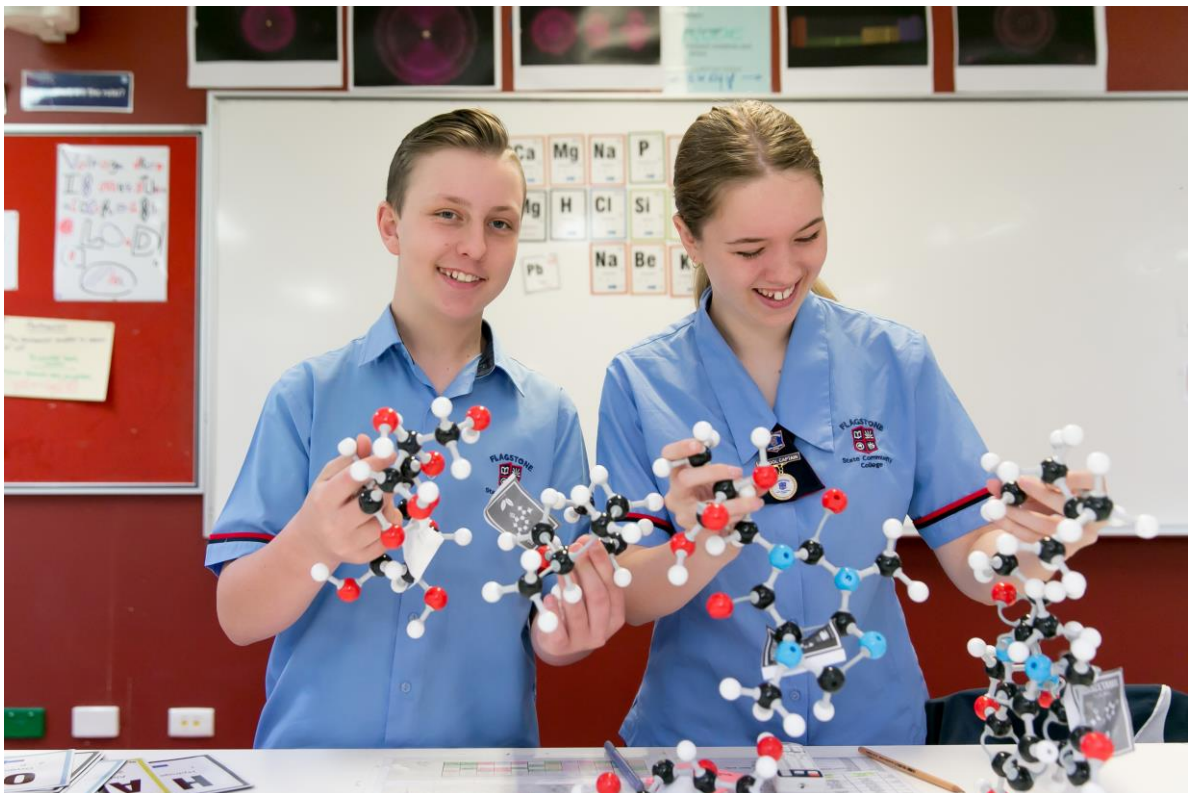




# YEAR 9/10

## SUBJECT SELECTION

### HANDBOOK



**2022**

- Updated: 27<sup>TH</sup> August 2021

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# ENGLISH

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

## Content Structure

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

## Year 9 Course Outline may include:

Unit Topics	Unit Focus
<b>Media and Advertising</b>	<b>Unit Focus:</b> Students will explore a range of media and advertisement texts to highlight issues within society. They will unpack how audiences are positioned to read texts in particular ways and detect bias within texts. Students will create an analytical exposition that deconstructs how media and advertising is used to position the audience to read issues in society.
<b>Speculative Fiction – Creating Narratives</b>	<b>Unit focus:</b> Students listen to, read and view a variety of information texts and speculative fiction texts to create to create their own speculative fiction text using information text/s, such as an article from a science magazine, as a stimulus.
<b>Environmental Issues – Persuasive Speaking</b>	<b>Unit focus:</b> Students explore how environmental issues are constructed in a range of text types including film, novels, media and advertising. They are required to form a judgement on a current issue and present this judgement to an audience in the form of persuasive speech.
<b>Understanding and Creating Poetry</b>	<b>Unit Focus:</b> Students explore a different types of poetry and understand the way language and structure is used to convey a theme from the author's perspective. The purpose of the unit is for students to identify and utilise features of poetry in a folio comprised of poems surrounding a central theme of the student's choice.

## Year 10 Course Outline may include:

Unit Topics	Unit Focus
<b>Social Issues: Persuasive Speaking</b>	<b>Unit focus:</b> Students explore how social issues are constructed in a range of text types including film, novels, media and advertising. They are required to form a judgement on a current issue and present this judgement to a youth audience in the form of persuasive speech.
<b>Exploring Texts: Shakespeare</b>	<b>Unit Focus:</b> Students explore a Shakespearean play and its film counterpart and understand the way language and structure is used to convey a theme and the author's perspective.
<b>Social, Moral and Ethical Issues: Exploring creative writing</b>	<b>Unit focus:</b> Students explore a range of social, moral and ethical issues and how these are presented in the media. They explore the messages in society and use these as stimulus for their own creative writing. Students taking the General English preparation course will also study how these issues are explored in poetry.

<b>In Depth Text Study</b>	<p><b>Unit Focus - General English:</b> Students explore a text in depth, analysing how the audience is positioned to read the text. Students create an analytical exposition of their class text.</p> <p><b>Unit Focus – Essential English:</b> Students explore a text in depth, and identify how audiences are positioned to view the text. Students create a review of their class text.</p>
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Note: Students in year 10 select a preparation course in line with senior subject offerings.

### Course Requirements

**Textbooks** - (provided by the Shared Resource Scheme)

Text
<p><i>Dictionary</i>  <i>Thesaurus</i>  <i>Appreciating Poetry</i></p> <p><b>Novels (selection from and not limited to)</b>  <i>Worldshaker</i>  <i>Hunger Games</i>  <i>Tomorrow When the War Began</i></p> <p><b>Play</b>  <i>Romeo and Juliet</i></p>

**Subject Levy** - Nil

**Stationery** - 1 x A4 book, 1 x Display Book, writing equipment

**Other Requirements** - Potential viewing of Performance \$7.00 - \$10.00.

### Assessment

Written tasks range from 400 – 800 words and spoken tasks range in length from 3 - 7 minutes (over the course of the Year). Year 10 then builds on these limits.

### Links with Senior Subjects

Students are laying the foundation for their senior education. It is recommended that students should have achieved a High Achievement in English (Year 10) to select General English in Senior.

**Towards Tertiary/TAFE** - A Sound Achievement at the exit of Senior General English studied over four semesters is a pre-requisite for many tertiary courses (University and TAFE). Also, a Sound Achievement at the exit of Senior English will gain entry into the Defence Forces.

### Contact Person

Michaela Simmonds

**Head of Department - English**

# HEALTH AND PHYSICAL EDUCATION

## Rationale

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society, and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

## Aim

This subject is designed to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action in relation to their own and others health;
- promote positive wellbeing, build and maintain respectful relationships;
- acquire, apply and evaluate movements skills in a variety of contexts;
- engage in and enjoy regular movement based learning experiences.

