

HOLLAND PARK STATE HIGH SCHOOL



Parent/Student Handbook

INFORMATION AND SUBJECT DESCRIPTIONS

YEAR 9 & 10, 2008

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Subject Pathways

Choosing Subjects for Year 9 & 10

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Years 9 and 10, and later the selection of subjects for Years 11 and 12. These are important decisions since they may affect the type of occupation or career you can follow when you leave school.



Your course selections can also directly affect your success at school and how you feel about school.

OVERALL PLAN:

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have already had some success
- which will help you reach your chosen career/careers, or at least keep many careers open to you
- which will develop skills, knowledge and attitudes useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

GUIDELINES:

Keep your options open.

Many students in Year 8 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to keep your options open. This means choosing a selection of subjects which makes it possible for you to continue thinking about your career choice over the next two years before making more definite choices as you approach the end of Year 10.

Holland Park High requires students in Year 10 to study the following Core subjects.

- English
- Mathematics
- Science

Students then **select** a further **three subjects** from the remaining five KLAs – Language Other Than English (LOTE), TECHNOLOGY, the ARTS, STUDY OF SOCIETY & THE ENVIRONMENT and HEALTH & PHYSICAL EDUCATION.. These are clearly explained in detail in the subject description section of the booklet.

In Year 9, Core Curriculum includes English, Maths, Science, SOSE & HPE. Two electives are chosen!

These subjects provide excellent foundation skills not only for your future career but also for your personal life. You will then be able to choose from a range of electives that are designed to develop your interests and practical skills.

Think about careers:

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Years 10. Talk to your guidance officer and check the following sources of information on subjects, courses and careers.

- *Job guide* – available in school from the Guidance Officer.
- Other career information such as literature from industry groups which show the various pathways to jobs in these industries
- The OZJAC computer program – at school, Centrelink offices, or Career Reference Centres
- The booklet **QTAC Guide** – for careers requiring university study.
- The TAFE Queensland Hand booklet and website www.tafe.net. This booklet is available at school.

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and careers that interest you. If details are still unclear, check with your Guidance Officer

Find out about the subjects your school offers:

Even though you have studied a wide range of subjects in Year 8, it is important to find out as much as possible about the subjects offered in Years 9 and 10. Some subjects will be new, and others with the same name as in Year 8 may be a little different for higher year levels.



To find out about our school's subjects:

- Read the subject descriptions in this booklet.
- Ask Heads of Departments and teachers of particular subjects.
- Look at books and materials used by students in the subjects.
- Listen carefully at class talks and subject selection nights.
- Talk to students who are already studying the subjects.

When investigating a subject to see if it is suitable for you, find out about the content ie. What topics are covered in the subject and how the subject is taught and assessed.

For example: does the subject mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work.

Remember too, that your choice of subjects now may affect your choice later in Years 11 and 12.

For example:

- Music, Languages and Graphics in the Senior years almost always require previous study in Years 9 and 10.

Make a decision about a combination of subjects that suits you.

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Be prepared to ask for help.

If you need more help then seek it, or you may regret it later. Talk to your parents, teachers, Guidance Officer and Deputy Principal. Make use of the school subject selection program. You'll be doing yourself a favour.

Why Subject Choices are Important

- ❖ The subjects you do at school can often determine the type of career you do.
- ❖ Doing subjects that you like and that interest you, makes life at school fun.
- ❖ You are more likely to do well at a subject if you enjoy it.

HOW TO DECIDE....

Recognise this as an important decision and take time to consider all your options.

Ask yourself the following questions:

- ❖ What subjects are available?
- ❖ What subjects interest me?
- ❖ What subjects am I good at?
- ❖ What subjects do I need for further study?

In most cases, the best subjects to take are the ones you like the most. From these subjects you are more likely to do well and therefore get higher marks. If you really don't like a subject, you probably won't do as well, and may even fail.

Use these rules when choosing subjects:

- ◆ ABILITY choose subjects you are good at
- ◆ INTEREST choose subjects you enjoy
- ◆ MOTIVATION choose subjects you really want to learn.

HOW NOT TO DECIDE.....

Do NOT choose a subject because:

- ❖ *Your friends are taking it.* Your friends may have different abilities, interests and motivations to you.
- ❖ *Your favourite teacher is teaching it.* Teachers often change classes or even schools.
- ❖ *You want to go on a particular excursion.* You could endure years of misery for the sake of that excursion.
- ❖ *You've heard it's a "bludge" subject.* If someone tells you a subject is a bludge, chances are that they are bludging and will probably do poorly. All subjects require effort and application.
- ❖ *Boys/girls don't do that subject.* There are no separate subjects for boys and girls. If you are good at or interested in a subject, then do it for YOU.
- ❖ *You NEED to do it even though you hate it.* If you need to do a subject to get into a particular course at university, there will be a lot of that subject within the university course. Why spend a lot of years studying something you don't enjoy to try for a job you might not get and would probably hate anyway.

Careers Related to Subjects in Years 10

Have you thought about the type of work you would like to do when you finish school? It is wise to begin investigating possibilities early because the better informed you are the better decisions you will make in the future.

As you learn more about yourself and about jobs, you may change your ideas about the types of jobs and careers in which you are interested. This is part of the process most people go through before deciding on a future career.

You can use this information to investigate careers by relating your interest in school subjects to possible careers of interest.

You may wish to use the following steps:

- Identify the subjects you enjoy and do best
- Use this handout to find the names of careers that may be related to these subjects
- Gather information about these careers, e.g. you may explore the *Jobguide* and the OZJAC program available in your school
- Talk to your Guidance Officer.

KEY LEARNING AREAS	SUBJECTS
English	English
Health and Physical Education	Health and Physical Education
Languages other than English	German and Japanese
Mathematics	Mathematics
Science	Science
Studies of Society and the Environment	Study of Society and the Environment
Technology	Design & Construction, Food Studies, Food & Design, ITX
The Arts	Art, Drama, Music
Other subject areas:	
Business Education	ITX
Home Economics Education	Food Studies, Food & Design
Industrial Technology and Design Education	Graphic Design, Design and Construction

Although the subjects are related to a number of careers, very few of the subjects are prerequisites for those careers. A prerequisite subject is one which must be studied in Years 11 and 12 to gain entry to a course or career. However, a small number of Year 11 and 12 subjects require previous study in Years 9 and 10. Talk to your Guidance Officer about these.

ASSESSMENT POLICY

(Under Review for 2008)

THE STANDARD

- All students are to complete **all** aspects of the assessment program for the subjects they study by the scheduled date, and must submit a serious attempt at every task. All work must be the student's own work.
- All students must also complete 55 hours of class contact time per subject per semester to be eligible for a result.

The only **exceptions** to this are:

- Students with an Individual Education Plan (usually students with a learning disability ascertained and documented by the school), or students in the Gymnastics and other Support Programs for elite athletes.
- Students who transfer into the school part way through the year (applies to work prior to the student's arrival only).
- Students with serious illness or other extenuating circumstances where provision of an extension of time or other modification is inappropriate.

All of these exceptions must be approved by the Principal and documented.

ASSESSMENT PLANNERS, UNIT OUTLINES AND STUDENT PROFILES

- All assessable activities are recorded on the Semester assessment planner.
- Variations to the assessment planner are negotiated between teacher and students in the first instance. The Head of Department, and ultimately the Principal, decide on disputes which arise out of variations.
- All students are issued with their own copy of the Semester assessment planner. A copy for parents is mailed out at the beginning of each semester. Students are expected to transfer information relevant to them from the Semester Planner to their Student Planner and review this on a regular basis.
- At the start of each unit of work, all students will be given an outline of the topics, duration of the unit and assessment activities.

STUDENT PROFILES & PORTFOLIOS

Years 11-12

- All students must be provided with regular access to (or a duplicate copy of) their individual profile for each subject.
- Teachers are responsible for updating these profiles and explaining to students how they contribute to their final level of achievement.
- Students are responsible for working on improvements suggested by the teacher and clarifying any aspect of their assessment profile about which they are uncertain/unclear.
- Student profiles and portfolios of work must be retained by the school until the Queensland Studies Authority Appeal deadline (around Easter) has lapsed.

ASSESSMENT TASKS

All assessment items other than tests and examinations will:

- Have some class time allocated for research activities.
- Have class time allocated for discussion of possible responses and/or provision of guidelines, exemplars.
- Be monitored by the class teacher on a nominated date, with all student work required by the teacher for sighting to be provided.
- Remain confidential between the student and teacher during their development, unless it is a group project.
- Have a criteria sheet/descriptions of standards supplied at the commencement of the item.
- Be assessed and returned to students within 3 weeks, with constructive feedback.

