

Year 9

Subject Information Booklet



2018

Mount Gravatt High School

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Year 9 Subject Information Booklet

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A WORD FROM THE PRINCIPAL

The decision to choose particular subjects is important educationally in that it sets the foundation for further education and also points towards possible careers. It is necessary to consider factors in two general areas:

A. the student;

B. the subject.

A. THE STUDENT

Parents and students should consider the following:

- a) **Past Achievement.** Is the student's past record a good indication of future success? Has the student worked to maximum ability? If the results in Year 8 have not been satisfactory, it may mean the student has not worked, it may mean the student has not liked particular subjects or it may mean the student may not be capable of higher academic results. The staff at the school will be happy to give advice in this area if needed.*
- b) **Aptitude.** Does the student have special talents in areas such as art, music, technology?*
- c) **Ambition.** What does the student hope to do, to achieve, to become? If there are specific career aspirations it would be worth discussing with the Guidance Officer what subjects would best lead to that career. If there are no specific career goals the best idea is to choose subjects that keep most options open.*
- d) **Interests.** Success in a subject is highly correlated with interest in a subject. A look through the Year 8 subjects that the student did best in often indicates those in which they were most interested.*

B. THE SUBJECT

- There are five 'key' subjects that are compulsory for all students entering Year 9 (i.e. English, Mathematics, Science, Health and Physical Education and Geography/History). These subjects will ensure students will be developing the essential skills needed as a foundation for further studies.*
- Two electives remain to be chosen.*
- The information in this booklet will give students and parents a clear idea of content and requirements in each subject available. Where a student has difficulty in deciding between two subjects, and the factors in "A" have been considered, then a detailed look at the assessment and requirements of each subject may sway the decision one way or another. It is important that all the relevant subject descriptions be read thoroughly by both parents and students before any subject choice is made.*

I wish students an enjoyable and valuable experience in Year 9.

RICHARD USHER
PRINCIPAL

YEAR 9 SUBJECTS

All Year 9 students study seven (7) subjects as well as Tuesday afternoon sport. Of the seven subjects chosen, five subjects are compulsory and two subjects are elective.

The five compulsory subjects are:	English Mathematics Science Geography/History Health and Physical Education
The elective subjects available in 2017 are:	Art Business Enterprise and Computing Child Growth and Development Creative Design and Technology Dance Design Technologies (INDE) Drama Food Studies Graphics Health and Physical Education (Foundation) Industrial Design and Technology Japanese Media Music Textiles and Design

ART

COURSE OUTLINE

Art plays a role in the development of the individual. This course aims to develop creativity through participation in a range of activities which include:

- photography
- drawing
- painting
- printmaking
- sculpture
- study of artists and their respective works
- computer manipulations.

PREREQUISITES

Student's success in Year 8 Art gives some indication of achievement levels in Years 8 and 9.

ASSESSMENT

To be advised, for example:

1. Practical Folios for each unit of work undertaken
2. Semester Assignment

REQUIREMENTS

- 1 x 2B pencil
- 1 x soft eraser
- 1 x A4 Visual Art Diary

BUSINESS ENTERPRISE AND COMPUTING

COURSE OUTLINE

Business Enterprise and Computing (BEC) provides students with practical experience in a variety of business activities, while developing their practical computing skills. In addition to focussing on business and computing, this subject also aids in the development of numeracy, literacy, independence and critical thinking.

A highlight of BEC are the business venture projects. In Year 9 BEC students have the opportunity to start their own business venture, and they will design, develop and market their own products, culminating in a real life market at school where they sell their products to their fellow students. These projects are invaluable for providing students with an insight into the real life problems that a business may experience and giving them an opportunity to find independent solutions.

At the conclusion of this course students should be able to contribute and participate more effectively and responsibly in a rapidly changing business world. BEC aims to align students with certain subjects on offer in the Senior School, namely Accounting, Business Communication and Technologies, Tourism Studies and Business SAS.