## Course Outline

Topics covered in Year 9 Health and Physical Education include:

Topics	
Mental Health – Risk Taking	Modified Games
Relationships and Sexual Education	Athletics
Alcohol & Drugs – Drugs in Sport	Fitness
Nutrition	Challenge Adventure

Topics covered in Year 10 Physical Education include:

Topics	
Safety	Net Games – Badminton/Volleyball
Anatomy & Physiology	Athletics
Biomechanics	Golf/Athletics

## Course Requirements

**Textbooks** (provided by the Shared Resources Scheme).

- *Queensland HPE Book 1*, York Education, \$45.95
- *Queensland HPE Book 2*, York Education, \$57.95
- *Queensland Senior Physical Education* \$58.95

**Uniform Requirements**

Students will need to wear full sports uniform and appropriate footwear. All students are required to wear a hat for all physical activities undertaken outdoors.

**Assessment**

Judgement from student achievement will be derived from information gathered in class based on both the Health and Movement component of the course. This information will be gathered from a variety of tasks from a balance of assessment types, such as:

- response to stimulus exams
- presentations
- written reports
- analytical essays
- physical performance

**Future Pathways**

This subject will give students an understanding of the type of experiences that will be involved in the senior subject of Physical Education, Certificate III in Fitness or Sport & Recreation (SAS).

Students contemplating any form of tertiary study or vocation involving sport, education, recreation, physiotherapy, sports science or human movement studies will gain benefit from this subject and continuing with Physical Education into Years 11 and 12. Students are also recommended to study Year 11 and 12 Recreation to further develop their knowledge and skills in sport and recreation. If a career in the Sport and Recreation industry is a focus, students will be encouraged to participate in the Certificate III in Fitness.

**Contact**

Sulata Pop  
**Head of Department – Health & Physical Education and Sport**

# HUMANITIES (History)

## Introduction

With the introduction of National Curriculum all year 9 students will undergo a course focused on global and Australian history. This course will then extend further as students' progress into year 10 History.

History introduces students to the complexities of the world in which they live. Students will discover past events and determine how these events have shaped the world in which they live. And evaluate the impact they have in future history.

History helps students to:

- develop inquiry skills to ensure that you look beyond the event, in an attempt to gain an understanding of why the event took place,
- improve research skills,
- foster decision-making and self-management skills by providing opportunities for independent activities.

## Course Outline

Units of Work Include	Topics Covered
Industrialisation – Globalisation	Examines the impact of the Industrialisation on the global economy, rights of workers and child labour. It extends into the modern world were we look at multinational companies and the exploitation of workers in third world countries.
Australians at War	Explores Australia's relationship with the Mother Country. Reasons behind the commencement of WWI. Reasons why Australia participated in WWI. Impacts of WWI on Australia. Case Study: Anzacs
Events that Shaped a Nation	Studies the Eureka Stockade, Federation, Rights of women – the suffragettes and Indigenous rights.

## Learning Experiences

History requires students to:

- examine documents to gather information;
- interpret primary and secondary documents to make meaning;
- investigate issues to determine the impact on people and the environment;
- communicate information through a variety of ways, including:
  - assignments
  - class discussions
  - debates
  - role plays
- create scenarios based on real-life issues to best solve a problem;
- reflect on events from the past to understand the world today.

## Course Requirements

**Textbooks** (provided by the Shared Resources Scheme)

Information is used from a variety of textbooks, including:

- *Jacaranda SOSE 2*, Jacaranda, \$53.95
- *Jacaranda SOSE 3*, Jacaranda, \$53.95
- *Jacaranda SOSE 4*, Jacaranda, \$53.95
- *Jacaranda Plus – Year 9 History Alive*, \$54.95
- *Cambridge History – Year 9*, \$56.95

### **Assessment**

Assessment will include the following genres:

- knowledge tests
- practical tests
- response to stimulus tests
- research assignments
- orals.

### **Progression to Year 10**

As History will become mandatory for all Year 10 students, below is an outline of topics students will explore through Humanities in Year 10.

<b>Units of Work Include</b>	<b>Topics Covered</b>
World War II	Examine Australians role in WWII The Holocaust Human Rights issues
The United Nations	Creation and purpose of United Nations Human Rights Humanitarian Missions Explore the Civil Rights Movement

### **Contact Person:**

Jodi Hancock  
**Head of Department – Humanities**



# MATHEMATICS

## Introduction

Learning Mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and the College's Mathematics Program aims to instill in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical *understanding, fluency, reasoning, and problem-solving* skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

## Course Overview

The Mathematics course for Years 7-10 is aligned with the 'Australian Curriculum: Mathematics' and is organised around:

### Three content strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

### Four general proficiencies

- Understanding
- Fluency
- Problem-solving
- Reasoning

## Course Outline

### Topics Studied During Year 9 Include:

Strand	Topics
<b>Number and Algebra</b>	Ratio & Proportion Linear Relationships Simple Interest Algebraic Expressions Index Laws Scientific Notation Distributive Law
<b>Measurement and Geometry</b>	Unit Conversion Area of 2D Shapes Surface Area & Volume of 3D Shapes Enlargements & Reductions Similarity & Congruence Pythagoras' Theorem Trigonometry Ratio and scale Geometry of a plane
<b>Statistics and Probability</b>	Displaying Data (Graphs & Other Representations) Interpreting Data Experimental Probability Theoretical Probability

Flagstone State Community College recognizes and identifies students who are able to study the same content as the mainstream classes but in greater depth. These students are given the opportunity to be a part of the ACE classes. This advanced course is ideal for students planning to progress to Mathematical Methods and/or Specialist Mathematics in Year 11 and 12. By year 10, students in the ACE classes will cover additional topics as outlined in the Australian Curriculum Year 10A syllabus.

**If interested in being a part of the ACE program, application packages can be found on the school website.**

**If interested in studying the additional topics of the 10A syllabus in a mainstream class, speak to your Head of Department.**

**Topics Studied During Year 10 Include:**

<b>Strand</b>	<b>Mainstream Class Topics</b>	<b>Additional Accelerated Class Topics</b>
<b>Number and Algebra</b>	Linear Relationships Non-linear Relationships Quadratics Simultaneous Solutions Simple & Compound Interest Algebra Index Laws	Polynomials and Exponentials Advanced Quadratic Equations Advanced Index Laws Irrational Numbers Logarithms
<b>Measurement and Geometry</b>	Area, Surface Area & Volume Pythagoras' Theorem Trigonometry Similarity & Congruence Angle Relationships Geometric Proofs	3D Applications of Pythagoras' Theorem & Trigonometry Sine & Cosine Rules The Unit Circle Advanced Geometric Proofs
<b>Statistics and Probability</b>	Experimental Probability Theoretical Probability Displaying Data Analysis Data Critically	Advanced Statistical Analysis

**Course Requirements  
Year 9 & 10**

The following resources are provided by the shared resources scheme:

**Textbook** - Year 9: *Cambridge Essential Math 3<sup>rd</sup> Ed.*, Year 10: *Cambridge Essential Math 3<sup>rd</sup> Ed* \$89.00;

**Stationery** - Assessment/worksheet photocopying/circulars, \$15.00;

**Other Requirements** - Book Hire Room resources (MAB blocks, compasses etc), \$15.00.

It is essential that all students studying mathematics have a scientific calculator. A *Casio FX-82 AU PLUS* or similar is recommended.

