

GOOMERI STATE SCHOOL P-10



**YEAR 9 & 10
ELECTIVES**

2026

Everyone Learning & Achieving

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OUR VISION

At Goomeri State School P-10 we strive to achieve quality educational outcomes for all students so that they can become caring and active members of society.

OUR KEY PRIORITIES:

- Quality Curriculum – Literacy & Numeracy
- Personalised Learning
- Quality Teaching

YEAR 9/10 Curriculum 2026

KEY LEARNING AREAS

The Department of Education has mandated the minimum requirements for providing the eight learning areas/subjects between Prep and Year 10. These subjects are:

Australian Curriculum subjects	Years 7 to 10	
	How to provide (teach, assess and report on) Years 7 to 8	Years 9 to 10
English		
Mathematics	Provide in every semester every year in Years 7 to 10	
Science		
History		
Health and Physical Education	Provide in at least one semester in each year in Years 7 to 10	
Geography		
Civics and Citizenship	Provide each of the subjects in at least one semester across Years 7 and 8	
Economics and Business		
Technologies ¹⁶	<p>Provide Digital Technologies in at least one semester in Years 7 and 8 band</p> <p>Provide Design and Technologies in at least one semester in the Years 7 and 8 band or provide one or more of the related subjects from the corporate subject list report in at least one semester in the Years 7 and 8 band</p>	<p>Provide electives in Years 9 and 10 from the Australian Curriculum. Schools use the corporate subject list report as electives for students to choose.</p>
Dance		
Drama		
Media Arts	Provide at least one of The Arts subjects in at least one semester in the Years 7 and 8 band	
Music		
Visual Arts		
Languages ¹⁴	Provide in at least one semester in each year in Years 7 and 8 band	
Work studies ¹⁷		

ELECTIVE STUDIES

Elective subjects will be offered in the subject areas of Technology and The Arts.

VERTICAL TIMETABLING

Vertical timetabling means that students from Years 9 and 10 will be in the same class together for electives. In order to offer a broader range of learning experiences to students in Years 9 and 10, the school will continue to offer vertical timetabling in the elective subjects. (However, if numbers in classes are too large for the facilities, then classes will need to be split. This could then result in a reduction in the number of electives being offered.)

ELECTIVE CURRICULUM

Students will be able to **select from 2 lines of electives**. Electives will be studied for one year. Electives are offered based on the skills and expertise of current staff.

The electives are selected under the Key Learning Areas and their associated Achievement Standard.

When choosing electives, students need to consider:

- Their interests and abilities
- Skill development
- Future goals and career options
- What they are good at.

SELECTION OF UNITS

In making your choices of electives, you may need to:

- Speak to your teacher/s, the Guidance Officer and/or your parents for advice.
- Give some thought to what you may wish to study/do in Years 11 and 12 or beyond
- University/Apprenticeship or Traineeship/TAFE
- Read the booklet completely and then read it again.
- Shade the elective units you wish to study. Make sure you choose one from each line.

It is now up to you. Remember, there are people who can help you to decide! Use all of the available resources at your disposal!

Goomeri State School P-10 Years 9/10 Electives for 2026

Student Name: _____

Line 1	Visual Arts	Home Economics Class numbers capped at 16	Agricultural Science Class numbers capped at 20
Line 2	STEM	Media Arts	Design and Technology Class numbers capped at 16

My student has discussed their elective choices with me, and I agree with these choices and will pay the subject fees as listed above for them to participate in their electives.

Note: Due to the current high cost of living, the subject fees will be subsidized by the school for 2026.

Parent/Guardian **Name:** _____

Signature: _____

Date: _____

VISUAL ARTS



During the two years of the course students will develop skills in using a visual diary, the design process, printmaking, sculpture, painting (acrylic, oil and watercolour) and drawing. Students will develop knowledge and understanding about Art history, art movements and artists. They will be able to reflect upon their own art practices and evaluate those of other artists. The following units have been designed to prepare students for Senior Art in years 11 and 12 and on further to tertiary studies in Visual Arts.