TOPICS OF STUDY

Topics covered over the two year course may include:

- Healthy Wealthy and Wise – Budgeting Saving and Investing
- Business Documents – Order Forms, Invoices, Receipts, Cheques, Banking, Petty Cash.
- Marketing – Supply, Demand, Product Development, Advertising, Price, Promotion.
- Venturing Into Business – Concept of business, Types of Business, Basic Bookkeeping.
- Buyer Beware – Consumer Protection.
- Accounting - A Balancing Act – Computerised Accounting.
- Industrial Relations – Rights and Responsibilities.
- Taxation and Payroll – ABN, Tax File Numbers, Declarations, Calculation of Net Pay, Taxation.
- E-Business – Websites, Buyer Beware, Department of Fair Trading.

REQUIREMENTS

- USB
- Business Forms Workbook 2 – available for purchase from the Business Education Department during Term 1.
- Hard folder and plastic sleeves
- A4 exercise book

CHILD GROWTH AND DEVELOPMENT

COURSE OUTLINE

The aim of this course is to investigate the critical development that occurs in the period from infancy through to early childhood and how such development can have an impact upon the long term development and learning of children.

The focus of this course is both theoretical and practical which enables the students to develop activities that enhance the formative years of a child's life. Students will explore, investigate, experiment and develop a variety of general learning skills that focus upon the four main areas of development. This will enable the students, now and in the future, to assist in the responsible and successful care of young children. Over the two year course, the students work closely with the prep students from the local primary school.

During the two year course the following Semester Units will be studied:

Unit 1	The growing child, nutrition, pre/postnatal care
Unit 2	The development of language, learning to read
Unit 3	Areas of development
Unit 4	Learning through play-Crafty kids
Unit 5	Learning through dance, music, singing & movement
Unit 6	Learning through art
Unit 7	Child health & safety /First Aid for Children
Unit 8	Teaching children with developmental delays

Students can then continue their studies into Year 10 and in Senior Classes can study for a Certificate III in Children's Services. They can now gain this certificate on school campus without interruption to daily classes.

PREREQUISITES

Nil

ASSESSMENT

Assessment will be continuous over the semester with both theoretical and practical components of the course being assessed using a variety of test instruments, including short answer/objective tests, research assignments, practical tasks, art folios and play groups.

REQUIREMENTS

- Ring binder
- Blue/red pens/ pencils/ highlighter/coloured pencils
- Ruler
- Paper scissors
- Glue stick

Practical requirements such as art supplies, textiles and cookery ingredients will be given out per term. Students will be required to cook at times and will develop textile skills through sewing items that relate to the topic being taught.

CREATIVE DESIGN AND TECHNOLOGY

COURSE OUTLINE

Creative Design and Technology is designed to develop an appreciation and positive attitude towards some of the many interesting skills and finishes students may use when building a functional, yet decorative item for the home. This course provides students with an insight into the experiences and materials they may encounter in interior design. Participants are required to consider the impact that construction methods and materials have on the environment.

This course is suited to those students who enjoy 'soft furnishings' in a decorative sense, but also appreciate the construction of projects prior to the decorative stage. It is a very popular subject providing greater access to our workshops for students who enjoy an alternative to the traditional IDT subject. The course allows students to experience the workshop and what it has to offer. Students are provided with a more relaxed environment, offers projects that teach skills, yet concentrate on the finish of a product. Students may wish to participate for the sole purpose of improving their practical skills to use later in life. A pathway for students in the senior school is provided through the furniture course.

Year 9 Creative Design and Technology					
Year 9	Practical Units	Term 1	Term 2	Term 3	Term 4
		Decorative Letters	Shadow Box	Resin Jewellery	Mirrored Picture Frames
Theory Units	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint	

PRE-REQUISITES

Students must be prepared to participate in all areas of the course – both practical and theoretical elements. Students will be required to provide some materials for each project. This will be under the teacher's instruction. It will allow students to individualise their own work. A positive and determined attitude is the best prerequisite.

ASSESSMENT

Assessment in Creative Design and Technology will consist, firstly of the completion of the practical construction of the item then secondly the completion of the accompanying theoretical unit of work for each term.

REQUIREMENTS

- Each student will be required to wear the personal protective equipment. This can be purchased from the uniform shop. PPE consists of safety glasses and an apron. This is compulsory.
- Students are also required to have an A4 note book and a HB pencil with eraser.
- Students may from time to time be required to source specific materials which enhances their work. This is developed through the guidance of the classroom teacher.

