



Boonah State High School

Year 8 to 9

Subject Selection

for 2018

All contents of this handbook are correct at the time of publication but are subject to change. Subjects will only be offered based on demand and timetabling constraints.

(Correct as at 17 July 2017)

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Now that you are considering your options for Year 9

What decisions do you have to make?

- ? What subjects should I choose to study next year?
- ? When do I select subjects for Year 9?

What questions should you ask?

- ? How will I know what subjects to choose?
- ? What subject choices do I have at Boonah State High School?
- ? What is the relationship between subjects studied in Years 8 and 9 and the Senior Phase of Learning subjects?

Some things to do

Read this booklet carefully. If you require any further information or clarification about a particular subject, make an appointment to see the subject co-ordinator. The Guidance Officer or Deputy Principals are also available for appointments to discuss any problems you may have in choosing subjects.

Choose subjects carefully according to your level of achievement both generally and in particular subjects, any future aspirations (what you would like to do in the future) and general interest.

How to choose subjects

When thinking about what subjects to study in Year 9 there are a number of questions you should ask yourself:

- ? How capable am I? What is my ability?
- ? What sort of results have I achieved in the past? If the results have not been good, it may be that you haven't worked at the required level or it may mean you have only average ability and may not be capable of high academic results.
- ? Do I have any special talents? Am I good with my hands? Do I have special ability with numbers? Do I have special ability with a foreign language, music, art etc?
- ? What do I hope to do, achieve or become after I leave school? You need to try to be realistic and make sure your career is related to your demonstrated ability and achievement.
- ? What sort of things interests me at this stage? This can give some clues. Be careful because your interests do change. Try to sort out careers verses hobbies. For example you may be interested in something but may not want to make a career out of it. Remember you need to develop leisure interests for a lifetime, as well as thinking about future occupations.

There are also some actions you should take:

- Discuss course material with teachers of the subjects you are considering
- View textbooks and other students assignments to help determine how interested you may be
- Talk to students who are presently studying the subject

Subject choices offered by Boonah SHS

The range of subjects offered for students in Year 9 has been designed to provide a balanced program of general education. It has been our experience that students are able to make more informed educational decisions when they have had the opportunity to experience a wide variety of subject choices. This program of study is designed to prepare students as they move from Year 9 toward Year 10 and to the senior phase of learning.

All Year 9 students will study **five (5) core** subjects for two semesters each and **two (2) elective** subjects in each of semesters 1 and 2 (a total of **four (4) different elective** subjects).

The **core** subjects are:

English
Health & Physical Education
Mathematics

Science
Humanities

The **elective** subjects from which students will make their choices include:

Agricultural Studies
Art
Business is Fun
Design & Graphics
Drama
Food Studies

German
Performance Sport & Recreation
Innovation 101
Manual Arts
Multimedia on the Web
Textiles and Fashion

In some instances, the subjects offered may not proceed due to insufficient student numbers. If this occurs, you may be required to choose another subject.

In some subjects, such as **Multimedia on the Web** and **Business is Fun** facilities available may limit the number of classes we are able to offer.

Students must study **2 elective subjects for each semester** making a total of 4 elective subjects over the year. Students are asked to choose 4 electives from the lines provided but must **NOT** choose any subject twice.

We will do our best to ensure that all students receive **as many of their first 4 preferences as possible**.

Assistance for Students with Special Needs

At Boonah State High School, we focus on the inclusion education model which involves students learning with their peers in a supported safe environment in mainstream classes wherever possible.

Students who need extra support have access to the Flexible Learning Centre. Here specialist staff, adaptive technologies and alternate programs such as communication, life skills, and functional academic and personal/interpersonal skills is available. These programs are increasing students' self-concept and self-esteem, which in turn assist them in participation to the best of their ability in mainstream classes with their peers.

Students in Years 8 & 9 may be offered study sessions that allows them to be supported while they are doing assignments and exams. This also gives them time to catch up on class work, homework or have extra tutorial sessions with specialist teachers.

Every student enters the Flexible Learning Centre with a unique range of experiences and skills. Our aim is to develop these skills and individualise the educational programs of students to best fit their future needs. Our vision is to provide our students with the skills and strategies to assist them in becoming life long learners.

Relationships between Junior Secondary and Senior Secondary Subjects

Some Year 11 subjects cannot be attempted without an appropriate subject background in the Middle school. In other subjects, appropriate studies to a Middle school level are highly recommended. However, there are some Year 11 subjects that have associations with Middle school level subjects, but you should be able to begin these subjects at Year 11 level without previous study and not be seriously disadvantaged.

