



PACIFIC
LUTHERAN
COLLEGE



Year 9 2024

Elective Offerings Handbook

The Year 9 elective subjects at Pacific Lutheran College offer an opportunity for students to play an active role in developing the next phase of their learning journey. Students continue to study a core set of subjects and in addition to this, will have the opportunity to select three elective subjects for each semester.

pacificlutheran.qld.edu.au

What happens with Year 9 subjects in 2024?

In 2024, Year 9 students will continue to undertake CORE classes. They will be able to make a choice to select the Mathematics option that suits them best. They will also have the opportunity to select THREE, semester long elective subjects for Semester 1 and THREE semester long elective subjects for Semester 2. Each elective subject will be undertaken for THREE lessons per week for the semester. Some electives require students to take the Semester 1 course before undertaking the Semester 2 offering.

Will students be able to repeat a subject from Semester One to Semester Two?

No student may repeat a subject with the same name eg. If Manufacturing is selected in Semester One, it cannot be selected in Semester Two.

When will students select these subjects?

Students will select elective subjects by Wednesday 9th August 2023 (Week 5 of Term 3). They will need to make selections for both Semester 1 and Semester 2 at this time. Students and families will be emailed instructions on how to lodge their choices following the information evenings.

Will students be able to change subjects during a course?

Students will be able to apply to change subjects in the first two weeks of the course commencing and in the final two weeks of the course, prior to the following semester. Subject changes will be dependent on availability and will be negotiated with the Head of Learning Middle College.

What will the 2024 CORE subjects be?

CHRISTIAN STUDIES	HEALTH AND PHYSICAL EDUCATION	RITE JOURNEY
ENGLISH	HUMANITIES AND SOCIAL SCIENCE	SCIENCE
	MATHEMATICS OR MATHEMATICS AND EXTENSION	

What is the difference between Mathematics and Mathematics and Extension?

Mathematics

Students who undertake Mathematics will be engaged with the Australian Curriculum and have the opportunity to consolidate the key concepts. This course will be most suitable for students who are most likely to undertake General Mathematics or Essential Mathematics in their senior course of study. More information about the senior courses can be accessed at: <https://www.qcaa.qld.edu.au/senior/subjects/mathematics>.

Mathematics and Extension

Students who undertake Mathematics and Extension will be engaged with the Australian Curriculum and have the opportunity to extend on key concepts and explore additional, related content. This course would be essential for students who will undertake Mathematics Methods or Specialist Mathematics in their senior course of study. More information about the senior courses can be accessed at: <https://www.qcaa.qld.edu.au/senior/subjects/mathematics>.

Students and families who are unsure of which option would be the best fit for them should approach their class teacher initially or consult with the Head of Mathematics.

What will the 2024 elective subjects be?

The Semester 1 elective offerings are:

Line One	Line Two	Line Three
Art: Art Beat	Drama	Art: Art Beat
Business Economics	Food and Wellbeing	Design
Dance	Japanese 1	Food and Wellbeing
History	Literature - Not the Same Old Story!	Digital Technology
Digital Technology	Manufacturing Studies	Media Studies
Manufacturing Studies	Philosophy and Reasoning	Music
STEM 1 Engineering		

The Semester 2 elective offerings are:

Line One	Line Two	Line Three
Art: Art as Sequential	Drama	Art: Art as Sequential
Business Economics	Food and Wellbeing	Design
History	Japanese 1	Food and Wellbeing
Digital Technology	Literature - Strange Things Indeed!	Digital Technology
Japanese 2	Manufacturing Studies	Media Studies
Manufacturing Studies	Philosophy and Reasoning	Music
STEM 2 Engineering		STEM 1 Engineering

Are there any prerequisites for Year 10 courses?

Japanese and Music are the only subjects at this year level that are prerequisites for the Year 10 course.

Are there any prerequisites for the Year 9 offerings?

Students enrolling in STEM 2 in Semester 2 should have undertaken STEM 1 in Semester 1.

Students enrolling in Japanese 2 in Semester 2 should have undertaken Japanese 1 in Semester 1.

Please note: subject offerings may change in response to a range of circumstances.

Semester 1 Elective Offerings



Learning Area: Art**Subject Title: Art as Street Beat****Subject Outline:**

In 'Art as Street Beat' students develop practices, acquiring knowledge, reflecting, creating, developing language to communicate ideas for their own street art commissioned work using the street art style. Students collaborate with staff to produce their own public art work which will inform community about relevant topics for PLC. Students will explore and develop empathy, for multiple perspectives, thinking deeply about their own art works, and works created by 21st century street artists like the Caloundra Public Art trail. They frame their responses around questions such as 'How am I planning to communicate my message through my work?', 'What would I like people to understand as they experience my work?', 'Is there a skill I need to practise for the style conventions required?'. They investigate ways in which artworks are displayed to create visual forms of communication to inform community.