DANCE

WHY STUDY DANCE?

Dance is a human activity of ancient tradition and an evolving form of expression. Different cultures throughout history have refined and manipulated movement to communicate meaning through the symbol systems of dance. As an aesthetic means of ordering movement into an expressive code, dance involves structuring gesture and motion to capture and convey ideas, images and feelings, and use the human body as the instrument of communication. In this syllabus, the major focus is on dance as art while also promoting an understanding of the social and ritual functions.

PREREQUISITES

An understanding that it is a practical based subject and therefore students must enter the subject with a willingness to perform and communicate with and in front of others.

COURSE CONTENT

The study of Dance is enriched by experiences in Choreography, Performance and Appreciation. Through the creative process of *Choreography*, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories. The skills of communication, improvisation, personal problem-solving, group decision-making, and planning and organising are fostered in this process.

In *Performance*, unique technical and expressive demands of dance are developed. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities through experiencing a variety of dance techniques.

Appreciation of dance involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The student learns to value their own and others' aesthetic responses to dance.

ASSESSMENT

Assessment techniques may include the following:

Choreography: the creation of danceworks, section or movement sequences (devised individually and in pairs or groups) which may be a combination of improvised and prepared material, or adapted from an existing dancework.

Performance: the performance of danceworks, sections or movement sequences (individually and in pairs or groups) which may be an adapted repertoire, a technique class or a teacher or student-choreographed sequence.

Appreciation: written and oral tasks such as critiques and reviews of live and video performances, research assignments and written responses.

REQUIREMENTS

- Dance apparel – black tights and black singlet for girls. Black shorts and black singlet for boys.
- An exercise book or A4 lecture pad for notes.
- A manila wallet/folder.
- Students are expected to rehearse both in and out of lesson time and to provide any extra basic costumes and props that are not available through the department.
- At times, students may be required to attend performances and workshops at an extra cost.
- Class work will be performed at school events eg Parade, PAN, etc.

DIGITAL TECHNOLOGIES

Innovative Design (INDE) is a subject designed to give students an opportunity to use computer technology in practical, engaging and, most of all, enjoyable ways. INDE units are focused on providing students with tangible products that they can design and develop. Generally a different topic is covered each term.

In INDE we focus on using Industry Standard software (such as the Adobe Creative Suite) to create products of increasing complexity. In Year 9 we introduce students to the world of programming through topics such as Robotics, Smart phone applications and Electronics.

COURSE OUTLINE

Units covered may include the following:

- Game Design (GameMaker)
- Smart Phone Applications (AppShed)
- Robotics (Lego Robotics)
- Electronics and programming (Arduino)
- 2D Animation (Adobe Flash)
- Stop Start Animation (Windows Movie Maker)
- Photographic Special Effects (Adobe Flash, Adobe Photoshop)
- Web Development (Adobe Dreamweaver, Adobe Flash)
- Desktop Publishing (Microsoft Word, Adobe Photoshop, Adobe InDesign)
- Digital Image Manipulation (Adobe Photoshop)

PREREQUISITES

Students entering Innovative Design will be given every chance to perform at his or her best in the use of the various packages. No prior knowledge is needed but it could be advantageous.

ASSESSMENT

Assessment will be largely practical projects that are completed during class time and focus on the particular computer software program being studied for that unit.

REQUIREMENTS

A positive attitude centred on engaging in all tasks presented, focussing on meeting and overcoming all challenges. All students should have a USB for backup purposes.

DRAMA

WHY STUDY DRAMA?

Drama is one of the oldest art forms known. It is the making and communicating of meaning involving performers and audiences, engaging people in a suspension of disbelief in order for them to enter a fictional world. Drama provides a medium for exploration, social criticism, celebrations and entertainment and is explored through the dimensions of *forming*, *presenting* and *responding*.

Students who study Drama are actively participating in an experimental mode of learning that blends intellectual and emotional experience. Drama offers students a unique means of enquiry that contributes to the knowing and understanding of themselves and the world.

PREREQUISITES

An understanding that it is a practical based subject and therefore students must enter the subject with a willingness to perform and communicate with and in front of others.