The relationship between subjects studied in the Middle and Senior years is shown below:

Year 8 Learning Area	Year 9 Learning Area	Year 10 Learning Area	Years 11 & 12 Learning Area
English	English	English	English English Communication*
Mathematics	Mathematics	Mathematics	Mathematics A Mathematics B Mathematics C Prevocational Mathematics*
Science	Science Agriculture Studies	Science Certificate I in Agrifoods	Biology Chemistry Physics Agricultural Practices*
Humanities History and Geography	Humanities History and Geography	Humanities History and Geography	Geography Modern History Certificate II in Tourism*
Health & Physical Education	Health & Physical Education Performance Sport	Health & Physical Education Performance Sport	Physical Education Recreation Studies*
The Arts Art Drama	The Arts Art Drama	The Arts Art Drama	Visual Arts Visual Arts in Practice* Drama
LOTE German	LOTE German	LOTE German	German
Technology Industrial Technology	Technology Design & Graphics Manual Arts	Technology Design & Graphics Junior Engineering Junior Furnishing	Building & Construction* Engineering Skills* Furnishing Skills* Graphics
Information Communication & Technology	Business is Fun	Robots, Programs & Games Bits of Business	Information Communication Technology* Business Communication Technology
Textiles & Food	Food Studies Textiles & Fashion	Celebrating Food Textiles & Fashion	Home Economics Certificate II in Hospitality*

An asterix (*) indicates that these subjects do not contribute to an OP Score but may contribute to Vocational Education and Training (VET) qualifications in the form of a Certificate I and/or Certificate II at the end of Year 12

CORE SUBJECTS

ENGLISH (ENG)

NECESSARY ENTRY REQUIREMENTS

This is a core subject which all students will undertake.

AIMS

English is a core subject with a program that is now formed around the National Curriculum with a view to the Essential Learnings. The focus of the subject is developing strong written and oral communication skills by learning about language and how it works and how to control and use it to suit a purpose. There is an emphasis on writing, speaking, reading and viewing for a purpose and examining texts from a variety of perspectives: European, Indigenous and Asian. The course aims to help students with the literacy needs of the world in which they live.

COURSE OUTLINE

The course will follow the requirements of the National Curriculum. There will be three major strands of language, literature and literacy and sub strands such as language use, text structure, creative construction and literacy. These will form the basis of the year's study with units focussing on a variety of themes such as identity, my place in the world and the future. Assessment will both written and oral. Students will take part in the reading scheme, GRIN.

ASSESSMENT

This will vary according to the unit. Students will be required to research, analyse and submit written and oral assessment items, some of which will be word processed. Students also take part in the NAPLAN testing in the early part of the year.

WORKLOAD

This will vary according to the unit and the timing of assessments. Normally twenty minutes per night would suffice. This could include reading, research and assignment work. The importance of reading every night cannot be overstated

SPECIAL EQUIPMENT

Not applicable in Year 9. Although not mandatory, access to digital technologies such as a home computer, laptop or iPad would be beneficial for word processing and research purposes. It is also strongly recommended that students have a flash drive for computer work.

FUTURE PATHWAYS

This course is designed to prepare students for studies in English in Years 10 – 12. A solid grounding in English also assists with other Senior subjects such as Modern History, Geography, Tourism and Art.

CONTACT STAFF

Luke Higgins

HEALTH & PHYSICAL EDUCATION (HPE)

NECESSARY ENTRY REQUIREMENTS

This is a core subject which all students will undertake.

AIMS

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life. The health and physical education course is designed to fulfil the requirements of Australian Curriculum.

COURSE OUTLINE

Theory Units: Respectful Relationships, Discrimination, Social Responsibility, Media & Sport

Practical Units: Softball/Cricket/Vigoro, AFL, Futsal, Soccer, Touch, Gridiron, Orienteering

ASSESSMENT

Theory: A combination of exams, essays and minor research assignments.

Physical: Skill test, game situations, participation

WORKLOAD

Theory and practical components are weighted equally in this subject. It is important that students take study notes for exams and complete assignments and reports to meet requirements.

SPECIAL EQUIPMENT

Correct sports footwear (must have shoe laces) and a school hat for all practical lessons. Swimmers, sun shirt and towel for swimming.

FUTURE PATHWAYS

In Year 10, students will continue with Health and Physical Education. Participation in HPE during Year 8-10 will provide students with the necessary skills to engage with the senior subjects of Physical Education and/or Recreation Studies.

CONTACT STAFF

Michael Bozhoff

HUMANITIES (HUM)

NECESSARY ENTRY REQUIREMENTS

This is a core subject, which all students will undertake.

AIMS

The Humanities Course at the Year 9 level is divided into History and Geography, and follows the National Curriculum. The focus of these subjects is on developing strong written and oral skills; skills in accessing and processing information; learning about the structure and functions of our society; and the peoples of the distant and recent past.