MONITORING PROGRESS ON ASSIGNMENTS/PROJECTS/PRACTICAL WORK ETC.

- Progress will be formally monitored at least once during the development of the task, either by the teacher signing, dating and commenting briefly on student written work, or providing oral feedback and recording progress in the teacher's record book.
- Failure to produce progress work required by the teacher for monitoring will result in a letter to parents advising them of unsatisfactory progress. Detentions or other penalties may be applied.

USE OF HOME AND SCHOOL COMPUTERS FOR ASSIGNMENTS

- All students must retain a duplicate print copy **each time** they make more than minor changes to an assignment completed on a home, or school, computer.
- Computer and printer malfunction/error is not considered a reasonable excuse for lateness. All late assignments due to computer malfunction/error will be treated as late. See Penalties for late submission of assignments.
- Where students experience computer malfunction within a day or two of the assignment date, they should submit their latest print copy of the assignment on the due date. Discs may not be submitted. Provided substantial evidence of work completed is submitted, the Head of Department may approve an alternative submission date.
- Where the computer malfunction occurs part way through the assignment process eg. Week 4 in a 6 week allocation, the student must make alternative arrangements or hand write the assignment.

VARIATIONS TO THE SCHEDULED / DUE DATE

- Where a student believes they cannot complete an assessment task on or by the due date, they must apply for an extension to the due date, on the "Request for Extension Form". Such requests must be made in writing to the office, prior to the due date, and include evidence of work to date, medical certificate etc. The Head of Department will determine their response to the request within 2 days and provide written advice to the student. Where an extension is granted, the student may submit/complete work on/by the revised due date without penalty. A copy of the extension approval must be stapled to the assessment item. Where no extension is granted, students must complete work by the due date. Students may appeal to the Principal in writing within 24 hours if they believe the Head of Department's decision is unreasonable. The Principal's decision in such matters is final. While requests for extensions are being considered, the student must continue to work on the assessment piece, based on the original time line.

Applications for extensions to the due date which are submitted after the due date will be considered by the Principal or Deputy Principal.

- Year 11-12 students who are ill on the submission/examination date must provide a medical certificate and submit/complete the item on the next school day, together with the application for extension.
- When other emergency situations occur on due date for assessment, direct contact is to be made with the Principal or Deputy Principal on that day.
- In the case of assignments, where possible they should be delivered to the school/faxed/emailed/posted on the due date.

LATE / NON SUBMISSION OF ASSIGNMENTS, FAILURE TO COMPLETE TESTS AND EXAMINATIONS ON THE SCHEDULED DATE

If an extension is granted because of illness or family bereavement (medical certificate or statutory declaration required), the student's final submission will be assessed and recorded on the student's profile, provided it is submitted on time, according to the revised hand in date.

Where no extension has been applied for, or granted, students will be assessed on the latest draft and/or other evidence available on the due date. Where there is no evidence available on the due date, students are required to complete a serious attempt at the task or an appropriate alternative set by the teacher immediately on return to school – usually in the next lesson for the subject. The assessment of this draft will be recorded on the students profile and an annotation made about variations to the task and its conditions. In practical subjects where there is only one practical assessment, this could lead to the student being not rated in that subject, because they have not completed a significant aspect of the course. (See implications in the next section).

PENALTIES FOR NON SUBMISSION OF ASSIGNMENTS / FAILURE TO ATTEND A SCHEDULED TEST OR EXAMINATION

Parents are advised when a student fails to submit a task or attend an examination of the date scheduled, without valid reason.

Where a Year 11-12 student fails to submit an assignment or complete a scheduled test on time on one or more occasions in a subject in a semester, the student may not be rated in that subject, because the conditions of the assessment have been varied and the student has not covered all of the significant aspects of the course. This can result in a student becoming ineligible for an OP where they fall below 20 semester units or breach other QSA rules regarding eligibility.

As most Year 12 assessment is summative and very important work, any assessment not completed on time in Year 12 could lead to loss of credit in the subject for that semester.

Where Year 12 students fail to complete their final assessment task in a subject, credit will not be awarded for that semester.

Where a Year 11-12 student fails to submit or complete three assessment tasks on time, the student may be asked to show cause why their enrolment should not be cancelled.

REVISITING ASSESSMENT TASKS

Students in Years 11-12 may submit one additional task (examinations excluded) in a subject in Semester 4, where the Principal is satisfied that the student profile shows atypical performance that is not because of late or non submission of work or lack of effort.

The task will be new, assigned by the teacher, and submitted within a specified time. It may be required to be completed under examination conditions. Applications must be received and approved by the relevant HOD by Friday of the first week of Term 4.

PLAGIARISM/CHEATING

- All quotations must be properly acknowledged (See Compiling a Bibliography in the Student Planner). Failure to acknowledge an author's ideas as separate from your own is theft of ideas or plagiarism. Where a teacher forms the view that a student has plagiarised, those portions of the assignment will not be considered in the assessment of the assignment. The teacher, after consultation with the Head of Department, may ask the student to complete an alternative written piece of work or conduct an oral exam.
- Copying all/part of an item from the internet is plagiarism. No assessment will be made of any plagiarised portions of work.
- Theft of another student's work, or copying another student's work and submitting it as your own will be treated according to the school consequence table for theft or fraud, as well as plagiarism.
- Cheating during an examination is a serious offence. Where cheating is suspected during an examination the teacher will make a notation on the student's paper and the student will be permitted to complete the paper under changed conditions ie. alternative venue/time/materials. If following investigation the student is found to have cheated on any portion of the test paper, no result for those portions will be awarded and a suspension penalty may apply.

ART

Art is an elective subject from **The Arts, Key Learning Area**.

The Year 9 and 10 Art program is designed to develop a variety of art making skills needed for the completion of practical tasks. Students will complete bookwork tasks for each of the practical tasks, including research of artists and art movements, sketch and design ideas, records of art making processes, evaluation of finished works as well as some written assignments.

The aim of the course is to provide students with a variety of experiences to develop creative and individual approaches. Students will be encouraged to solve problems while exploring media, develop skill techniques and explore approaches to set tasks within units of work.



COURSE OUTLINE

Art encompasses three areas of development and assessment. Students will be engaged in the learning experiences of **creating, presenting and responding**. Responding and presenting are interrelated processes, while the **emphasis is placed on creating**.

- *Creating* involves problem-solving, designing and making both two and three-dimensional forms. Creativity also comes to play in the development of the ability to appraise artwork.
- *Presenting* involves the degree of appropriate finish applied to work, the suitability of forms created and the actual construction and display of work.
- *Responding* relates to the development of the ability to appreciate and understand the purposes of art and design through investigations of the artwork of others and through the ability to make one's own artwork speak in terms of the set task descriptions.

Students will study various concepts and thematic approaches in the course of making and appraising of artworks. Each making task will allow students to explore a different media area and art movement or concept.

Over the course of two semesters, students will explore Drawing, Painting, Sculpture, Ceramics and Printmaking.

ASSESSMENT

Students will complete a range of short folios (usually five weeks in length), working with varying concepts and mediums. Students will be required to document process and research work relevant to each making folio in their sketchbooks.

Students will complete a written task each semester (approximately 400-500 words in length) to develop skills in relation to the responding criteria.

Practical tasks must largely be completed in class time, though students who tend to work slowly or who have challenged themselves to complete work of a very high standard may need to take work home, to keep up with time restraints. This may also be the case for students who have been sick or who have missed classes for other reasons.

SAFETY REQUIREMENTS & COST

Covered shoes must be worn at all times. Additional protective clothing such as goggles and aprons will be available in class for use when necessary.

Students **MUST** be equipped with drawing pencils, (HB, 2B, 4B, 6B), erasers, glue sticks, paint, brushes and masking tape. Two sketchbooks (A3) and a display folder (A4) are also required.

CAREER PATHWAYS: The study of Art may lead to careers in the following fields:

Professional Artist	Art teacher	Packaging Design	Graphic Designer	Visual Merchandiser
Make Up/Special Effects Artist	Art Gallery Director	Advertising	Illustrator	Animation
Desktop Publisher	Art Historian	Arts Administrator	Cultural Heritage Officer	Cartographer
Art Director	Web Design	Motion Graphics	Film Production	Exhibition Design

DRAMA

Drama is an elective subject for Year 9 in The Arts Key Learning Area.