**Entry into any of the General Mathematics courses in Year 11 is based on the academic results achieved in Year 10.**

# Senior Maths Offerings

## General Mathematics Subjects

### General Mathematics

General Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

### Mathematical Methods

Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

### Specialist Mathematics

Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

## Applied Mathematics Subjects

### Essential Mathematics

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

## Contact Person

Arrian Hannebach  
Head of Department - Mathematics

# SCIENCE

## Introduction

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

## Course Outline

Students will have the opportunity to experience hands-on science in the following areas:

Science Understanding	Science as a Human Endeavour (All Year)	Science Inquiry Skills (All Year)
<p><b>Term 1: Biological Sciences</b> Multi-cellular organisms are coordinated and interdependent systems that respond to changes in their environment.</p> <p>Ecosystems consist of communities of interdependent organisms and abiotic components - matter and energy flow through these systems.</p> <p><b>Term 2: Chemical Sciences</b> All matter is made of atoms, natural radioactivity arises from the decay of nuclei in atoms</p> <p>Chemical reactions involve rearranging atoms to form new substances, and include combustion and reactions of acids</p> <p>Chemical reactions, including combustion and the reactions of acids, are important in both nonliving and living systems and involve energy transfer</p> <p><b>Term 3: Physical Sciences</b> Energy transfer through different mediums can be explained using wave and particle models</p> <p><b>Term 4: Earth and Space Sciences</b> Plate tectonics explains global patterns of geological activity and continental movement</p>	<p><b>Nature and Development of Science</b> Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community</p> <p><b>Use and Influence of Science</b> People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions</p>	<p><b>Questioning and predicting</b></p> <p><b>Planning and conducting</b></p> <p><b>Processing and analysing data and information</b></p> <p><b>Evaluating</b></p> <p><b>Communicating</b></p>

## Learning Experiences

- laboratory investigations and experiments
- model construction
- investigations and research
- debates and discussions
- IT and DVDs

**Stationary** – Exercise book / blue and red pen / pencil, ruler, calculator, eraser and sharpener

**Other Requirements** - closed in leather shoes are required. Suede shoes do not meet OHS requirements for this subject.

**Assessment**

Students will undertake a variety of assessment tasks that aim to prepare them for Year 10 Sciences and the workforce. These include:

- supervised assessment – test
- research investigations
- experimental investigations and report
- problem solving assignments

**Progression to Senior Science**

In Years 11 and 12 students have the opportunity to study:

- Biology
- Chemistry
- Physics
- Science in Practice

**Contact Person**

Jessica Ragg  
**Acting Head of Department – Science**

# SOCIAL AND EMOTIONAL LEARNING (SEL)

## Rationale

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship (ACARA, 2018).

Students will develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

## Aim

This course is designed to:

- promote positive wellbeing;
- build and maintain respectful relationships;
- engage in self-reflection;
- improve self-efficacy;
- recognise and regulate emotional responses;
- support student learning and personal growth.

## Course Outline

Topics covered in Year 9 & 10 SEL classes may include:

Topics	
The neuroscience of learning	Goal setting and progress monitoring
Self-regulation	Responsible decision making
Positive relationships	Responding to stress

## Assessment

Students will be assessed on their participation in class discussion and activities. Students will also undertake some project work that will be completed throughout the year.

## Contact

Alana Rose  
Year 9 Co-ordinator

Kirsty Stewart  
Year 10 Co-ordinator

# ARTS ELECTIVES

# DANCE

## Introduction

Dance is a universal means of communication and self-expression. In this course, students use their bodies to communicate ideas, images and feelings.

The course is organised into the following strands:

- **Knowledge and Understanding:** demonstrate being able to use subject specific language and skills.
- **Creating:** students explore the processes of choreography as they develop movement sequences.
- **Presenting:** students perform their own work and the choreography of others in formal and informal settings.
- **Reflecting and Responding:** students develop an appreciation that dance has a variety of functions through an examination of dance in a variety of cultures and genres.

## Year 9 Course Outline

Topics	
Unit 1 Pump it Up - Popular Dance	Unit 3 Bridging the Gap – Dance From Other Cultures
Unit 2 Beat of the Stage - Tap	Unit 4 Poetry In Motion – Contemporary

## Year 10 Course Outline

Topics	
Unit 1 Chorus Line – Musical Theatre	Unit 3 Avant Guard - Contemporary
Unit 2 Pirouettes and Plies - Ballet	Unit 4 Page - Contemporary

## Core Content

- Time
- Space
- Energy
- Form – literal, repetition, binary, ternary, canon, climax, variation;
- Action – locomotors and non-locomotors, stillness, genre specific technique education, artistic, ritual, social and empowerment;
- Analysis – describing, interpreting and analysing own work and the work of other choreographers.

## Learning experiences

Dance teaches students to:

- develop physical coordination, discipline and self confidence;
- understand that movement can have ritual, social and artistic purposes;
- develop self-expression and motivation;
- promote and realise creative, imaginative and inventive potential;
- develop critical analysis skills;
- realise that dance is an intrinsic part of culture and heritage.



Students will be involved in:

- analysing and evaluating performances;
- annotating choreographic outlines;
- collaborating in small and large groups;
- constructing props and costumes;
- improvising;
- exploring new styles and techniques;
- increasing physical flexibility, strength and stamina;
- interpreting ideas through movement;
- listening to others;
- learning to give and receive constructive feedback;
- conceptualising and planning ideas;
- rehearsing movement sequences and full performance pieces;
- researching in the library or on the internet;
- using computer programs to choreograph movement;
- using movement to create meaning;
- viewing live and recorded dance performances;
- warming up, cooling down and practising a range of dance techniques;
- writing dance reviews;
- analysing dance performance.

### **Course Requirements**

Students are required to bring dance blacks to wear in practical lessons, which assists with free movement in class work. Students are also required to have a standard costume for **all** performance tasks throughout Dance. This consists of all black, free moving clothing and Flagstone State Community College Performing Arts Polo (available from uniform shop).

### **Assessment**

Students will be assessed in:

- choreography in a range of styles;
- performance in a range of styles;
- appreciation using a variety of games.

### **Progression to Senior**

Students who successfully complete Year 9 and 10 Dance will be prepared for the progression to Year 11 and 12 Dance (general).

Even if students do not want to pursue dance related careers, dance training will assist them to:

- present themselves confidently in many different situations;
- follow timelines and meet deadlines;
- revise and rework dance material to communicate and express ideas;
- understand other people's motivation;
- work co-operatively and learn skills that will be useful in social settings such as school dances, weddings, nightclubs and celebrations.

### **Contact Person**

Sally Faint  
**Head of Department – Arts & Information Technology**

# DRAMA

## Introduction

Drama encourages students to experience a range of different styles and techniques, through active participation and involvement, in a range of exciting and dynamic activities. Drama focuses on expressing and communicating insight into human issues and experiences through the enactment of real and imagined events. People who study drama are complex thinkers, responsive creators, active investigators and effective communicators and participants in an interdependent world.