Term 1 2026 “Children’s Illustrations” (Watercolour painting)	Overview	<p>Students will start their year by examining illustrations of children’s books. Students will investigate a range of illustrative artists including Beatrix Potter to understand how illustrators design artworks that enhance and engage the reader in the story.</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of perspective and proportion for engaging audiences • Developing skills in interpreting and analysing art works • Documenting their personal process in creating illustrations to enhance a story • Experimenting with different watercolour techniques • Develop and illustrate their own children’s story • Reflecting and evaluating their journey.
	Assessment	<p>Visual art diary Written assignment 5-6 A5 watercolour pieces</p>
Pathways	<ul style="list-style-type: none"> • Students will adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media • Students will develop skills in using the design process to help them develop artworks that engage and enhance a simple text. 	

Term 2 2026 “The Hermannsburg Potters” (Pottery piece)	Overview	<p>Student will explore the art works created by Hermannsburg Potters. In this unit students will develop skills in pottery making, as well as an appreciation for Indigenous art.</p> <ul style="list-style-type: none"> • Develop knowledge and understanding on how to create pottery • Developing skills in interpreting and analysing art works • Documenting their personal process in creating a pottery piece • Experimenting with different pottery techniques • Develop and decorate a pottery piece • Reflecting and evaluating their journey.
	Assessment	<p>Visual art diary showing design ideas Pottery piece</p>
Pathways	<ul style="list-style-type: none"> • In observing other artist’s styles and techniques students develop their own ideas about using a certain medium and technique • Students will develop skills in using the design process to help them complete an artwork. 	

Term 3 2026 Mask making (Mixed media)	Overview	Masks are a common element in many cultures. Students will look at mask making around the world to gain a deeper insight into individual cultures and compare how masks were used in different cultures from different locations and time periods. <ul style="list-style-type: none"> • Draw on artworks from a range of cultures, times and locations • Explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • Develop skills in 3-dimentional design
	Assessment	Visual art diary including annotated design ideas Creating a mask
Pathways	<ul style="list-style-type: none"> • Students develop a greater understanding about the quality of pattern, and texture and how these elements come together to aid in the design of a mask. • Students develop skills in creating and making their own masks. 	

Term 4 2026 Picasso (Acrylic painting)	Overview	Students will look at the works of Pablo Picasso and investigate his life, influences and the cubism movement. Students will investigate what is Art? And how do we define it <ul style="list-style-type: none"> • How did ideas about art change in the 20th century • Experiment with a wide variety of different drawing and painting techniques • Develop a series of art works based around styles observed.
	Assessment	Visual art diary showing design process Acrylic painting
Pathways	<ul style="list-style-type: none"> • Students will develop skills in researching, interpreting, analysing, and evaluating Modern art movements. • Students will develop skills in writing about art and making art. 	

HOME ECONOMICS

Food and Fibre



Closed in Leather or Vinyl Shoes are a Safety Requirement for Design & Technology, Food Technology & Science Subjects as per the Prospectus.

Key Learning Area: Design and Technologies		
Subject	Creative Design and Food Technology	
<p>Semester 1</p> <p><i>This semester aligns with the Australian Curriculum v9 Design and Technologies — Food Specialisations and Food and Fibre Production contexts.</i></p>	<p>Overview</p> <p>Students investigate food product development, nutrition, costing, hygiene and small-scale commercial production. They trial and refine festival-ready food products and learn how these could be produced using bulk production methods for events such as the Goomeri Pumpkin Festival. Students also develop skills in packaging, marketing, customer service, stall management and financial evaluation.</p> <p>Tasks include:</p> <p>Product Design & Development</p> <ul style="list-style-type: none"> Comparative recipe testing and sensory evaluation Investigating nutrition, allergens and dietary considerations Trialling and refining small-batch festival foods Costing and profit modelling Packaging and labelling experimentation Prototype development for a festival-ready product <p>Production & Enterprise Skills</p> <ul style="list-style-type: none"> Bulk production planning and scheduling Applying hygiene and food-safety procedures Packaging and label finalisation Pricing, signage and marketing Stall management and customer service Post-event evaluation and financial reflection 	
	<p>Assessment</p> <ul style="list-style-type: none"> Design Folio — Festival Food Prototype Prototype Product Marketable Festival Product Reflective Evaluation — Profit, Quality & Processes 	