It is highly recommended that students intending to study Art in Year 10 enrol in Art 1 or 2 or both in Year 9.

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Learning Area: Business Economics**Subject Title: Business and Economics****Subject Outline:**

Business and Economics (BAE) will introduce students to the concept of an 'economy' and explore what it means for Australia to be part of the global economy. They will learn about the importance of managing financial risks, how businesses seek to create a competitive advantage, sustainability and the different strategies that may be used. Students will consider the interdependence of participants in the global economy and the responsibilities of participants operating in a global workplace, including the implications of decisions made by individuals, businesses and governments. Students may engage in experiential learning opportunities (e.g. ASX Sharemarket Game) to apply their knowledge and understanding.

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Learning Area: Dance**Subject Title: The Power of Dance****Subject Outline:**

In Dance, students will explore three dimensions of dance: choreography, performance and responding. Drawing on dances from a range of cultures, times and locations students will use the elements of dance, choreographic devices, form and production elements to communicate choreographic intent through dances they create, perform and review. Throughout the course, students will hone their technical skills delving into genre and style techniques exploring different meanings and interpretations, forms and elements of dance. Students will create and respond to dance work within a range of social, cultural and historical contexts, and refine their performance skills within their own body capabilities and learn to collaborate with others.

As part of their learning in Dance, students will experience live dance performance and industry professional workshops.

Learning Area: Design Technology**Subject Title: Design****Subject Outline:**

This course is centred around the housing crisis and new housing typologies such as Tiny Houses. Students will explore the housing crisis as a design problem for a preferred future and consider topics such as sustainability, Airbnb, SEQ population boom, youth homelessness urban sprawl and land use. Students will design a tiny house that could be placed in a backyard with positive economic and social impacts. In the second part of the course, they will consider an app and logo design to service how their tiny house will operate.

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Learning Area: Drama**Subject Title: Playbuilding and Scripted Drama****Subject Outline:**

In Year 9 Drama, students will improvise with the elements of drama and narrative structure to develop ideas and explore subtext to shape devised and scripted drama.

They will manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent within dramatic forms and performance styles.

Students will practice and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, as well as structure drama to engage an audience through manipulation of dramatic action. They will perform devised and scripted drama making deliberate artistic choices and shaping design elements to create dramatic meaning for an audience.

As an integral part of the course, students will also evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect.

Learning Area: Food and Wellbeing**Subject Title: Food in the Fast Lane****Subject Outline:**

This course encourages students to enjoy the satisfaction of home cooking with minimum time and fuss without compromising on nutrition and taste. It will provide students with the skills to design and prepare healthy food solutions and explore simple food presentation techniques. Students will be encouraged to think creatively as they work cooperatively, safely and efficiently. These skills will have a positive impact on the students' quality of life and will allow them to cope in a fast, changing and demanding society.

Throughout the semester, students will be expected to develop their food knowledge, skill base and independence in the kitchen. Specifically, the course focuses on home-made versus commercially prepared foods in regards to cost, nutritional value, time, taste and appearance, analysing personal food intake, interpreting food labelling, advertising of fast foods, preparing a range of fast foods and nutrition. The Year 9 course is a hands-on practical course that promotes the development of independence, encourages working cooperatively in small or large groups and allows students to develop confidence within the kitchen environment. Students interested in nutrition, food product development and manufacturing, food service and catering will benefit from this course.

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Learning Area: History**Subject Title: Pictures of Power****Subject Outline:**

Ever wondered about what lessons can be learned from those that went before us? About what has stopped people from existing peacefully together?

Pictures of Power is a course that will explore these big historical questions through the case study of Cambodia's history.

Students will first examine Cambodia's Khmer Empire (803 – 1431CE), the superpower of the Asian region. They will interrogate sources to determine what life was like, how it operated and how the kingdom used its power to become the largest preindustrial metropolis in the world. Students will also examine contemporary Cambodia by exploring the power of the Khmer Rouge under the leadership of Pol Pot (1975-1979). During this regime, the state controlled the people, collectivised agriculture, forcibly enlisted children into the military and engaged in one of modern history's most notorious genocide campaigns. Students will challenge themselves to determine the factors that prevented the people of Cambodia under the Khmer Rouge from being able to exist safely in their own environment.

Learning Area: Digital Technology (1 and 2)

Subject Title: Digital Technology

Subject Outline:

In 2024 we are trialling a student-based approach to Year 9 Digital Technology. Students selecting the subject can enrol in Semester 1, Semester 2 or both Semesters, depending on their interest in the subject.