## Drama helps students to:

- express themselves creatively, artistically and clearly;
- improve their performance, communication and public speaking skills;
- enhance their social, interpersonal skills and self confidence;
- foster decision-making and self-management skills allowing them to work effectively in groups.

## Year 9 Course Outline

Units of Work in Drama Include	Content, Topics Covered
Play script: Realism Melodrama Process Drama Physical Theatre	The Elements of Drama Characterisation and Role Stagecraft Script Work (interpreting and performing scripts) Acting Techniques and Conventions Development of Dramatic Concept Portfolio

## Year 10 Course Outline

Units of Work in Drama Include	Content, Topics Covered
Playscript Review – Live Theatre Documentary Drama – Bertolt Brecht Movement	The Elements of Drama Characterisation and Role Stagecraft Script Work (interpreting and performing scripts) Acting Techniques and Conventions Analysis and Synthesis

## Learning Experiences

Drama is a practical based subject where you learn through:

- creating role plays;
- improvising scenes;
- rehearsing scripts;
- performing;
- responding to performances;
- analysing and interpreting performance.

Classroom organisation varies between whole class, large groups, small groups and individual work. The teacher's primary role is to encourage and foster growth in the subject. To succeed in this, the teacher often models the form or style of drama, creates problem based scenarios, encourages participation, facilitates learning and poses a range of practical and meaningful learning experiences or activities to explore.

### **Course requirements**

**Subject Levy** - while there is no subject levy, students are provided with the opportunity to see a minimum of 2 live performances per year. This is not for assessment but is encouraged. The price will vary depending on style and location of performance (example \$20 - \$40).

**Other Requirements** - students are required to have a standard 'Stage Blacks' costume for all presenting tasks throughout Drama. This consists of long black pants and a plain black shirt or a Flagstone State Community College Performing Arts Polo (available from uniform shop).

### **Assessment – Year 9**

Assessment is 60% Practical and 40% Written.

Students are assessed in 5 areas:

- **Knowledge and Understanding** – to demonstrate being able to use subject specific language and skills,
- **Creating** – creating and shaping Drama,
- **Presenting** – performing,
- **Responding** – analysing Drama,
- **Reflecting** – reflecting on Learning

Students work individually and in groups to explore and shape ideas and dramatic styles. While Drama is a group art, achievement is measured in terms of the individual's performance within the group.

Examples of Assessment in Drama include:

- performances;
- journals;
- production booklets;
- play reviews;
- scriptwriting;
- oral seminars;
- evaluations and more.

### **Progression to Senior**

Students who successfully complete Year 9 and 10 Drama will be prepared for Senior Drama (General). It also provides a background for problem solving, comprehension and social skills in other senior subjects and beyond.

### **Contact Person**

Sally Faint  
**Head of Department – Arts & Information Technology**

# MUSIC

## Introduction

Music is a worldwide language. It helps students express how they are feeling and want to feel. In Music, students will both work by themselves and participate in making music with others. Music is something students can enjoy creating, performing and listening to throughout their life. A wide range of styles is studied, which means that there is something for everyone. Students also learn to appreciate and respect others' ideas, performances and backgrounds.

## Year 9 Course Outline

<b>Unit 1: Journey Through Time</b>	Students will explore how music has developed over time, starting from some of the first known music, covering the baroque, classical, romantic and 20 <sup>th</sup> century music, all the way through to the latest released music. Students will get to compose a piece of music imitating a style from history.
<b>Unit 2: Let's Go to the Movies</b>	Students discover the different ways music has been used to enhance films. Students perform and respond to famous film music including, <i>Gladiator</i> , <i>Simpsons</i> , <i>Star Wars</i> , <i>Corpse Bride</i> , <i>Jurassic Park</i> , <i>Harry Potter</i> .
<b>Unit 3: My Band</b>	Students will form a band and learn what it's like to create and perform music as a team. The Band work together to create their style, rehearse and perform for a class concert. Students will compose for multiple instruments a song with multiple instruments and parts.
<b>Unit 4: Live Aid</b>	Students will examine the power of music to influence, manipulate and elicit the emotions that surround political, cultural, economic and social issues present both locally and globally. The unit will draw influence from current issues that are socially and personally relevant to students. Students will experience and study a variety of genres and styles including rock, pop, protest music and anthems as well as the necessary requirements of putting on a performance of this size and format.

These four exciting units build on the basic foundations laid in Year 8. They develop students' abilities in performance, allowing more choice in instrument and a wider range of repertoire drawing from current popular choices such as world music, jazz and film music.

Students gain confidence in writing down what they hear and want to create. Group tasks allow students to appreciate and support each other's endeavours.

## Year 10 Course Outline

<b>Unit 1: World Music: The Amazing Musical Race</b>	Students will go on a journey to explore different music around the world. They will be visiting different cultures and completing a portfolio of work that shows the differences between music in each country.
<b>Unit 2: Jazz Club</b>	Students study the evolution of Jazz music and its influence on today's genres and styles. Genres include spirituals, ragtime, swing, bebop, cool jazz.
<b>Unit 3: Sound Recording and Acoustic</b>	The study of how sound is created and the technological advances in Recording. Students will develop the understanding of how the quality of sound and its sources can be manipulated.
<b>Unit 4: On Stage</b>	This is a study of how composers and performers have created musical experiences designed for the stage in a variety of musical works. Genres and styles could include rock and pop music, opera and musicals.

## **Learning Experiences**

Skills acquired are:

- development of instrumental skills – own instrument, guitar and keyboard;
- singing - recent popular choices, and world songs;
- writing basic rock bass lines and drum rhythms;
- working as a team in an ensemble;
- aural recognition of rhythm, melodies and major/minor chords;
- visual recognition of keys, intervals and rhythm patterns.

## **Course Requirements**

### **Stationery and Other Requirements –**

- A4 Music Book with manuscript paper
- writing equipment
- dedicated USB (8GB Preferable)

Please note: if students choose to join the e-learning program they are still required to have the above equipment

- The school provides guitars and keyboards for practical work, though students may bring in their own instruments if they wish.

### **Assessment**

Students will undertake a variety of assessment tasks including:

- individual or group performances on instruments;
- aural recognition of musical elements;
- writing and recording their own music (composing);
- analysing their own and other works.

### **Progression to Senior**

Students who successfully complete Year 9 and 10 Music will be prepared for Senior Music. This subject leads to Senior Music (general) and Certificate II Music (VET). This subject also provides a background for problem solving, comprehension and social skills in other senior subjects and beyond.

## **Contact Person**

Sally Faint

**Head of Department – Arts & Information Technology**



# MEDIA ARTS – (formerly Cyber Studies) Subject levy \$40.00

## Introduction

So you are interested in studying Media Arts. Well belt up and hang on to something – because we are diving into the rabbit hole with our headphones cranking and a camera in our hand!

Exploring the basic building blocks of multimedia practices, Media focuses on creating a range of digital products, such as animation, video editing projects, photographs, magazines, advertisements, interactive CD/DVDROM, music clips and photographs. Students engage with the technologies and design concepts of 'tomorrow'.

Access to industry standard software applications such as Photoshop and Adobes Creative Cloud software will introduce students to the dynamic and mind blowing world of post production and visual design. Creating e-zines, interactive games, phone interfaces and music/band DVD's will encourage students to use creative problem solving skills to generate a range of non-linear design solutions.