<p>Semester 2</p> <p><i>This semester aligns with the Australian Curriculum v9 Design and Technologies — Materials and Technologies Specialisations.</i></p>	<p>Overview</p>	<p>Students investigate sustainability in textiles and develop advanced skills in fabric analysis, pattern adaptation and textile construction. They design and create an upcycled textile product using reclaimed fabrics, then progress to producing a wearable or functional textile item. Students apply the full design process, explore garment-construction techniques and evaluate the function, aesthetics and sustainability of their finished products.</p> <p>Tasks include:</p> <ul style="list-style-type: none"> • Research into sustainable textile practices • Fabric testing, fibre analysis and investigation of denim qualities • Pattern adaptation and design-process documentation • Construction of an upcycled textile product • Advanced sewing techniques and machine skills • Pattern reading, modification and layout • Construction of a garment or complex textile item • Finishing, fitting, refinement and quality control • Evaluation of design, function and sustainability
	<p>Assessment</p>	<ul style="list-style-type: none"> • Design Folio — Sustainable Textile Project • Upcycled Textile Product • Advanced Textile Item (Wearable/Functional) • Skills Checklist • Digital Process Documentation

AGRICULTURAL SCIENCE



Agricultural at Goomeri State School P-10 connects students to real-world agribusiness through hands-on learning, science-based inquiry, and digital technology integration. The program develops practical skills, data literacy, and environmental awareness, preparing students for future study and careers in Queensland's growing agricultural sector.

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Key Learning Areas: Science / Technology / Business & Economics		
Subject	Agriculture	
Term 1 Irrigation Systems, Water Efficiency, and Farm Safety	Overview	Students will explore the science of water in agriculture, including the importance of efficient irrigation and sustainable water management. They will: <ul style="list-style-type: none"> Investigate different irrigation methods and design small-scale systems using solar or battery-powered timers Monitor soil moisture and weather data using sensors Understand how water influences crop growth and farm productivity Learn essential farm safety practices, including noise protection, chemical handling, and manual safety procedures
	Assessment	<ul style="list-style-type: none"> ➤ Workbook and portfolio ➤ Design plan and practical irrigation task evaluation
Term 2 Agribusiness, Data, and Decision-Making	Overview	Students will explore agriculture as a modern business enterprise. They will: <ul style="list-style-type: none"> Prepare and maintain crop plots for data collection and analysis Develop an understanding of farm budgeting, planning, and record-keeping Use digital tools to track yield, soil health, and environmental conditions Explore how agricultural products are marketed and distributed in Australia
	Assessment	<ul style="list-style-type: none"> ➤ Business plan and planning documents ➤ Practical component and evaluation
Term 3 Soil Health, Regenerative Practices, and AgTech	Overview	Students will investigate soil as a living system that sustains plant growth and farm productivity. They will: <ul style="list-style-type: none"> Conduct soil health investigations using refractometers, pH and EC meters, infiltration tests, and temperature sensors Explore regenerative agriculture principles with the school's grounds team Learn about composting, worm farming, and sustainable nutrient management Interpret data from soil testing and use results to make recommendations for improved crop health
	Assessment	<ul style="list-style-type: none"> ➤ Soil health report and data analysis ➤ Practical component/evaluation
Term 4 Sustainability, Agritech Applications, and Community Engagement	Overview	Students will apply their learning through real-world agribusiness and community projects. They will: <ul style="list-style-type: none"> Prepare crops for the Goomeri Pumpkin Festival, testing for yield, type, and quality Work collaboratively to plan, plant, and monitor seasonal crops Showcase their work and findings through displays and digital presentations Evaluate the role of AgTech and sustainability in shaping the future of agriculture
	Assessment	<ul style="list-style-type: none"> ➤ Project portfolio ➤ Practical component/evaluation