The Arts have always been a reflection of the society we live in and our wish to explore other cultures and societies. Drama is a very effective medium to help students explore not only their own society and culture but also those that make up the world we live in. In this course of study we not only develop interpersonal skills to help us communicate effectively but also try to view our world from different perspectives.

COURSE OUTLINE:





Students will investigate over the year

- the elements of Drama,
- Drama as a communication tool,
- Drama as a story telling mechanism,
- Puppetry,
- Script development and performance.

To achieve success in this subject you need to be highly motivated, personally disciplined in your approach to work and willing to explore outside that area were you feel comfortable.

INFORMATION AND COMMUNICATION TECHNOLOGY:

The incorporation of communication technology into the traditional communication of drama and theatre begins with:

-  Student use and development of keyboard awareness through in class computer and Alpha Smart keyboard systems.
-  In class, on line internet access for the purpose of background research (Dramaturgy)
-  Script and assignment preparation using Word 2000
-  Use of communication delivery tools such as Data Projector and Averkey



ASSESSMENT:

Assessment is divided into three main areas:

- Forming: Involving assessing the student's creative process in forming a dramatic piece either written or practical.
- Responding: Involving the written response to a set question or task. In this criteria, the students use of analysis and synthesis is graded.
- Presenting: involves the performing side of drama. Students will perform their self created plays and scenes as well as professional scripts in front of their peers in class, the school public or the general public.

For a student to achieve academic success they need to be proficient all three areas of the subject.

REQUIREMENTS AND COSTS:

Students are required to have a set of long black pants and black T shirt (no logos)

Excursions may be scheduled throughout the year, transport and ticket costs will be advised.

CAREER PATHWAYS:

The study of Drama can lead to career opportunities in the following fields:

Actor	Arts Administrator	Camera Operator	Director	Lighting Director
Announcer	Arts Director	Casting Director	Child Care Worker	Entertainer
Producer	Critic	Fashion Designer	Graphic Designer	Movement Teacher

ENGLISH

COURSE OUTLINE

English is the study of language, of texts and of the associated literacy practices. Throughout their study of English, students will be encouraged to appreciate the social, imaginative and aesthetic uses of language and how it is used selectively in our culture.

In Years 9 and 10 English, students will explore a broad selection of the following text types and experience drama through live performances by visiting theatre groups.

Texts	Examples
<i>Literary texts</i> are characterised by the aesthetic use of language and the imagination to shape, explore, reproduce understandings about, reflect on, represent, and speculate about human experience through the construction of real and imagined (including virtual) worlds.	<ul style="list-style-type: none"> • <i>Narrative picture books</i> • <i>Novels</i> • <i>Poems (ballads, lyrics, sonnets)</i> • <i>Plays</i> • <i>Song lyrics</i> • <i>Dramatic monologues</i> • <i>Biographies</i> • <i>Autobiographies</i> • <i>Interactive narratives</i> • <i>E-books</i> • <i>Short stories</i> • <i>Fantasy adventures (science fiction)</i> • <i>Essays</i> • <i>Feature films</i>
<i>Mass-media texts</i> are those produced in a variety of paper and electronic media for a mass audience	<ul style="list-style-type: none"> • <i>Children's television programs</i> • <i>Newspaper stories</i> • <i>Magazine features</i> • <i>Radio talkback</i> • <i>Television news</i> • <i>Feature films</i> • <i>Web pages</i>
<i>Everyday texts</i> are those associated with education, leisure, work, family and daily life	<ul style="list-style-type: none"> • <i>Speeches</i> • <i>face-to-face and online discussion</i> • <i>analytical expositions</i> • <i>DVDs (feature films)</i> • <i>Web-linked computer games</i> • <i>Personal email</i> • <i>Resumes</i> • <i>Letters</i> • <i>Catalogues</i> • <i>Interviews</i>

Selections for 'Triple E' classes in English are made each semester. This program exposes more talented students to enrichment and extension work. All 'E' class students are expected to participate in the Australian Schools English Competition. Entry fees are approximately \$6.00.

Information and Communication Technology

Learning technology is integrated into the units of study. Opportunities will be provided for students to gain skills and knowledge in:

- Document preparation and awareness – employing *Word* and *Publisher*
- The construction of multi-modal texts
- The Use of multimedia resources in the presentation of assessment items
- Critical use of the internet as a source of information

Assessment

Over the course of the year, students will complete a minimum of nine pieces of assessment:

- Four written (two Literary, one Mass Media and one Everyday text)
- Three spoken (one Literary, one Mass Media and one Everyday text)
- Two multiple choice comprehension tests (one to be completed each semester under exam conditions)

For students to achieve success they must perform successfully in both written and spoken assessments.

Requirements and Cost

Students will require a notebook or folder for class work. One folder (red for Year 9; blue for Year 10) is required for storage of each student's assessment items. Costs will be kept to a minimum for excursions and activities.



FOOD AND DESIGN – YEARS 9 & 10

INTRODUCTION

Food and Design is an Elective Area of Study for Year 9 Students.

The activities in this course of study will provide opportunities for students to develop and demonstrate outcomes from the Technological Practice and Materials strands of the Technology KLA. (Level 5 and 6) This subject takes a thematic approach and should appeal to students who enjoy working with both **food and textile materials**. Students will be required to trial and experiment with techniques and develop suitable proposals and quality products in response to creative design challenges. Students will produce food products and a related textile design /article in each unit of study.

Second Semester Year 10 units will allow students the opportunity to experience some of the concepts developed in the curriculum area in Year 11 and 12 Senior Home Economics and Hospitality Practices.

To achieve success:-

- Students need to be punctual. (accept responsibility to catch up on missed work)
- Students will be required to demonstrate food preparation techniques therefore they must provide their own ingredients (or pay costs) as outlined on the term planner. Fabric may need to be purchased also.
- Students need to be well organised and independent learners.
- Students must participate and record observations in all classroom activities and complete investigations and evaluations for homework.
- Students should seek guidance as required
- Students will benefit from parent interest and support in providing resources and exposure to food and textile experiences

COURSE OUTLINE – Year 9 (Please note: order of units subject to change)

Term	Theme	Overview of unit
1	Farmers Market	Students will investigate the role of farmers market in local communities. Internet resources will be used to research farming production trends including organic farming, hydroponics, aquaculture, Asian vegetables. Students will design and produce food items that “value add” to these farming products.
2	Designer Bags	Students will research and compare hemp and cotton. They will experiment with dye techniques and design, make and embellish a bag suitable for a specific need.
3	Tea Breaks	Students will research topics associated with tea and present this as a powerpoint. They will investigate techniques for preparing foods for Tea Breaks and design and prepare a morning tea suitable for a tourist outlet.
4	Patches	Students will use the computer to design patchwork patterns. They will experiment with patchwork techniques and design a textile product that incorporates patchwork design.



COURSE OUTLINE – Year 10 (Please note: order of units subject to change)

Term	Theme	Overview of unit
1	The Great Outdoors	Students will investigate the role of fabrics and clothing design in U.V. protection. Students will be required to design and make an article of clothing that offers sun protection.
2	Italian Ristorante	Students will investigate the cuisine of Italian Regions. They will develop techniques for producing typical dishes. They will be required to design menus suitable for a restaurant. Students will be required to conduct an Italian Ristorante.
3	Aussie BBQ	Students will investigate meats suitable for BBQ and marketing techniques for the promotion of these cuts of meat. They will develop techniques for producing a range of BBQ dishes and suitable accompaniments. They will be required to plan and conduct a BBQ function.
4	Sleepwear	Students will investigate influences on Sleepwear design including historical and legislative influences. They will experiment with a range of techniques that could be incorporated in sleepwear design. They will be required to design and make an article of clothing suitable for sleepwear for a target market.

INFORMATION AND COMMUNICATION TECHNOLOGY

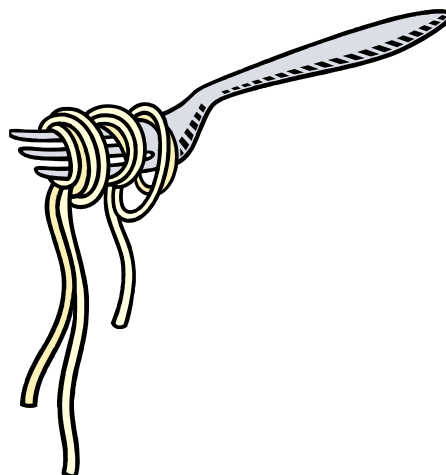
A significant feature of the Year 9 and Year 10 Food and Design program is the integration of learning technology into the units of study. Students will be encouraged to explore some of the creative applications of IT particularly in preparing textile process journals. Students will be required to demonstrate specified minimum requirements during the course of study. (Students will have some classroom access to computers – further access time is available during lunch hours and after school by arrangement).