Hardware devices such as Graphics Tablets for computer drawing, digital SLR cameras, photo printers, disk labellers, and sound and lighting equipment ensure that students are keeping up with their knowledge of techno-gadgetry.

Media provides opportunities for students to learn skills in:

- animation
- operating digital cameras;
- importing and exporting video and still images from computers and cameras;
- editing video and still images;
- editing sound;
- creating and 'burning' video CD's/DVD's;
- creating special effects;
- learning industry standard editing software.

## Course Outline

Media has a practical approach and a significant emphasis on problem solving and creativity. Topics you may study during the course include:

- e-Zines for interactive multimedia presentation
- band/TV Show CD/DVD
- magazine covers – using Photoshop
- ACID – Digital Music
- video Editing
- radio show
- audio production & mixdown unit
- hardware and problem solving
- cyber safety

## Learning Experiences

Students learn through:

- teacher demonstrations;
- individual and group design tasks;
- deconstruction and construction of visual texts;
- group discussions;
- excursions/field trips;
- peer tuition;
- student/teacher negotiated projects;
- visual analysis;
- practical experiments;
- film and television critiques and reviews.

**Course Requirements**

**Subject Levy** - Due to the high cost of software and consumables used in this course, a subject levy of \$40.00 per student per year is charged. Once the subject levy is paid, students will have access to all software and consumables. **Levy must** be paid by due date.

**Software** (provided by the Shared Resources Scheme)

- Adobe Creative Cloud (Photoshop, Indesign, Dreamweaver, Flash Pro etc etc)
- Lightroom
- Matchware Mediator 9;
- Sony Screenblast Acid;
- Powtoons
- Crazy Talk Animator

**Other Requirements** – handouts, booklets, additional exercises and CD Roms will be supplied by the school.

**Assessment**

A broad range of teacher directed and student negotiated tasks and projects are used to compile a virtual folio. These folios will be used for all assessment purposes.

**Links with Senior Subjects**

Media in Practice (Applied)

**Contact Person**

Steve McMarson  
**Multimedia Teacher**

Sally Faint  
**Head of Department – Arts & Information Technology**

# VISUAL ART – Subject levy \$ 55.00

## Introduction

The imagination can be a powerful tool and the world of the future will need people who can use their imagination to be creative, divergent problem-solvers. By studying Visual Art, students will enhance their abilities to think, create and question. They will be encouraged to interact with the world around them, communicate their own ideas and learn to appreciate those expressed by others.

Studying Visual Art does not require a 'right and wrong' philosophy but encourages students to take a discovery approach to learning. Individual growth and self-expression will be actively encouraged.

## Year 9 Course Outline

YEAR 9			
	Unit	Learning Experiences	Assessment
1	Sideshow Alley	Painting	Visual Diary Artist Statement Painting Artwork based on theme
2	Nature's Gifts	Ceramics (clay work)	Visual Diary Artist Statement Clay Artwork based on theme
3	What if?	Printmaking	Visual Diary Artist Statement Print Design
4	Forces of Nature	Mixed media	Visual Diary Artist Statement Mixed media artwork

## Year 10 Course Outline

YEAR 10			
	Unit	Learning Experiences	Assessment
1	Dramarama	Painting and Mixed media skills	Visual Diary Artist Statement Mixed Media Drawing/Painting
2	Cinderella's Revenge	Sculptural techniques	Visual Diary Artist Statement Shoe Sculpture
3	The Green Man Mask	Ceramic (Clay work)	Visual Diary Artist Statement Ceramic Artwork Research assignment
4	Fears, Frights & Phobias	Mixed media, Drawing and/or Painting	Visual Diary Mixed Media Drawing/ Painting Research task



## Learning Experiences

Students will:

- learn the skills and techniques necessary to create artwork using a variety of media eg. drawing, painting, printmaking, sculpture, design/multimedia;
- be encouraged to solve problems in a creative and self-expressive way;
- learn how to use the elements and principles of Art;
- develop their ability to 'self-manage' individual tasks and collaborate with others on group tasks;
- gain a greater awareness of their world by questioning what they see and how they interpret it;
- learn to appreciate the artwork of others, within different cultures and throughout history.

## Course Requirements

**Textbooks** (proved by the Shared Resources Scheme)

- *Art is....*, (1999), Sandra Jane, Wiley and Sons, \$48.95
- *Artwise Book 1* (1997), Glenis Israel, Wiley and Sons, \$48.95
- *Artwise Book 2* (2001), Glenis Israel, Wiley and Sons, 48.95
- *Art Insight*, Lou Chamberlin, McGraw Hill, \$45.95

**Subject Levy** - due to both the high cost and high use of consumable items in this subject a subject levy is charged. Once paid, students will have access to materials available at the school. **Levy must** be paid by due date.

**Year 9:** \$55 per student per year

**Year 10:** \$55 per student per year

**Other Requirements and Stationery** - in addition to the stationery list, all students will require an A4 visual diary, eraser, coloured pencils, felt pens, ruler, lined A4 paper, card board document wallet and a 4mb USB.

**Excursions** - Students will be expected to participate in at least one excursion during the year. These are to view art exhibitions at galleries, such as Qld Art Gallery (Southbank), Logan Art Gallery (Logan Central) and QUT Art Museum (Gardens Point Campus). While entry to these galleries is free, the average cost of bus fare is usually \$10.00 - \$20.00 per student.

## Assessment

Students will study a different media area each term. These units will have a balance of practical ('making') and theoretical ('appraising') assessment:

- Minor Folio - visual diary, experimental lead-up tasks;
- Major practical piece eg painting on canvas, sculpture, drawing,
- Appraising task, for example, critical analysis essay, research assignment, oral.

## Progression to Senior:

The successful completion of Visual Art in Years 9 and 10 will give the student the opportunity to study Visual Art in Years 11 and 12. It is a General Subject, thereby contributing towards an ATAR. Entry into University level art courses is most commonly achieved by both an ATAR and the submission of a folio of work.

Visual Art in Practice (Applied)

Completing the Senior Visual Art course would also give the student a strong folio of work that could be used towards entry into TAFE Art courses.

## Contact Person

Sally Faint

**Head of Department – Arts & Information Technology**

# HUMANITIES ELECTIVES

# BUSINESS STUDIES

## Introduction

Business Studies addresses activities, knowledge, skills and values associated with the world of business and the individual. The course is a rich interactive learning experience, designed to give students the basic intellectual tools and aptitudes that can apply in the business world or in their personal lives. The subject also provides the opportunity to develop knowledge and skills using computers and will enable students to access, construct and publish information for particular purposes and audiences.

## Course Outline – Year 9

### Topics you may study include:

- spread sheeting;
- petty cash;
- Australian economics;
- Microsoft Word and Business documents;
- Tourism.

## Course Outline – Year 10

### Topics you may study include:

- business and trade laws;
- business creation – marketing;
- economics and Globalisation;
- franchises.

## Learning Experiences

Business Studies aims to focus on understanding the importance of the economy and what operations required to keep a stable economy. It also focuses on marketing techniques to run a small business and applying the knowledge and practices needed for successful enterprises. Students generate ideas for enterprises and ventures, develop business proposals and plans, undertake enterprises or ventures and evaluate the outcomes. The subject provides students with knowledge and skills that are transferable to other subjects and industry sectors.