STEM



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Key Learning Area	Science	
Subject	Science Enrichment	
Term 1 STEM	Overview	STEM Challenges: this unit is an example of the integration of Science , Graphics , Technology , Industrial Technology, Engineering and Mathematics . Students will participate in a number of different challenges, each of which has a theme and focus that draws syllabus content, thinking and skills from all four KLA areas.
	Assessment	<ul style="list-style-type: none"> Experimental Journal of Challenges
Fluor Engineering Challenge	Students participate in this online challenge in term 1	Fluor Engineering Challenge
Term 2 Biology: Senses	Overview	<p>Students will consider the human body, with a focus on the five senses. They will consider how the human body can:</p> <ul style="list-style-type: none"> Interpret light waves as sight Interpret sound waves as hearing Respond to hot / cold / pressure as touch Distinguish between different tastes Interprets air borne molecules as smell
	Assessment	<ul style="list-style-type: none"> Multimedia project
Science & Engineering Challenge	Students participate in The Science & Engineering Challenge in term 2.	Science & Engineering Challenge – students travel to Bundaberg to compete against other schools in a variety of STEM challenges
Term 3 Physics	Overview	<p>Students will learn the fundamentals of flight;</p> <ul style="list-style-type: none"> Forces acting during flight Aerofoils Bernoulli Principal Dynamics of flight Kites Wings & flight <p>The unit includes experiments and mathematical calculations using formulae.</p>
	Assessment	<ul style="list-style-type: none"> Experimental reports
Term 4 Cosmetic Chemistry	Overview	Students will test and design their own cosmetic product including:
	Assessment	<ul style="list-style-type: none"> Designing their own packaging Developing their own aromatic scents Testing formulas Creating their own bath product
		<ul style="list-style-type: none"> Experimental reports

The Arts

Media Arts



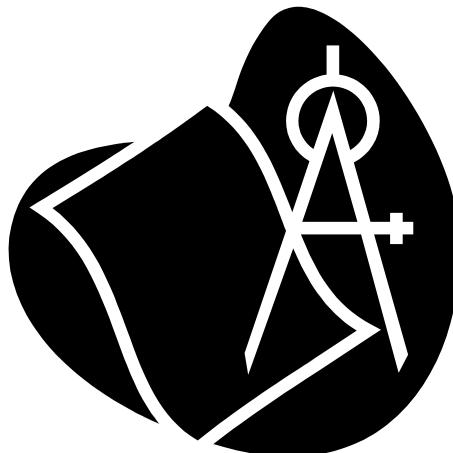
Key Learning Area	The Arts	
Subject	Media Arts	
Term 1 <i>Animation</i>	Overview	<p>Students explore different types of animation, creating their own animated advertisement that reflects a social issue.</p> <p>Tasks include:</p> <ul style="list-style-type: none"> • Developing skills in digital animation • Animation Software • Remixing / parodying advertisements • Exploring audience and messaging
	Assessment	<ul style="list-style-type: none"> • Digital Folio • Observations and Skill Checklist for animation skills • Animated advertisement

Term 2 <i>Movie Magic</i>	Overview	<p>Students explore film genres, experimenting with ideas and stories to manipulate media conventions.</p> <p>Tasks include:</p> <ul style="list-style-type: none"> • Investigate movie genres, tropes • Analyse film trailers • Explore roles in the film industry • Digital editing skills
	Assessment	<ul style="list-style-type: none"> • Digital Folio • Observation and Skill Checklist • Participation in discussions • Creating a movie trailer in a new genre