ASSESSMENT

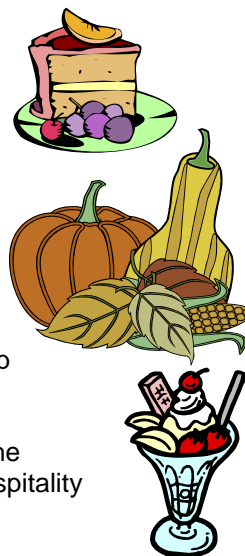
Students will be required to complete a folio of investigations and design proposals for each design challenge. They will be required to produce quality products that meet the design specifications.

REQUIREMENTS AND COSTS

Students will be required to provide their own ingredients or contribute to costs. (5-6 practical techniques per theme) Fabrics may have to be purchased for some units. A display folio is required each term. Workplace health and safety requirements for practical areas must be observed.



FOOD STUDIES – YEARS 9 & 10



INTRODUCTION

Food Studies is an Elective Area of Study for Year 9 and 10 Students.

The activities in this course of study will provide opportunities for students to develop and demonstrate outcomes from the Technological Practice and Materials Strands of the **Technology KLA. (Level 5 and 6)** In this subject students will investigate selected food groups or menu items. They will be required to trial and experiment with techniques and develop suitable proposals and quality products in response to design challenges.

Second Semester Year 10 units will also allow students an opportunity to experience some of the concepts developed in this curriculum area in Year 11 and 12 Senior Home Economics and Hospitality Practices.

This subject acknowledges the important role food plays in our lives. Food will be presented from a number of perspectives including cultural, legal, ethical, commercial and industrial. The health perspective will be an aspect of consideration in every unit of work.

To achieve success:-

- Students need to be punctual. (accept responsibility to catch up on missed work)
- Students will be required to demonstrate food preparation techniques therefore they must provide their own ingredients (or pay costs) as outlined on the term planner.
- Students need to be well organised and independent learners.
- Students must participate and record observations in all classroom activities.....
- and complete investigations and evaluations for homework.
- Students should seek guidance as required

COURSE OUTLINE: Year 9 (Please note order of units subject to change)

Term	Unit	Overview of unit / Minimum IT Requirement
1	Fresh Produce	Students will investigate varieties, methods of cooking and serving of vegetables. They will use Excel application to present survey results they will be required to design a recipe card (Word) for a dish made from a category of vegetable using Word Art and graphics. They will investigate trends in the vegetable industry including food styling and presentation. They will experiment with food digital photography in producing their recipe cards.
2	Aussie Pie	Students will investigate meat eating trends in Australia. They will conduct Internet research of related issues e.g. exotic meats, kosher and halal, vegetarianism, organic meats. They will design and produce dishes that incorporate a variety of techniques. They will investigate commercial production of the Aussie pie and design and produce a pie that will meet Smart Choices Guidelines. They will design a flyer to promote their award winning Aussie pie and complete a nutrient analysis (software application) to determine fat content per serve
3	Qld Day Cake	Students will investigate the growth of the café cake industry including cakes designed for special dietary needs or specific celebrations. They will produce cakes that demonstrate a variety of techniques. They will complete Internet research and a Multimedia presentation of possible cake flavouring ingredient. They will analyse recipes for fat content and design cakes that will meet dietary requirements
4.	Healthy Bones Delicious Desserts	Students will investigate strategies for the promotion of dairy products. They will design and produce a dessert that would be suitable in a promotion for Healthy Bones Week. They will use dietary software to determine calcium content per serve.

COURSE OUTLINE: Year 10 (Please note order of units subject to change)

Term	Unit	Overview of unit / Minimum IT Requirement
1	The Last Crumb	Students will investigate the role of breads and grains in a variety of cultures and as part of healthy promoting diet. They will develop techniques and skills for producing a range of bread products. They will investigate the ways in which bread products are marketed in the community including packaging and labelling. They will be required to design and produce a bread product and marketing strategy.
2	Celebrity Chefs – Noodles & Pasta	Students will investigate the role of celebrity chefs as a form of entertainment and education. Students will develop techniques and skills for producing noodle and pasta based dishes and appreciate the variety of grains used to produce these products. They will work in teams to produce a demonstration that entertains and educates their audience.
3	Cultural Cookery	Students will investigate the influences on the development of typical food patterns and dishes of another country or culture. They will develop techniques and skills to produce typical dishes. They will evaluate nutritional value of traditional dishes and determine how dishes can be adapted to meet Australian Dietary Guidelines.
4.	School Canteen	Students will investigate the influences on the development of a School Canteen menu including Smart Choices Legislation, availability of resources and adolescent nutritional requirements. They will develop skills and techniques in producing a range of suitable dishes and produce and market a product of their choice. They will be required to determine the success of their venture.

INFORMATION AND COMMUNICATION TECHNOLOGY

A significant feature of the Year 9 and 10 Food Studies program is the integration of learning technology into the units of study. All students will be encouraged to demonstrate the skills as outlined below during the course of study. (Students will have some classroom access to computers – further access time is available during lunch hours and after school by arrangement)

ASSESSMENT

Students will be required to complete a folio of investigations based on classroom work or independent research. In some units students will be tested on knowledge and understanding of the topic. They will be required to produce quality products that meet design specifications. Detailed written design proposals will be required for each design brief. These areas of assessment will have equal value

REQUIREMENTS AND COSTS

Students will be required to provide their own ingredients or contribute to costs. (5-6 practical techniques per term). A display folio is required each term.

Workplace health and safety requirements for practical areas must be met.

CAREER PATHWAYS:

The study of **FOOD & DESIGN** and **FOOD STUDIES** can lead to careers in the following fields:

Cook/chef	Beauty Therapist	Dressmaker Or Tailor	Convention Coordinator	Fashion Coordinator
Flight Attendant	Florist	Food Technologist	Teaching	Hairdresser
Home Care Worker	Home Economist	Hospital Food Manager	Fashion Designer	Ship's Catering Attendant
Hotel/Motel Reception	Hotel Housekeeping	Gaming Worker	Food Technologist	Retail Buyer
Food and Beverage Attendant	Hotel/Motel Front Office Clerk	Tourist Information Officer	Tour Guide	Kitchen Hand

GERMAN

German is an elective subject of the Key Learning Area L.O.T.E. The study of German in Year 9 builds on the foundations already established in Year 8. It covers a variety of topics that are of interest to students, that enrich their general knowledge and that enhance their ability to communicate in the German language. Students will find their German studies of great benefit in understanding other cultures and in future pursuits such as travel, leisure activities, business and scientific studies, music and architecture.

Successful completion of the course should enable students

- to communicate effectively in both written and spoken German on a variety of topics;
- have a good knowledge of German and European geography, current affairs, traditions, trends and culture.

The course also aims to enhance the students'

- higher and lateral thinking skills;
- logical and systematic thinking skills;
- oral and written communications skills;
- analytical and interpretation skills;
- creative skills.

Course Outline – Year 9

Topics and Learning Experiences may include:

- **That's where I live!** A study of the student's home environment with special attention to similarities/differences in German-speaking countries.
- **Have a Good Read.** Students will use a variety of strategies to access unfamiliar texts and then innovate on the text or retell the story in different genres.
- **Health Eating Habits.** The students will identify foods and nutrients necessary for good health and develop a collection of recipes to this end. They may investigate diversity in the Australian and global diets and plan menus suitable for various life styles.
- **Something to Wear.** The students will investigate clothing and accessories used for various purposes and from diverse cultural groups.

Assessment:

- Assessment consists of both mid and end of semester tests plus continuous assessment throughout the year. Equal emphasis is given to the four macro skills, that is, Listening, Speaking, Reading and Writing. Assessment tasks may vary according to topics and may include written tests, role plays or assignments of varying lengths. They all contribute to the overall achievement of the student.
- Continuous assessment is facilitated by various assessment techniques and related instruments to allow students a range of contexts in which to demonstrate learning outcomes.
- Achievement will be indicated by symbols on reports.

