-working of some problems and procedures undertaken during the day, reading and studying notes taken down during class, and some self-testing (e.g. vocabulary, spelling, formulae).
- **Complete work set by teachers.** This will be work which the student has the necessary skill to undertake, but which requires further application and practice. It may not be set to a regular pattern, but as needs dictate. Some subjects with a large practical component may have little or no set homework. In subjects such as Drama, students may be required to attend some out-of-class rehearsals, as a public performance approaches. It is essential that any set homework be completed as it is a purposeful part of a course of study and will be checked by teachers. Some of this set work will be part of on-going subject programs such as completion of projects and assignments commenced in class time. This aspect of homework should also include preparation for classroom learning (collecting relevant materials, items information).
- **Such other work or revision as the student determines.** This may be nothing on some nights, depending on the amount of set work for that night. However, students are encouraged to have a planned program of long-term revision concentrating on one or two different subjects each night. Books are available from the College library in most subjects for those students who wish to do further work for themselves in an area of interest. At all ages it is very advantageous for students to read regularly. This can include a range of texts from novels, magazines to Internet research.

Prescribed levels of homework for different age groups

- Years 6 and 7: Could be up to be up to 4 hours each week
- Years 8 and 9: Could be up to be up to 5 hours each week