Subject	Media Arts	
Term 3 <i>Soundscapes</i>	Overview	<p>Students explore audio features of film.</p> <p>Tasks include:</p> <ul style="list-style-type: none"> • Analysing audio clips • Key sound types • Mood, setting, relationships • Podcasting • Foley sounds
	Assessment	<ul style="list-style-type: none"> • Digital Folio • Sound design journal • Soundscape project

Term 4 <i>Documentary and truth</i>	Overview	<p>Students will research and investigate how documentaries represent “truth” and construct meaning through editing, interviews, narration, and visual choices.</p> <p>Tasks include:</p> <ul style="list-style-type: none"> • Researching different types of documentaries (e.g. observational, participatory, expository, mockumentary) • Investigating ethical considerations in documentary production • Developing practical skills in media production by planning, scripting, filming, and editing a short documentary or mini-interview • Documenting the creative process
	Assessment	<ul style="list-style-type: none"> • Digital Folio • Video Year Book production

DESIGN and TECHNOLOGY



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Key Learning Area	Design and Technologies	
Subject	Design and Technology	
Topic	Furnishing - Design and Construction of a piece of furniture	
Terms 1 and 2		
Design brief and criteria	<p>Overview Students will design and construct a stepping stool in response to a particular problem or need.</p>	<p>Progression: Design brief (Learning intent) and criteria for success development.</p>
Research on furniture design, materials and processes.	Students will complete a workbook that incorporates a number of research tasks and investigations relating to the stepping stool design, material selection and construction processes.	Research and investigation on sustainable designing, innovative designers, factors and features of technologies, suitability and sustainability of materials and manufacturing processes.
Design folio development.	Students will develop a detailed design folio of their proposed product.	Design documentation for product: <ul style="list-style-type: none"> • Critical evaluation of needs and opportunities • Ideation and concept sketches • Material list and logical work procedure.
Production of designed solution.	Students will follow their folio to manufacture their product	Production skills and techniques: <ul style="list-style-type: none"> • Measuring and marking out techniques • Safe use of carpentry hand and power tools • Assembly and clamping techniques • Working collaboratively
Evaluation and reflection	They will also complete an evaluation report for their design solution.	Evaluation discussion and product evaluation report.
	Assessment	Student workbook week 5 Design activities and folio end week 5 Production activities end week 10 Evaluation report end week 10

Topic	Engineering Principles and Systems - Design and Manufacture of Product	
Terms 3 and 4 Design brief and criteria for success	Overview: Students will design and fabricate an independent product in response to a particular problem or need.	Progression: Design brief (Learning intent) and criteria for success development.
Research on design, materials and processes.	Students will complete a workbook that incorporates a number of research tasks and investigations relating engineering design, material selection and manufacturing processes.	Research and investigation on sustainable designing, quality systems, engineering principles and systems, materials, industry processes and basic physics, factors and features of technologies, suitability and sustainability of materials and manufacturing processes.
Design folio development.	Students will develop a detailed design folio of their proposed product.	Design documentation for product: <ul style="list-style-type: none"> • Ideation and concept sketches • Orthographic and isometric working drawings • Material list and logical work procedure.
Production of designed solution	Students will follow their folio to manufacture their product	Production skills and techniques: <ul style="list-style-type: none"> • Measuring and marking out skills • Safe use of engineering hand and power tools • Machining techniques • Fabrication techniques • Assembly techniques • Working collaboratively.
Evaluation and reflection	They will also complete an evaluation report for their design solution.	Evaluation discussion and product evaluation report
	Assessment	Research assignments week 5 Design activities and folio end week 5 Production activities end week 9 Evaluation report end week 9.

Notes:

Every student must successfully complete the Workshop Health and Safety Induction before commencing any practical activities and maintain safe work practices throughout the course. Non-compliance will result in repetition of the induction process or exclusion from practical activities.