Course Outline – Year 10

Topics and Learning Experiences may include:

- **Living in a City:** Students will identify and recommend features of cities in general and compare life in German-speaking cities to those in Australia.
- **My Brilliant Career:** Students will investigate the personal qualities and requirements needed for a particular job. They will prepare resumes and write job applications.
- **Leisure:** Students will examine leisure activities in both Germany and Australia.
- **Disasters:** Students will investigate the effects of disasters and consider management plans. They will produce and awareness campaign about a hazard in their local area or in their country.
- **Overseas Visitors:** Students will focus on the tourism industry in Australia and examine the reasons why visitors come to Australia.

Assessment:

- Assessment consists of both mid and end of semester tests plus continuous assessment throughout the year. Equal emphasis is given to the four macro skills, that is, Listening, Speaking, Reading and Writing. Assessment tasks may vary according to topics and may include written tests, role plays or assignments of varying lengths. They all contribute to the overall achievement of the student.
- Continuous assessment is facilitated by various assessment techniques and related instruments to allow students a range of contexts in which to demonstrate learning outcomes.
- Achievement will be indicated by symbols on reports.

Extra-curricular Activities:

All students are encouraged to participate in a variety of activities that enhance their learning and enrich their study of German. These activities may include school-based German competitions across year levels. The cost of these may vary, depending on the activity. Students may also have the opportunity to host a German Exchange Student or go on a self-funded trip to Germany.

Career Pathways: Studying German could lead to employment in any of the following positions:

Aid Agency Worker	Diplomat	International Bank Officer
Teacher of L.O.T.E.	Translator	Interpreter
Exporter/Importer	Tourism Manager	Announcer
Foreign Affairs and Trade Officer	Journalist	Tourism Information Officer;
Anthropologist	Flight Attendant	Marketing Offices
Tour Guide	Customs Officer	Hotel/Motel Front Office Clerk

GRAPHIC DESIGN

Graphic Design is an elective subject from the Technology Key Learning Area. The subject shows students the importance of visual communication as a life skill and its extensive use in a range of professions and industries. Graphics provides students with knowledge and skills that will make them effective visual communicators. Students gain valuable transferable skills that will be useful in other subjects, further studies and life generally. This form of communication crosses borders and overcomes language, distance and time barriers, using state of the art technology. Students are taught the principles of good graphical design and clever presentation techniques that will give them the edge in any work they produce in and out of the subject.

The subject has changed noticeably in recent years, especially with the influence of computers. There is no longer the need to be conversant with the intricacies of graphical construction and time-consuming manual drafting processes. Instead students learn about the principles of graphical communication and design and how to select and use tools such as computer aided drafting and design (CADD) programs to generate and present graphical representations of concepts, objects, and ideas with precision and quality.

Students learn basic skills through foundation units and then get to apply these as they work in contextual (real-world) projects involving Production Graphics (toys, furniture, electronic equipment jewellery, etc.), Built Environment (architecture and landscape design) and Business Graphics (logos, packaging, stationery, etc.).

COURSE OUTLINE

During their studies students will be given the opportunity to learn about:

- Principles of Graphic Design
- Freehand sketching and presentation techniques
- Rendering
- Production of 2-D and 3-D engineering (manufacturing) drawings
- Document preparation and presentation

The course of study is divided into units. These units will comprise foundational tasks in which students are shown and taught skills and techniques, and contextual units in which the skills and techniques are applied.

A feature of graphics is the integration of Information & Communication Technology (ICT) into the units of study. Students, while developing their Graphics skills, will be provided with opportunities to gain skills and knowledge relevant to computer software where possible.

ASSESSMENT

There is a practical and theoretical component to each unit. Students will be expected to keep an A4 display folio. This will form an integral part of the technology process and practical learning outcomes. Students are assessed on class and extension/project work. There is formal testing at the end of each term.

REQUIREMENTS AND COSTS

Students will use a wide range of equipment including computers and conventional drawing/sketching equipment. They will require the following equipment for school and homework. (Not all equipment is required in class.) Students will need to purchase the following equipment.

- HB, 2H & 4H pencils (specific to graphics)
- Coloured pencils (general stationery)
- Glue stick and scissors (general stationery)
- 2 x A4 Display folio

The school will supply paper and materials for projects as required. Where appropriate, students may elect to supply additional materials at their own cost. Students will also be required to print computer generated drawings and will need to ensure that their printing credit is maintained.

CAREERS PATHWAYS: The study of Graphic Design can lead to careers in:

Architecture	Engineering	Industrial Design	Building Contractor	Drafting
Landscaping	Surveying	Sheet Metal Trades	Mechanical Trades	Multimedia
Commercial Arts	Sign writing	Timber Trading	Graphic Design	Aviation Studies

DESIGN & CONSTRUCTION

Design and Construction is an elective subject from the Technology Key Learning Area.

This subject explores the principles of our built environment by investigating, designing and making products using natural and synthetic materials and component systems. Through practical and theoretical experience, students will develop an understanding of the technological and manufactured world that they live in and develop skills to become better practical problem solvers. Students will gain knowledge of how materials and objects work, how materials and products are manufactured and used, and how components are assembled and maintained.

COURSE OUTLINE

Design and Construction involves both design and practical projects in Years 9 & 10. Each project has a skills basis with extension work possible to meet individual student requirements. Some projects are research projects aimed solely at extension of student knowledge and understanding of concepts. Products are built solely for the purpose of investigation, testing and evaluation. Other projects are designed to produce a specific product or artefact that the student gets to take home. All projects have research and design theoretical components to them.

SAFETY:

It is a workplace requirement that students wear shoes with **impervious uppers and with a non-slip sole**. Long hair must be tied back or enclosed in a hair net. Hats will not be accepted. Loose clothing should be secured or removed. Students must also abide by all Workplace Health and Safety requirements. Students may be withdrawn from class for their own safety if they cannot meet these conditions.

ASSESSMENT

There is a practical and theoretical component to each unit. This includes.

- An understanding of the nature of materials, machinery and systems (theory work).
- Techniques used to manipulate materials or assembly and controlling component systems (practical work).

Student will be expected to keep a note book (A4 science book is appropriate) for both theoretical work and design components of the technology process and the assessment of the practical learning outcomes.

Students are assessed on their theoretical work, design processes and quality of their practical work. There is no practical or theoretical assessment at the end of each term.

REQUIREMENTS AND COSTS

Students will need a HB Pencil and Science lab book for project marking out and their theory work.

Students are required to contribute toward the cost of their project materials – Year 9 \$30.00, Year 10 \$40.00 approximately. All projects are subsidized by 50% of costs. Student work where appropriate will be taken home at the completion of the project and upon payment of the contribution. Students may also supply additional material for projects that are design based or extension projects (design assignment work).

CAREER PATHWAYS

The study of Design and Construction can lead to careers in the following areas:

Engineering	Industrial Designer	Building & Construction	Architect	Aircraft maintenance
Building Contractor	Cabinet maker	Dental Technician	Furniture polisher	Furniture Making
Manufacturing	Leadlight Worker	Locksmith	Motor Mechanic	Metal Machinist
Roof Tiler	Panel Beater	Picture Framer	Shipwright	Optical Mechanic
Tiler – Wall & Floor	TAFE Teaching	Scaffolding	Concreteer	Sheet metal Worker



GYMNASTIC SUPPORT PROGRAM

(For Elite Sports Students)



This course has 2 strands:

1. Elite: Offered to gymnasts of a State/National standard.
2. Excellence: Offered to gymnasts competing in the Level stream.

All students in the GSP have an IEP (Individual Education Program) negotiated to incorporate learning within mainstream core classes, tutoring assistance, study lessons and access to Library/IT resources, taking into consideration, their gymnastic training program.

Students are brought to Holland Park after morning training by the AIS bus and collected and returned to the AIS for afternoon training.

Students have the opportunity to undertake Coaching Principles Courses level 1 & 2 if there is sufficient time built in around their timetables & training schedules.



HEALTH & PHYSICAL EDUCATION

In Year 9 Health and Physical Education is a core area of study from the Health and Physical Education Key Learning Area. Students will study Health and Physical Education for six months. In Year 10 Health and Physical Education is a elective subject.

Health and Physical Education is an academic study, including both practical and theoretical aspects based upon three Key learning areas.

The Health and Physical Education KLA offers students various opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions. The Strands of study include:

- Promoting the health of individuals and communities
- Developing concepts and skills for physical activity
- Enhancing person development

Active engagement in physical activity is a major emphasis in this Key Learning Area.