COURSE OUTLINE

This course is designed to:

- (a) provide opportunities to assist each student to achieve his/her unique potential through drama;
- (b) develop learners' knowledge and understanding of drama and the skills necessary to manage the dramatic form;
- (c) foster confidences and self-discipline in social interaction;
- (d) develop skills in interpersonal relationships and teamwork.

Current units of study in the Drama course include the elements of drama, characterisation, process drama, physical theatre, documentary drama, collage drama, theatre direction, design, filmic languages, scripted drama and playwriting.

ASSESSMENT

Students will complete practical and written assessment in the areas of **Forming** (e.g. creating drama role-plays and improvisations); **Presenting** (e.g. polished student-devised or scripted drama); and **Responding** (e.g. written reflections, analysis and reviews of performances).

Assessment will include work in small groups, pairs and individually.

REQUIREMENTS

- 1 x scrapbook
- A manila wallet/folder
- Students are expected to rehearse both in and out of lesson time and to provide any extra basic costumes and props
- At times, students may be required to attend outside performances and an extra cost will apply
- Additional out-of-hours rehearsals may occur in preparation for performance evenings.

ENGLISH

COURSE OUTLINE

Students undertake a program based on competence in language and communication skills. Correct use of grammar, punctuation and spelling is a priority. An appreciation of literature and media in its varied forms – novels, non-fiction, poetry, drama and film – is also highlighted. Students will be taught to compose texts and to speak in a variety of genres for specific purposes.

The aim is for students to:

- expand capabilities in reading, writing, listening and speaking including accuracy, fluency and reflection;
- participate as productive and confident members of their community;
- lay foundations for employment, citizenship and intercultural understanding in a changing world;
- become critical and creative thinkers;
- enjoy a range of recreational activities including literature, drama and media.

PREREQUISITES

Nil - essential subject.

ASSESSMENT

Assessment is continuous with a balance of tests and assignments including written and spoken tasks for a specified audience and purpose. Results are recorded on a semester profile as all assessment items count towards semester results. All assessment must be completed by the due date unless arrangements are made with the Head of Department. Please check Student Planner for Exam and Assignment Policy.

REQUIREMENTS

- 2 x 64 page A4 exercise books
- A4 plastic sleeves
- USB
- Pencil case containing pens, glue, scissors, ruler, pencils, eraser, colouring pencils, sharpener
- Dictionary and thesaurus

FOOD STUDIES

COURSE OUTLINE

The emphasis throughout this course is based upon Food Cookery and Nutrition.

Students will experience the world of Contemporary Foods and Nutrition where they apply theory and knowledge to practical food situations. The components of this course are both practical and theoretical and the students will be required to participate in weekly take home cookery. Students will be responsible for bringing their own ingredients to school. During the two year course the following semester units will be studied:

Unit 1	Knife Skills and Nutrition
Unit 2	Cultural Cookery
Unit 3	Vegetarian Cookery and Meat Cookery
Unit 4	Pasta/ Rice Starch Cookery
Unit 5	Biscuits, Slices & Cupcakes
Unit 6	Taste of Australia
Unit 7	Pastry, Batters & Bread
Unit 8	Small Food Business

PREREQUISITES

Nil

ASSESSMENT

Assessment will be continuous over the semester with both theoretical and practical components of the course being assessed by practical tasks, folios, continuous cookery, reports, assignments and/or exams.

REQUIREMENTS

COOKERY

- 2 tea towels
- Carry home container
- Own cookery ingredients depending upon weekly requirements
- Slice trays, basic cake tins

STATIONERY

- Ring binder
- Blue/red pens
- Ruler
- Paper scissors
- Coloured pencils
- Highlighter

GEOGRAPHY/HISTORY

GEOGRAPHY

Geography provides students with opportunities for critical and higher order thinking. Students are required to developing an understanding of both simple and complex situations which impact on all of us as citizens. These are looked at, at local, national and global levels. Through the study of Geography, students will come to recognise, interpret and understand how natural processes and human activities shape our world. Geography essentially focus' on examining why things are located where they are and how this then influences human development.