Students will be presented with a set of 6 planned units. These include:

- **Deepfake:** a unit based on Photoshop skills development and application.
- **Introduction to Gaming:** Students learn to code a game using Python programming.
- **3D Modelling:** Students learn how to develop 3D models as game assets in Blender.
- **Drones Alive:** Students learn how to program drones to complete missions and swarming.
- **Introduction to Web Design:** Students learn how to design and create a simple website using HTML, JavaScript and CSS.
- **Lifting the Lid:** Students learn about the history of computers, computer components, how to assemble a computer and installing a freeware Operating System.

Students will select at least two units to complete in each semester of the course. This enables students to select units based on their interests and strengths. There may be additional options depending on interest.

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Learning Area: Japanese

Subject Title: Japanese 1

Subject Outline:

Japanese 1 is the pre-requisite subject for students wishing to study Japanese in Semester 2 (Japanese 2) and Year 10. Students will consolidate their understanding of the Japanese script with a focus on katakana and kanji. A wider range of verbs and adjectives will be studied to allow students to construct more detailed and complex sentences to explore their personal world.

By the end of this course, students should be confident with their hiragana, katakana, kanji, verbs and adjectives and be capable of applying a range of vocabulary and sentence structures to communicate about authentic topics across the skills of listening, reading, speaking and writing.

Please note: This is a prerequisite subject for Year 10 Japanese.

Learning Area: Literature

Subject Title: Literature - Not the Same Old Story!

Subject Outline:

Studying Literature offers learners an opportunity to examine a range of creative genres and texts, as well as, work both independently and collaboratively to develop a deeper understanding of how these texts are constructed. Students will engage in the writing process to develop unique responses to a variety of prompts, in a range of styles. This subject aims to build on the skills acquired in regular English classes and enrich students' learning and understanding.

The elective 'Not the Same Old Story!' enables students to delve deep into the realm of creative writing and is perfect for those who are interested in alternate forms of storytelling. More specifically, students will learn how to build tension, manipulate mood, plot and setting, create authentic characters, foreshadow events, exploit empathy and use common human experiences to engage readers.

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Learning Area: Manufacturing Studies

Subject Title: Manufacturing Studies

Subject Outline:

In Manufacturing Studies, students use a range of different materials to work through the manufacturing process of interpreting technical drawings, project planning, construction and evaluating their products. Students are introduced to a selection of tools and equipment that enhance the development of fine motor skills and learn to follow production processes to achieve desired outcomes. Students develop an understanding of properties of materials and how this affects appropriate selection of tools and workshop processes.

There is a focus on the safety issues associated with using tools and equipment and working collaboratively in a workshop environment. Students learn about the implications of using certain materials for particular purposes and the environmental impact of using them. While not a prerequisite for the senior courses in this learning area, Year 9 Manufacturing Studies does prepare students well for the subjects.

Learning Area: Media Studies**Subject Title: Media Studies****Subject Outline:**

This subject equips students for a future of unimagined possibilities with highly transferable skills and the capacity for flexible thinking and doing. Students will learn to create, design, represent, communicate, investigate and share their imagined and conceptual stories and ideas through the moving image.

Concepts of film and television representations and technologies will be a key focus. Students will develop an understanding of the technical skills required to make and respond to film and television and how representations work in popular culture content. They will learn about how film, television and new media technical and symbolic codes can be manipulated in preproduction formats and in post-production to purposefully construct representations of people, places, events, ideas and emotions within a specific film genre.

Students will create a film sequence by making treatments, storyboards and scripts which follow traditional preproduction, production and post-production conventions. They will investigate the stylistic approaches of popular directors and analyse the generic conventions in mainstream film genres.

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Learning Area: Music**Subject Title: Music****Subject Outline:**

Year 9 Music is a preparatory subject for students wishing to continue Music in Year 10. Students will undergo experiences in performing, composing and analysis through two different topics of throughout the semester. Through making and responding activities, students will learn how to manipulate and integrate the various elements of music in these areas of study

The ability to play an instrument would be an advantage in this course as there will be performance opportunities.

It is highly beneficial for students intending to undertake music in Year 10 to have undertaken this elective or to have played a musical instrument, as this course will give them the stepping stones required to study the year long course.

Learning Area: Philosophy and Reasoning**Subject Title: Philosophy and Reasoning****Subject Outline:**

Philosophy involves questioning our assumptions, beliefs and reasons for holding particular views. During the study of Philosophy, students will be encouraged to become independent thinkers who reflect on philosophical issues in the light of their own experiences.

The course aims are met by engaging students in a community of inquiry. Students will participate in discussions and debate within which the following philosophical issues will be critically analysed:

- Logic – the study of reasoning;
- Metaphysics – the critical examination of reality;
- Epistemology – the investigation of what we know and the origins of knowledge;
- Ethics – the study of morals and judgement; and
- Aesthetics – the study of the nature of beauty.

Students will learn how to think their way through problems, harness their curiosity and develop clarity of thought. They will undertake a text-based analysis and will be required to present ideas, evidence and reasons in an orderly way.