## Course Requirements

**Textbooks** (provided by the Shared Resources Scheme)

- Various booklets.

## Excursions

Students may attend different excursions throughout the year (at an additional cost).

## Assessment

Assessment will rely on a variety of techniques ranging from written assignments, conducting business enterprises, tests and group work.

## Links with Senior Subjects

### Authority Subjects

General Business

### Non-Authority/Vocational Education Training (VET)

Information & Communication Technologies (ICT – Certificate II in Information Technology),  
Business Ventures (Certificate II in Business).

## Contact Person:

Jodi Hancock

**Head of Department - Humanities**



# GEOGRAPHY



## **Rationale**

Geography is offered in the school curriculum because it is a valuable medium for the education of young people. Its contributions lie in the content, cognitive processes, skills and values that Geography can promote to help students better explore, understand and evaluate the social and environmental dimensions of the world. Geography also evokes feelings for environments and people in environments. Geography in the school curriculum involves the education of young people about, in, and for the society and environment in which they live.

## **Aims**

The study of Geography allows students to:

- develop an understanding of the contribution of geography to understand questions, issues and problems arising from the human perception and use of the earth's resources;
- become proficient in the use of the key questions and concepts of geography and the way they guide the process of geographic investigation;
- use geographical concepts to organise information about people and environments to achieve an understanding of questions, issues and problems;
- become proficient in the use of a range of thinking, social, communication, practical and study skills, and be able to use each step in following through the stages of a geographical investigation;
- develop a concern for the sustainability of the environment and the quality of human life through the exploration of a range of attitudes and values related to ecologically sustainable development, social justice and democratic processes and institutions.

## **Entry Guidelines**

There are no pre-requisites to enrol in Geography however students with at least a Sound Achievement in Year 8 Humanities would be most suited to this course.

## **Course Outline**

The Geography course of study is formed around TWO themes core units:

Unit 1: Biomes and Food Security

Unit 2: Geographies of Interconnections

**Excursion:** Students will be expected to participate in 2 Field Studies. One will be a small scale study in the local area. One study will incur a cost for transportation. Cost will be approximately \$20.00.

## **Assessment**

A selection of the following assessment techniques will be used. These include short response tests, practical tests, stimulus response essays, reports and oral presentation.

## **Future Pathways**

The study of Geography is useful in developing an understanding of people and their interactions with living systems. The written and other communication skills developed in the course are vital in coping with many university courses. This course is designed to cater for those students who are interested in:

- careers in Teaching, Journalism, Law, Town Planning, Nature Conservation, Parks, Wildlife and Recreation;
- Geography and wish to use this subject for their Overall Position score;
- Geography and wish to improve their general knowledge about environmental and social issues that affect our world.

## **Contact Person:**

Jodi Hancock

**Head of Department - Humanities**

**LOTE**  
**(Language other than English)**  
**ELECTIVES**

# JAPANESE

## Introduction

Japanese aims to build on students' LOTE skills to enable them to communicate in Japanese in a variety of situations. Students will participate in activities that will improve their ability to communicate and understand Japanese while learning about the Japanese culture.

## Year 9 Japanese Entry Guidelines

In order to undertake Japanese in Year 9 it is highly recommended students have completed and passed Japanese in Year 8. An understanding of the following is highly recommended:

- Hiragana
- Basic Kanji taught in Year 7 & 8
- Grammar patterns taught in Year 7 & 8.

If you have not studied Japanese in Year 8, entry to Year 9 is possible, however, students must consult with the Head of Department. Students taking on Japanese in Year 9 with no prior knowledge must be passionate about learning a second language and willing to work hard to reach the standard expected in Year 9.

## Year 9 Japanese Course Outline:

Students studying Year 9 Japanese will study the following exciting units, building on the basic foundations from Year 8.

Term 1: Life Stories

Term 2: Social Issues

Term 3: Generation Gap

Term 4: Global Connections

## Year 10 Japanese Course Outline:

Students studying Year 10 Japanese will study the following exciting units, building on the basic foundations from Year 9.

Term 1: Advertising

Term 2: Occupations

Term 3: Environmental Conservation

Term 4: Youth Subcultures

## Year 9 & 10 Japanese Learning Experiences:

Students will have the opportunity to participate in:

- individual and group work;
- ICT activities, including Japanese typing, research activities, Japanese;
- excursions to improve their knowledge of Japanese culture, food and customs;
- activities to improve knowledge of the 3 Japanese scripts: Hiragana, Katakana & Kanji;
- extra-curricular activities such as our school tour to Japan and cultural activities.

## Year 9 & 10 Japanese Course Requirements:

**Textbooks** (Provided by the Shared Resource Scheme):

- Textbook (approximately \$60 each) and workbook (approximately \$45 each)
- Japanese–English Dictionary (approximately \$20)
- Kanji Dictionary (approximately \$25)
- Katakana and Kanji booklets (school produced) - \$5.00
- Unit booklets (School produced- one per term) - \$5.00

**Stationery** – beyond the basic stationery requirements students studying Japanese will need:

- A4 Plastic sleeve folder
- 128 page notebook
- grid book
- earphones

## Year 9 & 10 Japanese Excursions/School Study Tour to Japan:

In 2022, students will have the opportunity to visit Japan. If numbers are restricted, preference will be given to students currently studying Japanese. Students may have the opportunity to attend excursions in Year 9 & 10. There is usually at least one excursion per year. Possible excursions include cultural performances or a visit to a Japanese restaurant. Excursions generally do not cost more than \$50 each.

**Year 9 Japanese Assessment:**

Students will complete a maximum of 2 assessment tasks per term. These tasks will assess students composing (Writing and Speaking) and comprehending (Reading and Listening) skills in Japanese. Throughout the school year, students will also be expected to complete homework. It is important when studying a language that students spend time practising their skills outside the classroom. In Year 9, students may get approximately 30 - 60 minutes of Japanese homework per week.

**Progression to Year 10**

If students intend to study Japanese in Year 10, it is important they complete Year 9 Japanese in order to have a sound knowledge of the Japanese scripts, and a sufficient vocabulary to cope with the work load.

**Progression to Senior**

If students intend to study Japanese as part of their senior studies, it is highly recommended that they complete Japanese in Year 9 and 10. Future Career pathways include:

- Tourism
- Law
- Teaching
- Hospitality
- Medicine
- Science
- Business
- Politics
- Engineering
- Information
- Technology

Contact Person

Renaë Duffy  
**Japanese Subject Coordinator**

Jodi Hancock  
**Head of Department - Humanities**

# PHYSICAL EDUCATION ELECTIVES



# SPORTS PERFORMANCE

## Introduction

Year 9 Sport Performance focuses on improving performance in a variety of activities directly and indirectly related to sport. Students are required to submit an application for consideration into this course.

## Course Outline

Topics covered in this course include

- Sports Management, Coaching & Officiating
- Motor learning & Biomechanics
- Energy systems & Fitness
- Tactical Awareness
- Sport Psychology
- A range of sporting opportunities

## Learning Experiences

This course provides a balance of practical based activities with theoretical contexts with students developing skills in a variety of sports and developing strategies to enhance performance. An emphasis on applying theoretical knowledge in practical sporting contexts through participation will assist students to be successful in this subject. It is highly recommended that students applying to enter into this course have a keen interest in sport and intend to participate to full potential in all practical and theoretical elements.