Some of the topics covered are:

- Biomes and food security
- Global connections
- Health and wellbeing
- Migration of people

HISTORY

History is the study of people, events and place over time. A strong emphasis is made in this course in linking events from the past with issues and developments of the present. Following on from Year 7 there is a continuation on building historical skills. These include: use of historical terms and concepts, comprehending, analysing and evaluating primary and secondary sources and synthesising information from a variety of sources and perspectives

Some of the units studied include:

- The Industrial Revolution
- World War 1
- Human Rights and Freedoms

PREREQUISITES

Nil - essential subject.

ASSESSMENT

Assessment for both subjects reflects those which are required in the senior school. The skills for these assessment types are taught and practiced throughout the two years. A wide variety of assessment types are used to cover a variety of learning styles. These can include; in class exams, extended written responses, research pieces, multimodal and non-written responses.

REQUIREMENTS

- A4 writing pad with ring-binder folder and plastic pocket sleeves for holding worksheets and materials.
- Basic colouring pencils for use in mapping work should be acquired.
- USB

GRAPHICS

COURSE OUTLINE

The Graphics course is designed to develop in students an appreciation and positive attitude towards the design process. It also encompasses an appreciation of some of the many areas in which the design process is used to solve a design problem. Students use a variety of presentational technologies. These include: annotated hand drawings, computer graphics programs, model construction, laser cutting and 3D Printing.

Participants are required to consider the impact that their design solutions have on the environment. The course is designed for those who have an interest in solving design problems. This course is of benefit to students wishing to pursue careers or interests in architecture, engineering, industrial design, interior design, graphic design or any of the trades.

Year 9 Graphics					
Year 9	Design Folios	Term 1	Term 2	Term 3	Term 4
		Built Environment	Product Design	Business Graphics	Built Environment
		Redesign a post-war home for a retired couple wishing to downsize	Reconstruct a plastic sharpener on a computer program. 3D print a part	Redesign the packaging and advertising for a KAMBROOK toaster	Design a technology lab for the side of B Block and present on a multi-modal

PREREQUISITES

Students must be prepared to participate in all areas of the course –This includes hand drawing and design, computer graphics and related technologies, which include laser cutting and 3D printing on occasions. A positive and determined attitude is the best prerequisite.

ASSESSMENT

Assessment in Graphics will consist of the completion of the designated Design Folios each term. This requires the student to use the relevant subject technologies.

REQUIREMENTS

- Students are also required to have an A4 notebook and a HB pencil with eraser and ruler.
- School laptop device for home work.

HEALTH AND PHYSICAL EDUCATION

COURSE OUTLINE

Health and Physical Education is a core subject for Year 9.

The **Health and Physical Education Program (HPE)** is designed to develop a positive attitude to one's health, fitness and a lifelong enjoyment of sport. It exposes students to a variety of popular 'Physical Activities' enjoyed in the wider community. The accompanying theory units of work address *broad* 'Health' and 'Personal Development' issues.

Year 9 Health and Physical Education					
Year 9	Theory	Term 1	Term 2	Term 3	Term 4
		Respectful Relationships	Sustainable Health Challenge	My Social Responsibility	Active Aussies
	Physical	Invasion Games, Cricket, Outdoor Pursuit, Fitness			

(Note: All Physical Activities are completed on a rotation basis throughout the year.)

PREREQUISITES

Students must be prepared to participate in all areas of the course - both physical and theoretical elements. Students are also expected to demonstrate skills learned in class by participating in intra-school activities as a member of a House.

ASSESSMENT

Assessment in Health and Physical Education will consist of class exams, written assignments and oral/multimodal presentations. In practical areas students are assessed within simple and complex performance environments.

REQUIREMENTS

- Health and Physical Education has a theory component and students will require a notebook and writing equipment. Homework and assignments will be set and it is advisable for students to have access to a USB.
- Each student will be required to wear the correct P.E. uniform to practical lessons. This uniform is outlined in the school uniform guide and includes the **school cap** or **bucket hat**.
- Students who are injured/sick or out of uniform **must** provide a note from home explaining the circumstances.
- Fees for outside venues may be incurred.

HEALTH AND PHYSICAL EDUCATION (Foundation)

COURSE OUTLINE

Health and Physical Education (Foundation) is a physically and academically challenging subject. It is designed to meet the needs of students who have previously displayed potential in physical and theoretical performance in Year 7 HPE. Students will experience *specific* units aimed at developing improved individual performance and achievement. The subject will serve to further develop each student's learning potential with a view to preparation for Senior Physical Education and a possible career in the Health/Medical Science, Sports Science and Sporting Industries.