COURSE OUTLINE:

Health Behaviours:

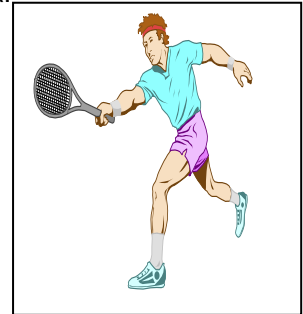
- Promoting health.
- Healthy eating disorders.
- Responding to unsafe and risky situations.
- Health information products and services.

Skills for Physical Activity:

- Improving performance in games, sports, and physical activity.
- Tactics and strategies to achieve identified goals (working together).
- Influence of individual and social factors in participation.

Personal Development:

- Self concept and self esteem.
- Strategies to manage the influence of individuals and groups.
- Transitions and changes that affect physical, social and emotional growth and development.
- Communication, cooperation and conflict resolution.



ASSESSMENT:

Assessment is ongoing and will reflect learning outcomes. A variety of techniques are used to allow teachers to arrive at valid and reliable conclusions about students' demonstration of the learning outcomes.

Techniques include research projects and oral presentations. Weighting of theoretical and practical component is 50% each.

REQUIREMENTS/COST:

Students will be required to wear their sports uniform and appropriate shoes. The use of a hat and sunscreen are greatly encouraged for all outdoor activities.

Students may participate in an off campus excursion which would cost approximately \$15.00.

CAREER PATHWAYS:

The study of Health and Physical Education could lead to the following employment options:

Physical Education Teacher	Physiotherapist	Chiropractor	Nurse	Recreation Officer
Gymnasium Practitioner	Sports Medicine Practitioner	Wildlife Officer	National Parks Officer	Personal Trainer

INFORMATION TECHNOLOGY EXTRA

Information Technology Extra (ITX) is an elective subject for students from the Technology Key Learning Area (KLA).

Information Technology Extra is a course of study designed to give students an introduction to and an awareness of the principles and practices associated with business activities, multimedia, computer applications, programming and networking. The activities in this course will provide opportunities for students to develop and demonstrate outcomes from the Technology KLA (Levels 5 & 6).

COURSE OUTLINE:

<p>Semester 1</p> <p>Multimedia</p> <p>Website Development</p> <ul style="list-style-type: none"> To develop a Web site for an organisation (e.g. sporting club) <p>Digital Story telling</p> <ul style="list-style-type: none"> To develop an animated story using movie making software. 	<p>Semester 2</p> <p>Game Development (Programming and Networking)</p> <p>Game Development</p> <ul style="list-style-type: none"> Produce games using programming software. <p>Networking</p> <ul style="list-style-type: none"> Brief introduction to Cisco Networking
<p>Semester 3</p> <p>Computer Applications in Business 1</p> <p>Preparation of flyers, documents and newsletters.</p> <ul style="list-style-type: none"> Use Word Processing and Publishing software to produce a series of documents displaying financial literacy <p>Preparation of visual presentations</p> <ul style="list-style-type: none"> Use PowerPoint to produce quality presentations. <p>Develop and run a business</p>	<p>Semester 4</p> <p>Computer Applications in Business 2</p> <p>Preparation of the documents required to store the financial transactions of the business</p> <ul style="list-style-type: none"> Use a spreadsheet package to generate business records. <p>Introduction To MYOB</p> <ul style="list-style-type: none"> Use a computerised accounting package to keep track of a organisation (e.g. sporting club) <p>Stock Exchange</p> <ul style="list-style-type: none"> Take part in the Stock Exchange Game competing against other school in Australia.

ASSESSMENT:

A range of assessment techniques are employed during the course including class tests, research assignments, projects, group work and oral presentations.

Homework is in the form of revision of the day's work, assignments and at times, set work.

REQUIREMENTS/COSTS:

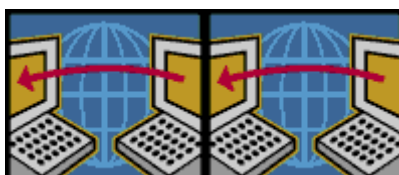
Students will require writing equipment and a calculator

Each student will be required to pay an Information Technology subject levy of \$35.00.

CAREER PATHWAYS:

The study of Information Technology Extra can lead to careers in a number of fields. Listed below are some examples of career pathways.

Purchasing Officer	Real Estate Salesperson	Manager	Retail Buyer	Receptionist
Animator	Game Developer	Programmer	Network Technician	Computer System Op



JAPANESE

Japanese (JAP) is an elective subject for students from the LOTE Key Learning Area.

COURSE OUTLINE:

The aim of the Japanese course is to develop practical language skills so that students can express their needs and opinions and communicate in everyday situations – at home, at school, in leisure time. The course will comprise practical topics including school life, dining out, shopping, making arrangements, family & friends, occupations, personal characteristics, favourite things, seasons & weather. Students will learn the katakana script and will begin their study of some simple kanji characters.

The course

- is geared to students' interests
- encourages exploratory learning ie leaving the "comfort zone" and taking linguistic risks
- enables students to learn the nuances of social behaviour and reasons behind particular Japanese behaviour and the richness of a very different lifestyle.

PRE-REQUISITES

Generally, students will need to have studied Japanese previously. Students should be familiar with reading and writing Hiragana. Special circumstances may need to be negotiated with the Principal and the Japanese teacher if this is not the case.

ASSESSMENT

The study of a language involves a considerable amount of role learning. Consistent study of the language is necessary to achieve success. Students are assessed on their ability to use vocabulary, sentence patterns and common expressions through the four skills of speaking, listening, reading and writing. The four skills are weighted equally and students are tested twice per semester in each skill, with the exception of speaking which is tested formally once per semester.

STUDENTS' RESPONSIBILITIES

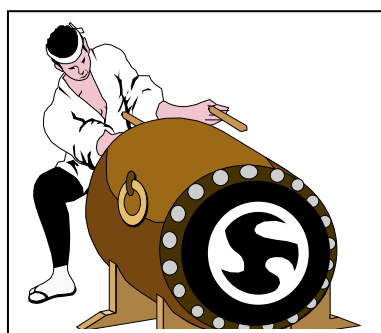
- to work consistently on learning vocabulary, Katakana and Kanji
- to do at least 20 minutes homework/revision per class
- to practise often
- to ask the teacher for study tips
- to extend oneself

CO-CURRICULAR ACTIVITIES – LINGUISTIC RISKS!

We encourage active involvement in Speech Contests, Writing Contests, ACER Language Certificate tests, hosting Japanese visitors, restaurant outings and – the ultimate – study tours to Japan, with an exchange with Tennoji Senior High School, Osaka.

COSTS

Speech Contests - \$3 per entry
 Writing Contests - \$3 per entry
 ACER tests - \$5.00 per head
 Box lunch at school - \$10 approximately
 Restaurant outing - \$15 approximately
 Study Tour of Japan (approx. \$3000) – plan well ahead.