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Learning Area: STEM 1 Engineering**Subject Title: STEM 1 Engineering****Subject Outline:**

In STEM 1 Engineering (Science, Technology, Engineering, Mathematics), otherwise known as Students Thinking, Exploring, Making, students will explore global opportunities for innovation, inquiry, collaboration and creative problem-solving. Students will exercise these skills through independently exploring a solution to either a research question proposed for them, or by developing their own question in an area of passionate, personal interest. Students will work in groups to build an underwater ROV that they will test in water tanks and develop their response to their research question. The build process will involve students learning how to solder, test circuits and apply theory into practical situations. It is recommended that students wishing to study STEM (1) have at least a B grade in Science and Mathematics.

STEM 1 is a prerequisite for Semester 2 STEM 2.

Semester 2 Elective Offerings



Learning Area: Art**Subject Title: Art as Sequential****Subject Outline:**

Students explore the conventions, subject matter, themes and principles of sequential art through the lens of the comic genre. Using realistic and/or non-representational subject matter students produce a series of non-narrative panels, without words. They create sequential movement through the rhythm of narrative structure, such as suspense, climax and resolution. Studying this unit provides depth of knowledge for aesthetic choices in design that students will continue to use in the future and across subjects.

Students intending to study Art in Year 10 are encouraged to enrol in either Art 1 or Art 2 or both in Year 9.

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Learning Area: Business Economics**Subject Title: Business and Economics****Subject Outline:**

Business and Economics (BAE) will look at regional and global issues with opportunities to understand the role of the Australian economy. Students will participate in activities to develop economic and business reasoning through connections related to everyday issues and events as well as more complex contemporary issues such as hunger and homelessness. Students may look at designing and building a garden stall that will encapsulate sustainable practices for market gardens as an artefact and vehicle for their learning.

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Learning Area: Design Technology**Subject Title: Design****Subject Outline:**

This course is centred around the housing crisis and new housing typologies such as Tiny Houses. Students will explore the housing crisis as a design problem for a preferred future and consider topics such as sustainability, Airbnb, SEQ population boom, youth homelessness urban sprawl and land use. Students will design a tiny house that could be placed in a backyard with positive economic and social impacts. In the second part of the course, they will consider an app and logo design to service how their tiny house will operate.

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Please note: This is a prerequisite subject for Year 10 Japanese.

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Learning Area: Japanese**Subject Title: Japanese 2****Subject Outline:**

Japanese 2 is an enrichment subject to prepare students for Year 10 Japanese. It is a conversation-based subject where students will focus primarily on their listening and speaking skills although students will still be required to read and write in Japanese. The course will involve authentic role-plays, immersion of the target language and the development of strong social understandings for students to function in a culturally appropriate manner in Japan.

While Japanese (2) is not a pre-requisite subject for Year 10 Japanese, it is strongly recommended that students undertake this subject if they are interested in applying for the Inbound and Outbound Japanese Exchange Programs in Year 10, where conversation is an integral aspect of interaction.

Please note: completion of Japanese 1 is a prerequisite for this subject.

Learning Area: Literature

Subject Title: Literature – Strange Things Indeed!

Subject Outline:

Studying Literature offers learners an opportunity to examine a range of creative genres and texts, as well as work both independently and collaboratively to develop a deeper understanding of how these texts are constructed. Students will engage in the writing process to develop unique responses to a variety of prompts, in a range of styles. This subject aims to build on the skills acquired in regular English classes and enrich students learning and understanding.

In the elective 'Strange Things Indeed!', students explore the stranger side of fiction and is suited to those who are looking to investigate the alternate worlds and creatures we see in gothic literature and dystopian novels. More specifically, students will learn how to build tension, manipulate mood and setting, foreshadow events, mimic specific genre features, deconstruct key themes and analyse the portrayal of the human condition.

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Learning Area: Manufacturing Studies

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Learning Area: STEM 2 Engineering

Subject Title: STEM 2 Engineering

Subject Outline:

In STEM 2 Engineering students will continue to wonder, probe, discover and create. They will have two course options in this subject. Students can choose to take their Semester 1 project to a new dimension by identifying where modifications, alterations, further calculations and additional construction can result in a new creation. This new design would evolve to be even more technologically complex than the original design from Semester 1.

The second alternative for the STEM 2 student, is to design their own underwater ROV. This is an opportunity for their passion to be articulated in the form of a project that they have a passion for and they will research, inquire and discover more about. It would be a requirement, that at least two of the four STEM (Science, Technology, Engineering, Mathematics) areas are clearly embedded within the project and that it is granted teacher approval. Once again, in order to showcase the work, students will present their final product at the STEM Showcase Evening.

Infinite Possibilities is Knowing "If we can Think it, then It Exists". Vincent J. Daczynski