The subject's emphasis is on the integration of both physical and theoretical units enabling student's learning to take place *in* and *through* physical activities. The program differs from the Year 8 and 9 core HPE program through its *specialised* physical activities and core subject matter.

The unit overview for 2017 is as follows:

Year 9 Health and Physical Education (Foundation)					
Year 9	Theory	Term 1	Term 2	Term 3	Term 4
		Skill Acquisition	Coaching	Sociology (Violence & Drugs in Sport)	Exercise Physiology
	Physical	Athletics	Golf	Futsal	Gym Programs

PREREQUISITES

Students must be prepared to participate in all areas of the course - both physical and theoretical elements.

ASSESSMENT

Assessment occurs in both the theory and physical areas. Each unit of work will comprise of a practical and theoretical component. These components are integrated and are of equal value. There will be one piece of theoretical assessment per term. Assessment instruments include written assignments, oral/multimodal presentations, and written exams.

REQUIREMENTS

- HPE Foundations has a theory component and students will require a notebook and writing equipment. Homework and assignments will be set and it is advisable for students to have access to a USB.
- Each student will be required to wear the correct P.E. uniform to practical lessons. This uniform is outlined in the school uniform guide and includes the **school cap** or **bucket hat**.
- Students who are injured/sick or out of uniform **must** provide a note from home explaining the circumstances.
- Fees for outside venues may be incurred.

INDUSTRIAL DESIGN AND TECHNOLOGY

COURSE OUTLINE

Industrial Design and Technology is designed to develop in students, an appreciation and positive attitude, towards some of the many construction methods used to build and finish practical projects. It encourages students to consider the type of techniques that are used to construct ideas and designs from wood, steel and plastic.

There are also a number of projects embedded in the course which teach students the design process. Participants are required to consider the impact that construction methods and material may have on the environment. Students will engage in technologies such as the laser cutter, vacuum former and electronics during the course. The course is designed to provide students with both practical and design skills. Students who are not looking for a future in the 'Trade' aspect of the course, may wish to participate for the sole purpose of improving their practical skills to use later in life.

Year 9 Industrial Design and Technology					
Year 9	Practical Units	Term 1	Term 2	Term 3	Term 4
		Camp Chair. Wood work	Eco Lamp. Electronics	Sky Lap. Plane design	Docking station
	Theory Units	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint

PREREQUISITES

Students must be prepared to participate in all areas of the course – both practical and theoretical elements. A positive and determined attitude is the best prerequisite.

ASSESSMENT

Assessment in Industrial Design and Technology will consist, firstly of the completion of the practical construction of a selected item, then secondly the completion of the accompanying theoretical unit of work for each term.

REQUIREMENTS

- Each student will be required to wear the personal protective equipment which can be purchased from the uniform shop. PPE consists of safety glasses and an apron.
- Students are also required to have an A4 note book and a HB pencil with eraser.

JAPANESE

Why study a language?

There is more to studying a foreign language than being able to speak it. It is also about:

- Engaging with the global community
- Widening cultural understanding and experiences
- Developing new perspectives and opportunities
- Gaining a competitive edge in the job market
- Being able to travel through parts of the world more easily

How will this subject help you?

Learning an additional language helps you to live and learn as part of our global community. It gives you insights into other cultures, as well as the language and communication skills to interact with members of local and international communities.

The ability to speak an additional language can be essential in areas such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

What will you study?

Learning a language also involves learning about people and culture. You will study a wide variety of topics drawn from key themes:

- Personal and community life
- Leisure and recreation
- The natural world
- The built world
- Imaginative world

How will you learn?

Learning a language requires communicating in meaningful and realistic situations. You will use the skills of listening, reading, speaking and writing in activities such as:

- Listening to radio broadcasts, television programs, webcasts and podcasts
- Viewing videos and films
- Communicating with students in other schools and countries
- Holding debates or participating in discussions
- Reading cartoons, short stories, poems and song lyrics
- Participating in chat rooms/MSN Messenger and forums

How will you be assessed?