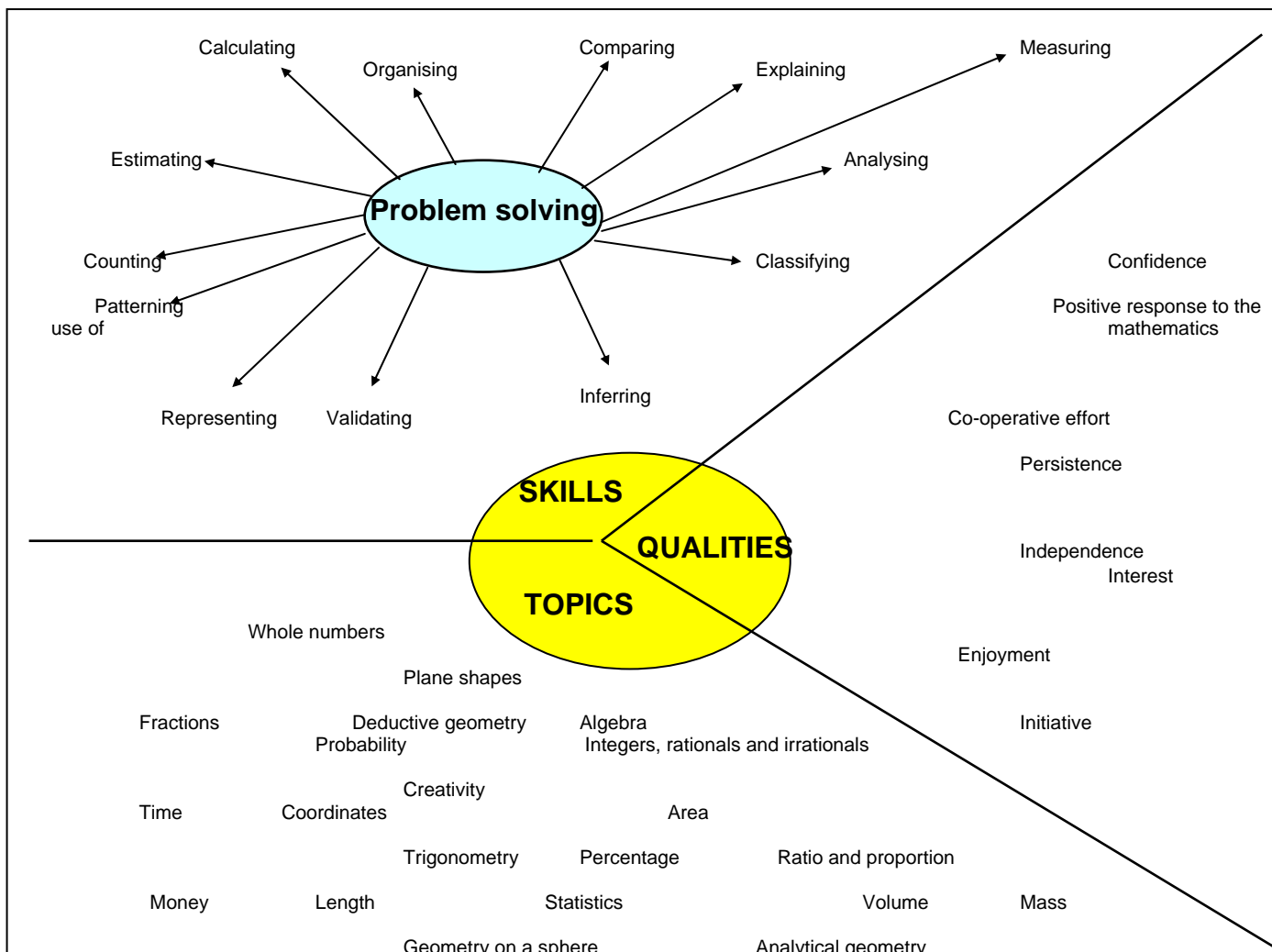


CAREER PATHWAYS: The study of Japanese can lead to careers in the following occupations:

Aid Agency Worker	Airline Passenger Officer	Announcer	Anthropologist	Customs Officer
Diplomat	Exporter/Importer	Foreign Affairs and Trade Officer	Flight Attendant	Hotel/Motel Front office clerk
Interpreter	Journalist	Marketing Officer	Police Officer-AFP	Teacher – LOTE
Tourism Manager	Tourist Information Officer	Tour Guide	Translator	Travel Consultant
International Relations Officer	International Solicitor			

MATHEMATICS

The Year 9 and 10 Mathematics Course is designed to engage students in well structured and richly varied sets of learning activities. The intention is to afford all students maximum opportunity to acquire and develop the required concepts (topics), skills and qualities, and the ability to apply these across a range of contexts. **The scope of mathematics for year 9 and 10 is a continuation and completion of the Years 1 to 10 Syllabus.**



The Triple E program enables more talented students to study enrichment and extension units, during each semester. Selections for E classes are made each term. All Maths E class students are expected to participate in the Australian Maths Competition. Entry fees are approximately \$4.40.

ASSESSMENT:

Students will be assessed upon the completion of each unit (4 – 5 times per semester). Learning Technology will be incorporated into units of study particularly investigations. At the end of Term 1 students will be divided into Pre Maths B and Pre Maths A/PVM options. Students need to achieve an HA at Pre Maths B level to progress to Maths B in Year 11 and an SA at Pre Maths A/PVM level to progress to Maths A or PVM in Year 11. Each test will contribute equally towards the semester ratings that will be reported to parents.

COSTS:

A scientific calculator is an essential equipment item for junior mathematics. The recommended calculator, suitable for secondary mathematics, can be purchased from the Resource Room at a very reasonable price (approx \$25).

CAREER PATHWAYS: The study of Mathematics could lead to employment in any of the following fields:

Accountant	Actuary	Analyst (Information Technology)	Bank Officer	Quantity Surveyor
Economist	Mathematician	Programmer – (Information Technology)	Physicist	Tax Agent
Statistician	Teacher	Market Researcher	Costing Clerk	Valuer
Inventory and Supply Officer		Financial Adviser and Securities dealer	Financial Adviser and Securities dealer	

MUSIC



Music (MUS) is an elective subject from The Arts, Key Learning Area.

The Music Department ensures that there is a great deal of personal attention provided with students having the opportunity to play and sing music of all types, to create their own compositions and to listen to music and to understand a variety of musical styles.

COURSE OUTLINES:

Year 9 Semester 1 and 2 Classroom Guitar Music

The course takes the students from the very first encounter with a time signature, through learning finger placement, to playing chords and reading simple and compound meter. Anatomy of the guitar, proper playing posture, finger and hand positions as well as the rudiments of time-signature notations and rhythms are studied. Musical examples take the student from learning notes on each string to smoothly reading and playing chords and melodies across the full range of the instrument.

Year 10 Semester 3 Rock Music

Through the engaging and attractive medium of rock music, students will have the opportunity to hear and compare a variety of rock styles. Practical tasks incorporating theory, history and analysis will assist students in recreating rock music, ultimately guiding them to the composition of their own songs.

Year 10 Semester 4 – Media Music

The aim of media music is to develop and extend the listening, writing and performing skills students have gained from the previous study of music. We shall be investigating pieces in many different styles taken from a wide range of films and advertising.

ASSESSMENT

Years 9 & 10

1. Performing test (5 mins) each term
2. Aural test (20 mins) each term
3. Analysing Repertoire test (60 mins) each semester.
4. Creative assignment in Term 3 and 4

Standards are determined in each of the three criteria of 1) Performing 2) Analysing Repertoire (includes creative assignments) and 3) Aural Skills. The following is used to award achievement levels:

VHA	- Standard A in any two and a B
HA	- Standard B in any two and a C
SA	- Standard C in any two and a D
LA	- Standard D in any two and an E
VLA	- Standard E in the three criteria

REQUIREMENTS/COSTS:

There are no associated fees for music.

CAREER PATHWAYS:

The study of Music could lead to the following career aspirations:

Musician	Music Therapist	Musical Instrument Maker	Sound Technician	Stage Manager
Music Teacher	Set Designer	Dancer	Multimedia Developer	Arts Administrator

SCIENCE

Science is a core area of study for Year 9 & 10 students. The course is designed to meet Key Learning Area (KLA) requirements for Science and has a practical emphasis designed to encourage students to work scientifically and develop skills.

YEAR 9 COURSE OUTLINE

Unit	Topic	Description
4 (Approx 20 weeks)	Working Scientifically	This unit expands and extends Unit 1 in Year 8. The emphasis is on processing data (eg graphing) and devising, conducting and evaluating "A Fair Test" for problem solving. During this process students are introduced to some of the basic properties of matter.
5	Light and Technology in Society	By exploring the topics of electricity and light and colour, students are able to explore the science behind real experiences.
6 (Approx 4 weeks)	Surviving Catastrophes	A number of natural phenomenon which impact on the lives of Queensland residents (particularly in the South East corner) is examined for cause, management and survival eg cyclones, floods, electrical storms and bush fires.

INFORMATION AND COMMUNICATION TECHNOLOGY

By the use of "task" oriented investigation etc., it is anticipated that, as well as the use of ICT as a research tool, students will extend their skills in:-

- spreadsheets (Unit 4)
- publishing (Unit 6)

The Science course in Year 10, has been designed to familiarise students with the nature of senior science subjects on offer for Years 11 and 12. While still meeting Key Learning Area (KLA) requirements, topics have been chosen and grouped to provide students with a practical learning experience of senior science subjects.

YEAR 10 COURSE OUTLINE:

UNIT	TOPIC	DESCRIPTION
9	Introductory Biology – Life and Energy (approximately 10 weeks)	This unit examines fitness and disease, genetics and energy in food webs, in an attempt to briefly sample from physiology, genetics and environmental science.
8	Introductory Physics (approximately 10 weeks)	The use of a range of interesting physics activities and relevant theory introduces students to the concepts of electricity, communication devices and forces and energy.
7	Introductory Chemistry (approximately 10 weeks)	By introducing students to the basic concepts and "tools" of chemistry – atomic structure bonding and the periodic table and with the use of "real life" activities – they are better able to understand how chemistry affects their everyday lives.
10	Introductory Multi-strand Science (approximately 6 weeks)	Theory and activities associated with consumer science and energy and resources are used to introduce students to some areas developed in multi-strand science.