## Course Requirements

Textbooks (provided by the shared resources scheme).

- Queensland HPE Book 1, York Education, \$45.95
- Queensland HPE Book 2, York Education \$57.95
- Queensland Senior Physical Education \$58.95

## Assessments

- Training Programs
- Multimodal Presentation
- Investigation Reports
- Exam
- Self and peer assessments
- Performance demonstrations and evaluations
- Performance observations

## Subject Levy

- Nil

## Uniform Requirements

- Students will need to wear full sports uniform and appropriate footwear. All students are required to wear a hat for all physical activities undertaken outdoors.

## Progression to Year 10

Students are encouraged to continue on with Sports Performance as an elective in Year 10. The learning experiences will continue to become more complex and physically demanding throughout Year 10 Sports Performance.

**Progression to Senior**

It is highly recommended that students entering into this course have a keen interest in pursuing Senior PED or Certificate III in Fitness studies.

**Contact Person**

**Sulata Pop - Head of Department- HPE & Sport**

# SPORTS & RECREATION

## Introduction

Year 9 Sport and recreation focuses on incorporating and improving a range of physical activity contexts to develop a foundation for efficient participation and performance in physical activity and sport.

## Course Outline

Topics covered in this course include

- Teamwork and Leadership
- Outdoor recreation
- Australian sporting identity
- Event management, coaching and officiating
- World games
- A range of sporting opportunities

## Learning Experiences

This is a heavily practical based subject with students developing a wide range of skills in a variety of physical activity and sporting contexts. Students will develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing while building confidence, teamwork and leadership skills. It is highly recommended that students entering into this course have a keen interest in sport and intend to participate to full potential in all components of the course.

## Assessment

- Research assignments
- Self and peer assessments
- Performance demonstrations and evaluations
- Participation Observations

## Subject Levy

- Nil

## Uniform requirements

- Students will need to wear full sports uniform and appropriate footwear. All students are required to wear a hat for all physical activities undertaken outdoors.

## Progression to Year 10

- Students are encouraged to continue on with Sport and recreation as an elective in Year 10.

## Progression to Senior

- It is highly recommended that students entering into this course have a keen interest in pursuing Senior Sport and Recreation or Cert III in Fitness studies

Contact Person

**Sulata Pop**  
**Head of Department- HPE & Sport**

# TECHNOLOGY ELECTIVES

# DIGITAL TECHNOLOGIES – Subject levy \$10.00

## Introduction

Digital Technologies explores the worlds of computer science and information systems. Through project based learning, students will investigate various forms of programming, robotics, data security systems, game design/creation and 3D printing.

By the end of Digital Technologies, students will be able to:

- create, manage and evaluate sustainable and innovative digital solutions;
- use computational thinking and the key concepts of abstraction to create digital solutions;
- use digital systems to automate and communicate the transformation of data;
- apply protocols and legal practises that support safe, ethical and respectful communications;
- apply systems thinking around information systems and predict the impact of these systems on individuals, societies, economies and environments.

## Course Outline

Topics you may study in the Digital Technologies course include:

- Information systems;
- Raspberry Pi;
- Python programming language;
- Game design and creation (python/game maker etc);
- Robotics;
- 3D printing;
- STEM projects;
- Arduino;
- Cyber safety;
- HTML & CSS.

## Learning Experiences

Students learn through:

- teacher demonstrations;
- individual and group design tasks;
- group discussions;
- peer tuition;
- student/teacher negotiated projects;
- visual analysis;
- practical experiments;
- Information system analyses.

## Course Requirements

**Subject Levy** - Due to the high cost of software and consumables used in this course, a subject levy of \$10.00 per student per year is charged. Once the subject levy is paid, students will have access to all software and consumables. **Levy must** be paid by due date.

**Software** (provided by the Shared Resources Scheme)

- Pycharm & Python Interpreter
- TinkerCad
- Flashprint
- AppLab
- Lego Mindstorms
- Visual Studio;
- Game Maker;
- Arduino IDE;
- Adobe suite
- Linux (via rasp pi)
- Raspian OS Lite
- Microsoft Office suite

**Other Requirements** – handouts, booklets, additional exercises and CD Roms will be supplied by the school.

**Assessment**

A broad range of teacher directed and student negotiated tasks and projects are used to compile a virtual folio. These folios will be used for all assessment purposes.

**Links with Senior Subjects**

Digital Solutions (General)

Information Communication Technologies (Applied)

**Contact Person**

Scott Glass  
Teacher

Sally Faint  
Head of Department – Arts & Information Technology

# HOME ECONOMICS – Subject levy Year 9 - \$100.00

Subject levy Year 10 - \$110.00

## Introduction

Home Economics is about the wellbeing of the individual within both the family and wider society. It has a strong emphasis on developing skills in cooking and sewing and building knowledge around Workplace Health and Safety, Nutrition and several specialised units. Students selecting Home Economics will study Food and Nutrition for three terms in Year 9 with one term devoted to textile work. In Year 10 this is refined to focus more towards the Hospitality industry. This centres on food preparation from a service industry perspective through developing culinary and service skills.

## Course Outline

This course is based on developing student's awareness and response to the essential issues such as consumer choice, safety in the kitchen setting, food and nutrition, healthy eating, food preparation, textiles and literacy.

In Year 10 students develop prerequisite knowledge required for Senior Hospitality Studies or the vocational Certificate II in Hospitality. Development of these skills relates to the service of customers and the preparation for operation of a Restaurant. Students will be required to experience and develop skills, knowledge and attitudes in preparation for certificate level studies and further studies at TAFE and to facilitate employment in one of the related service areas. Although Year 10 Home Economics does a reasonable amount of set food preparation and cooking lessons, it is an introduction to food service and it is important students understand that there is a large portion of theory to be completed over the course of the subject.

## Learning Experiences Year 9

### Food and Nutrition

- design, produce and evaluate health promoting foods;
- analyse and evaluate personal food intake;
- investigate health issues;
- devise and implement strategies that promote healthy food intake;
- identify safety hazards and practice safety skills;
- evaluate a product that promotes sharing and co-operation;
- problem solve case studies;
- team work with a healthy food outcome at the end;
- develop awareness of health food versus junk food;
- create recipes using recommended nutritious foods.

### Baked Goods

- design, produce and evaluate sweet and savoury products;
- work collaboratively to achieve design brief objectives;
- Learn and implement skills and techniques specific to course of study;
- create a themed cake.

### International Cookery

- explore personal food habits and customs;
- investigate cultures and their food choices;
- create a smorgasbord;
- compare and contrast recipes from different countries.

### Textiles

- Brainstorm ideas for product design;
- Conduct comparisons on textile products;
- Create and produce a textile product;
- Investigate factors that influence design options;
- Evaluate design outcomes.

### Christmas cookery

- Explore characteristics of edible gifts;
- Investigate requirements of a food package and label;

- Create a packaged and labelled edible gift;
- Work collaboratively to achieve common outcomes.