Languages are assessed by listening, reading, speaking and writing. You may be assessed, for example, by:

- Answering questions about spoken and written texts in the language
- Engaging in conversations and interviews
- Writing letters, emails, diary entries, stories

Your ability to communicate is what is being assessed. You will need to show that you can understand and convey meaning in the spoken and written language.

How your parent/s or guardian/s can help

Your parent/s or guardian/s can help by showing interest in what you are learning and by providing a supportive home environment and encouragement. They can further assist by:

- Discussing the culture and related current events with you
- Attending cultural events with you

Fostering respect and empathy for people whose first language is not English and whose customs and beliefs are not the same as yours.

MATHEMATICS

COURSE OUTLINE

The Year 9 Mathematics courses are single courses only. Within the course, provision is made for diversity of experience. The approach is that of a central core of material to be studied by all students together with extension work available to those students able to handle it. In Year 10, students will study Mathematics in one of three strands – Essential Mathematics, General Mathematics and Specialist Mathematics. Students will be able to select one of these strands based on achievement in Year 9 Mathematics. The courses aim to ensure all students are given the opportunity to develop according to their ability.

The three strands prepare students for the Senior Mathematics subjects of Prevocational Mathematics, Mathematics A and Mathematics B. To select Mathematics B in Year 11 and 12, students will be required to achieve a minimum of a C standard in Specialist Mathematics and to select Mathematics A, students will be required to achieve a minimum of a C standard in General Mathematics or Specialist Mathematics.

The Year 9 Mathematics courses are organised into three strands:

- Statistics and probability
- Measurement and geometry
- Number and algebra

PREREQUISITES

Nil - essential subject.

ASSESSMENT

The assessment will include written tests, assignments and investigations. The assessment will require students to:

- recall information;
- apply mathematics in relatively familiar situations;
- carry out investigations and analyse the results;
- construct mathematical models in a range of situations;
- use mathematical aids, instruments and concrete materials;
- solve problems which range from routine and well-rehearsed problems through to those that require demonstration of insight and creativity; and
- give coherent explanations of choices made and strategies used in problem solving.

The assessment tasks that accompany each topic will assess three (3) criteria:

- Understanding and fluency– recall, selection and use of mathematical concepts and information to solve problems in familiar and unfamiliar situations.
- Problem solving - application of problem solving strategies and completion of mathematical investigations.
- Reasoning – use of mathematical symbols and language, justification of strategies used, conclusions reached and the reasonableness of results and the analysis of the results of mathematical investigations.

REQUIREMENTS

Students need to purchase 1 x 256 page A4 exercise book, ruler, red, blue/black pens, pencils, protractor, compass, graph paper (2 mm), headphones and a Sharp scientific calculator. The school sells Sharp scientific calculators which can be used through to Year 12 (e.g. Sharp EL-531WHB for approximately \$25). Calculators can be purchased from the Uniform Shop.

MEDIA

WHY STUDY MEDIA?

Media is forever evolving and has a crucial impact on consumers. Media is the making and communicating of meaning involving film, television, newspapers, computers, mobile devices and the ever changing internet. Media provides a medium for social criticism, entertainment and is explored through the dimensions of *designing, producing* and *critiquing*.

Students who undertake Media are actively participating in a mode of learning that blends intellectual and emotional experience, offering students a unique means of enquiry that contributes to the knowing and understanding of themselves and the world.

PREREQUISITES

An understanding that it is a theory and practical based subject and therefore students must enter the subject with a willingness to spend their own time for editing and filming tasks. These aspects of the course can be time-consuming due to the technical proficiency required.

COURSE OUTLINE

This course is designed to:

- (a) provide opportunities to assist each student to achieve his/her unique potential through the various methods of assessment – designing, producing and critiquing;
- (b) develop learners' knowledge and understanding of scriptwriting, editing, storyboarding, and developing multi-modal presentations;
- (c) foster confidences and self-discipline in social interaction;
- (d) develop skills in interpersonal relationships and teamwork;
- (e) create a bridge for students wishing to undertake *Film, Television and New Media* in Years 10, 11 and 12.

Current units of study in the Media course include: exploring the history of media; developing a character for a children's TV for a pre-school audience; examining the genres of reality TV, soap opera, western films and music video; exploring websites and video games; advertising; developing promotional materials for an original film; examining "cheesy B-grade horror films".