ASSESSMENT

Each unit is assessed by a series of tasks and an exam. The data from one unit is added to previous data progressively throughout the year.

Year 9 - For any one year assessment will be consistent across classes. However minor variation, in emphasis, may occur from one year to another. The focus in Year 9 is the application of science concepts to real life. The assessment profile has an approximate end of year distribution of:

- | | |
|-----------------|-----|
| • Understanding | 40% |
| • Investigating | 35% |
| • Evaluating | 25% |

Year 10 - As most KLA outcomes have been addressed in year 8 & 9 (and are still considered in Year 10) the focus in year 10 is to provide students with a better understanding of the types of concepts/learning experiences involved in each of the 4 senior science subject areas. The assessment profile has an approximate distribution of:

- | | |
|-----------------|-----|
| • Understanding | 35% |
| • Investigating | 40% |
| • Evaluating | 25% |

The KLA ethos views assessment as an integral part of the learning process not as an intrusive stand-alone task. Consequently, tasks are completed in class and under teacher supervision. Skills assessment is updated throughout the year.

REQUIREMENTS AND COSTS

Years 9 & 10 - Safety is a prime consideration in all Science activities. In practical areas students can be exposed to physical, biological, electrical and chemical hazards. While these are minimised in Year 8 and 9 and to a lesser extent in Year 10, it is important that students:-

- wear shoes with impervious uppers
- wear safety glasses and aprons (supplied)
- behave in a safe manner

FIELD STUDIES/EXCURSIONS/COMPETITIONS/GUEST PRESENTERS

These are a natural part of practical science studies. Students will be fully informed of these usually 3-4 weeks prior to the event. Costs will need to be paid in advance and will be kept to a minimum.

CAREER PATHWAYS: A study of Science may lead to career aspirations in:

Astronomer	Chemical Scientist	Engineer	Geologist	Geophysicist
Metallurgist	Metallurgical technician	Meteorologist	Naval Architect	Patent Examiner
Physicist	Pilot	Quality-Assurance Inspector	Surveyor	Surveying Technologist
Primary Inspector	Products	Plant Operator	Veterinarian	Zoologist
Agricultural Officer	Technical	Environmental Scientist	Natural Resource Manager	Sewerage and Waste Water Treatment
Cane Tester	Conservator	Biochemist	Fisheries Officer	Forensic Officer
Forest Officer	Geologist	Botanist	Horticulturalist	Hydrographer

STUDY OF SOCIETY & THE ENVIRONMENT

In Year 9 the Study of Society and the Environment (SOSE) is a core curriculum area to be studied by all students for six months. SOSE is an integrated subject designed to provide students with the opportunity for personal and social development and the skills needed to undertake a social investigation.

COURSE OUTLINE:

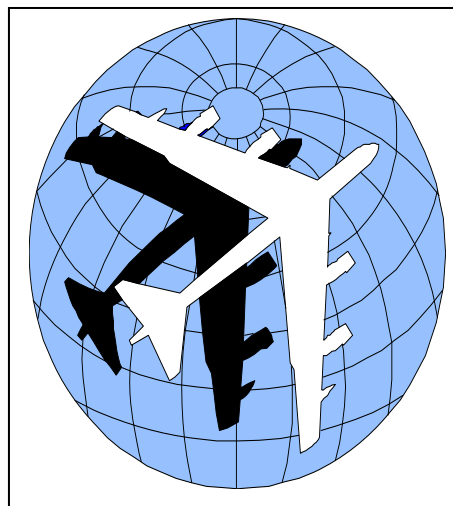
The course content is as follows:

TOPIC ONE: Time Continuity & Change

From Anzac Cove to Anzac Day

TOPIC TWO: System Resources & Power

Hazards



INFORMATION AND COMMUNICATION TECHNOLOGY:

A significant feature of the Year 9 SOSE Program is the integration of Learning Technology into key units of study. Students, while developing their language skills, will be provided with opportunities to gain skills and knowledge relevant to computer technologies. During their studies students will focus on:

- Keyboard Awareness
- Document Preparation and Presentation
- Word 2000
- Clip Art
- Desktop Publishing
- Power Point Presentations
- Internet Search

ASSESSMENT

Assessment will cover book marking objective tests and investigation studies in a variety of topics using our resource centre materials and information technology resources. Information technology skills will be assessed and reported through formal school reports.

CAREER PATHWAYS: The study of Study of Society and the Environment could lead to employment in the following fields:

Journalism	Law	Social Policy	Economics	Humanities
Teaching	Academia	Accountancy	Criminology	Historian
Tourism	Town Planning	Architecture	Meteorology	Natural Resource Management
Land Care	Cultural Heritage	Residential Care	Public Relations	Librarian
Political Science	Police Work	Geography	Social Work	Community Development
Museum Curator	Cartography	Archaeology	Anthropology	Home Care

HEADS OF DEPARTMENT (HOD) & SUBJECT CO-ORDINATORS (SAC)

SUBJECTS	CODE	HOD/SAC
Art	ART	Miss Corcoran
Design and Construction	DCN	Mr Rogan
Drama	DRA	Mr Mitchell
English	ENG	Mr Wallace
Food & Design	FAD	Mrs Polson
Food Studies	FST	Ms Hepburn
German	GER	Mrs Wucsits
Graphic Design	GDN	Mr Rogan
Health & Physical Education	HPE	Mr James
Information Technology Extra	INX	Ms Reibelt
Japanese	JAP	Mrs Goodman
Mathematics	MAT	Ms Cutmore
Music	MUS	Mrs Blurton
Science	SCI	Ms Haggett
Study of Society & the Environment	SOS	Mr James
Gymnastic Support	GSP	Mrs Ross
Literacy & Learning for Life (Yr 9 only)	LLL	Ms Walker
Sport	SPO	Mr James

Core Curriculum

Year 9 Core Curriculum includes **English, Maths, Science, SOSE & HPE (6 months each), LLL*** and **Sport**. Students choose 2 **electives** (1 from each line) as well as another **Enrichment** subject for a double period on Mondays.

Year 10 Core Curriculum includes English, Maths Science & Sport for full 2 semesters. SOSE and HPE are offered as **electives** – no longer part of core curriculum. Enrichment activities are offered for 2 periods a week on Mondays.

Possible Enrichment offerings include **Volleyball, Workshop, Investigative Science, Build a Computer, Advanced Computing, Fashion Design, Fitness for Boys, Fitness for Girls, Drama & Human Movement**

*LLL Literacy & Learning for Life. Focused Literacy & Learning activities designed to improve student achievement.

Year 9 Subjects & projected study patterns for Years 10, 11, 12

KEY LEARNING AREA	YEAR 9 SUBJECTS	YEAR 10 SUBJECTS	YEAR 11 & 12 SUBJECTS
English	English (core)	English (core)	English English Communication
Maths	Mathematics (core)	Mathematics (core)	Mathematics A Mathematics B Mathematics C Pre Vocational Mathematics
Science	Science (core)	Science (core)	Biology Chemistry Multi-Strand Science Physics
Health & Physical Education	Health & Physical Education (core 6 months)	Health & Physical Education (elective)	Physical Education Certificate I in Community Recreation
Study of Society & the Environment	Study of Society & the Environment (core 6 months)	Study of Society & the Environment (elective)	Ancient History Geography Legal Studies Modern History
The Arts	Art (elective)	Art (elective)	Visual Art Visual Arts Studies
	Drama (elective)	Drama (elective)	Drama
	Music (elective)	Music (elective)	Music
Technology	Food Studies Food & Design (elective)	Food Studies Food & Design (elective – 2006)	Home Economics Hospitality Early Childhood Practices
	Design & Construction (elective) Graphic Design (elective)	Design & Construction (elective) Graphic Design (elective)	Manufacturing Graphics
	Information Technology Extras (elective)	Information Technology Extras (elective)	Business Communication & Technologies Information Processing and Technology Certificate I & II in Information Technology Information & Communication Technology Accounting Information Technology Studies
LOTE	German (elective)	German (elective)	German
	Japanese (elective)	Japanese (elective)	Japanese