### Learning Experiences Year 10

On completion of this course, the student should have developed:

- knowledge of historical, recent and emerging trends in the Hospitality industry;
- knowledge of basic Workplace, Health and Hygiene practices in the workplace;
- an ability to design, produce and evaluate health promoting foods;
- an ability to work collaboratively as part of a team;
- an ability to evaluate products and solve problems;
- skill in working between food preparation area and service areas;
- awareness of industry values and expectations;
- social skills required to communicate effectively in the work environment.

### Assessment

Assessment is a process of collecting objective evidence and making judgements of the students' development and satisfactory progress towards achieving the set criteria.

- The methods by which evidence of achievement by students can be assessed are contained within the module and should be provided to the students.
- Assessment methods include: cookery exams, product cookery, written assignment, group activities, practical test, and completion of formal service activities.
- All work practices must ensure that current Workplace Health and Safety requirements are adopted, and performance is measured against the expected outcome.

### Course Requirements

**Textbooks** (provided by the Shared Resources Scheme).

- *Lets Look at Food*, Waddell, MacMillan
- *Food by Design Health*, McKenzie, Tully
- *Textiles & Design*, Tanya Ridgewell, Longman
- *Food, People, Technology*, Gail Major and Glenda Maes

**Subject Levy** - a levy of \$100 a year for Years 9 and \$110 for year 10 is required to cover the cost of food and textile resources and **must** be paid by the due date. Food does not need to be brought from home.

### Other Requirements

- All students must wear fully enclosed leather shoes due to safety reasons (in accordance with our school uniform policy). Suede shoes do not meet WPH&S requirements for this course.
- Students are required to provide a container from home each practical cooking lesson to take their food home with them – no container, no cooking.

### Future Pathways

*Towards Senior* - Students can continue their studies in senior by enrolling in *Certificate II in Hospitality*. This is a VET subject that delivers the national Certificate II based on units of competence selected from the Hospitality Industry National Competency Standards. Students can also choose to enroll in Hospitality Practices a SAS subject, which focuses on customer service, food production and workplace health and safety.

*Towards Employment & Life Skills* - This course is designed to introduce students to life skills and competencies which have a direct application to careers in the Hospitality and Tourism fields, and which also help students adjust to the changing demands of society. Students will learn and understand the importance of safe food handling and positive customer relationships. This subject allows students to gain insight into the Hospitality arena and gauge whether or not they are suited to a career in this industry, whilst gaining invaluable knowledge and life skills.

### Links with Senior Subjects

Hospitality Practices.

Certificate II Hospitality SIT20316.

### Contact Person

Jeff Ludlow

Head of Department - Technology



# INDUSTRIAL TECHNOLOGY – Subject levy Year 9 - \$65.00

## Subject levy Year 10 - \$100.00

### Introduction

Industrial Technology involves the design and manufacture of products that are part of our living environment. It incorporates many elements of woodwork and metalwork and includes industrial systems and controls with a large emphasis on product design aspects. Year 10 studies will build on these capabilities while working towards developing the necessary attributes to engage in Vocational certificate studies in Senior. Students will be required to develop the maturity and responsible attitudes necessary for use of power tools and machines that have an increasing level of associated risk. Students that show little concern for their own safety and the safety of others will have reduced opportunity to achieve the objectives of this subject.

### Course Description

The year 9 course is based on a student developing the ability to engage with a variety of common materials and processes within the workshop environment and undertake design projects. Students will undertake several learning projects and produce solutions to set standards. They are also required to engage in investigation tasks that lead to production of their own design solutions and products. Self and peer evaluation of these solutions is an important part of this development. All students are required to produce evidence of their investigation and design work as well as their production of the project solution.

Year 10 students will engage in projects that focus on skill development to reach the standards reflected in industry and prepare for enrolment in Certificate II in Engineering Pathways MEM20413 and Certificate I in Construction CPC10120. Development of skills is to be project based, with the emphasis on delivery in a live work type situation. Students will be required to experience and develop skills, knowledge and attitudes in preparation for certificate level studies and further studies at TAFE and to facilitate employment in each of the suggested trade areas. The projects for this subject will relate to the manufacture of artefacts requiring vocational related skills.

### Learning Experiences

Students will work with plastics, wood products and metal to make various projects through the use of hand tools, power tools, machines and industrial processes to complete those projects. Students will use various research techniques to find information related to each of these areas of work as they build up design information folios for this subject. Industrial systems such as electrics, electronics, mechanics, engineering production and building systems are also studied. Although much of the work is practical, there is an essential emphasis on written tasks and graphical presentations required to complete the technology outcomes for this subject.

On completion of this course, the student should have developed:

- a knowledge of historical, recent and emerging trends in industry;
- a knowledge of basic Workplace, Health and Safety practices in the workplace;
- ability to recognize materials, alloys, forms and profiles, fasteners, metals, hardware, and products used within the Construction and Manufacturing industry;
- skills and knowledge required to select, and use specific industry hand tools and equipment;
- basic skills required for the safe operation and housekeeping of suitable power tools;
- the knowledge and skills to identify, manufacture and assemble basic components.

Awareness of:

- sketching and drawing techniques used within industry by means of conventional and/or Computer Aided Design (CAD);
- basic skills and knowledge suitable for use by students entering industry.

**Students will also develop an awareness of different attitudes, values and social skills.**

### Course Requirements

**Textbooks** (provided by the Shared Resources Scheme)

- *Workshop A & B, D Schlyder, PCS Publications, \$25.95;*
- *Design and Technology, P Stensel, Longman, \$45.00;*
- *Machine Safety Notes, \$2.90.*

**Subject Levy** - due to the high cost of consumables used in Industrial Technology, a yearly subject levy of \$65 a year for Year 9 and \$100 a year for Year 10 applies to students enrolling in this subject. These **must** be paid by the required date.

**Other Requirements** - students must have their own safety glasses and shoes with leather upper for safety. Suede shoes are not suitable for this subject and do not meet WPH&S requirements for this course.

### **Assessment**

Written tasks, design folios, finished projects and models are assessed through self and peer assessment and teacher annotations.

All work practices must ensure that current Workplace, Health and Safety requirement are adopted, and performance is measured against the expected outcome.

### **Entry Guidelines**

There are no prerequisites to enrol in Industrial Technology. Students should be enrolling in this subject if they are considering studying Certificate 1 in Engineering or Construction or Industrial Technology Studies in Year 11 & 12.

### **Links with Senior Subjects**

- Certificate I in General Construction CPC10120
- Certificate II in Engineering Pathways MEM20413
- Industrial Technology Studies

### **Future Pathways**

**Towards Senior** - students can continue their studies in senior by enrolling in *Certificate II in Engineering and Certificate I Construction*. Both are VET subjects that provide access to a Certificate I or II units of competence selected from the Industry National Competency Standards.

**Towards Tertiary** - students may enrol in relevant courses in University, TAFE or other training provider. These courses include Certificate II (Traineeship) and Certificate III (Apprenticeship) and, Diploma and Bachelor studies.

**Towards Employment & Life Skills** - this course is designed to introduce students to life skills and competencies which have a direct application to a technical or industrial field and which also help students adjust to the changing demands of society. If students continue their studies in senior, they also have the opportunity to achieve the related Certificate I, allowing them to receive credit in the same industry area on enrolling in a related vocational education and training course.

### **Contact Person**

Mr Jeff Ludlow  
Head of Department Technology