ASSESSMENT

Students will complete practical and written assessment in the areas of **Making and Responding** (e.g. scriptwriting, storyboarding); **Producing** (filming and editing a music video & a B-grade horror clip); and **Critiquing** (e.g. multi-modal presentations, biography, persuasive speech, spoken critique).

Assessment will include work in small groups, pairs and individually.

REQUIREMENTS

- 1 x 48 page A4 exercise book, 1 x 8GB USB
- Students are expected to rehearse both in and out of lesson time and to provide any extra basic costumes and props for any productions

MUSIC

COURSE OUTLINE

Music is an integral part of our lives and is an important part of any student's educational development, whether they undertake the course for enjoyment and developing their music appreciation or aim for further study. This course is designed to develop the ability and knowledge of students at all standards of music experience through the study of three dimensions:

1. Performance – singing or playing an instrument
2. Composition – creating original music
3. Responding to music

This course focuses on students creating and performing music and developing the ability to think and express themselves through sound. This is achieved through real life learning experiences, with a strong emphasis on technology-based skills using specialised computer programs and recording equipment.

In Year 9 students continue to build on and develop their skills through the study of two units: *World Music and Music for Film and Television*.

Practical areas which students may study include: guitar, keyboard, voice or another instrument of own choice.

PREREQUISITES

While it is advantageous for students to have completed, enjoyed and been successful at Year 7 Music, it is not necessary to have studied Music before Year 9.

ASSESSMENT

Music students are assessed in all three dimensions listed above. Assessment includes a variety of performance, composition, listening and written tasks.

RECOMMENDATIONS

All music students are encouraged to participate in the school's extra-curricular activities such as concerts, performances, eisteddfods and competitions.

Generally students wishing to take Music in Years 10, 11 and 12 should have studied Music in Years 8 and 9. Music teaches students many lifelong skills and is recommended for various fields of employment such as music teacher, performer, musician, sound mixer or editor, composer, music therapy, primary and early childhood teaching, instrument repairer and child-care worker.

REQUIREMENTS

- 1 x 96 page music exercise book (including manuscript)
- USB (minimum 8GB)

SCIENCE

COURSE OUTLINE

The Junior Science program provides students with a sound general knowledge and understanding of the world around them. The course incorporates aspects of relevant fields of Science, including Geology, Biology, Astronomy, Physics and Chemistry. Topics studied are those which deal with current science and environmental issues as well as more traditional areas.

Practical work provides students with “hands on” experience and forms an important part of Junior Science.

PREREQUISITES

Science is studied as a compulsory subject. There are no prerequisites.

ASSESSMENT

Evaluation in Junior Science will include:

- Supervised assessment: exam/test – multiple choice questions, short response questions; problem solving scenarios; response to stimulus
- Extended response task - research assignment / project / multi-modal presentation
- Experimental investigation and scientific report

REQUIREMENTS

- 2 x A4 exercise book (128 page), pencil case containing pens, 2B pencils, eraser, ruler, glue, scissors, colouring pencils and sharpener.

TEXTILES AND DESIGN

COURSE OUTLINE

The emphasis of this course is based upon the practical construction of a variety of textile products ranging from house hold items; such as cushions to clothing. Theoretical components will also be included in this subject to enhance the student's understanding and knowledge of textile design and construction. Students will develop skills in operating machines specific to the textile industry. They will also develop a variety of skills required in the Industry related to textiles.

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During the two year course the following units will be studied:

- Elements and principles of design
- Sewing techniques/ sample folio
- Pattern adjusting
- Clothing construction basic
- Clothing construction advanced
- Recycling textiles and fashion (everything old is new again)

PREREQUISITES

Nil

ASSESSMENT

Assessment will be continuous over the semester with both theoretical and practical components of the course being assessed using a variety of test instruments, including short answer/objective tests, research assignments, practical tasks, textile folios.

REQUIREMENTS

- Basic sewing kit:
(fabric scissors, un-picker, hand sewing needles, pin, tailor's chalk, Bernina bobbin)
- Ring binder
- Blue/red pens/coloured pencils/ highlighter
- Ruler
- Paper scissors
- Glue stick