COURSE OUTLINE

Semester One:

The Making of the Modern World, which includes the Industrial Revolution; Australia and Asia – the making of a nation.

Semester Two:

World War I, including the Australian experience of war

Place and Space with a focus on the Asia-Pacific region, sustainable development and geographical skills

ASSESSMENT

This will vary according to the unit. Students will be required to research, analyse and submit written and oral assessment items, most of which will be word-processed.

WORKLOAD

This will vary according to the unit and the timing of assessments. Normally 20 minutes per night would suffice. This could include reading, research and assignment work.

SPECIAL EQUIPMENT

Not applicable in Year 9. It is strongly recommended that students have a flash drive for computer work.

FUTURE PATHWAYS

This course is designed to prepare students for Year 10 studies in History and Geography. Senior students may study Modern History, Geography, and Tourism. We hope students will become active and informed citizens ready for the workforce and/or future study.

CONTACT STAFF

Jackie Campbell

MATHEMATICS (MAT)

NECESSARY ENTRY REQUIREMENTS

This is a core subject, which all students will undertake.

AIMS

Students build on their existing understandings of mathematical concepts and will relate mathematics to real-life and purely mathematical situations. Problems and investigations range from simple to complex and from familiar to unfamiliar. Students will be exposed to a range ICTs including the scientific calculator, graphics calculator and spreadsheets.

This course of study provides the essential mathematics to undertake further studies of mathematics in Years 11, 12 and beyond.

COURSE OUTLINE

In Year, students study the topics Number and Algebra, Measurement and Geometry, and Statistics and Probability.

All Year 9 students follow a common curriculum with common assessment tasks.

Term 1: Number Review, Index & Scientific Notation, Measurement, Rates and Proportion, Pythagoras.

Term 2: Algebra, Trigonometry, Geometry

Term 3: Equations, Business Mathematics, Statistics

Term 4: Probability, Coordinate Geometry

ASSESSMENT

Mid semester test, End semester test and an assignment each semester.

In addition, students will complete NAPLAN testing in Term 2.

WORKLOAD

Students will be expected to complete homework and undertake regular revision of work at home. It is expected that students will spend 1.5 hours a week.

SPECIAL EQUIPMENT

Cannon Scientific calculator (can be purchased from school office)

FUTURE PATHWAYS

This subject, in conjunction with Year 10 Mathematics, will prepare students for a variety of mathematical pathways in the senior years.

CONTACT STAFF

Aidan Richters or any of the maths teachers

SCIENCE (SCI)

NECESSARY ENTRY REQUIREMENTS

This is a core subject, which all students will undertake.

AIMS

Science is at the heart of our technological world, and every day new discoveries are made or technologies are developed that will impact on the world that our students will live in. Many products are marketed using scientific terms and principles, from cleaning products, cosmetics and the food we eat. Also, many new developments have wide-ranging ethical implications that citizens in a democracy need to make decisions about. Therefore, a general science education has three aims: to prepare those students whose careers will be in science and related fields; to allow students to be informed consumers and to prepare students to be informed decision makers.

The course is designed in two ways. Firstly, the learning is contextual - students learn the science needed to understand how natural and man-made process work. Secondly, the different disciplines of science (Biology, Chemistry and Physics) that are offered in our senior curriculum can be identified in our junior curriculum. This is done to allow students to make informed choices at the end of Year 10.

COURSE OUTLINE

Semester 1:

Physical Sciences:

- Energy transfer

Chemical Sciences:

- Forming new substances
- Chemical reactions
- Acid/Base chemistry

Semester 2:

Biological Sciences:

- Body systems
- Ecosystems

Earth & Space Sciences:

- Plate tectonics

ASSESSMENT

Unit tests, research assignments, practical tests, response to stimulus.

WORKLOAD

Workload will vary depending on assessment requirements, but all students should spend at least ten minutes per night reviewing the days work to aid in retention of concepts.

SPECIAL EQUIPMENT

Students must have a 5mm grid book as a dedicated science notebook (A4 is preferable, but quarto size is OK). **Loose-leaf folders are not acceptable.**

FUTURE PATHWAYS

Students who achieve good results in junior science can choose from a range of science subjects in the senior school. These subjects lead to opportunities in tertiary study and in many trades.

CONTACT STAFF

Jason Smith

ELECTIVE SUBJECTS

AGRICULTURAL STUDIES (AGS)

NECESSARY ENTRY REQUIREMENTS

Students enrolling in this subject should possess a liking for and gain pleasure from hands on practical work with plants and animals.

AIMS

Year 9 Agricultural Studies aims to provide students with a supportive learning environment where they are encouraged to develop knowledge, understanding and skills in an agricultural context and to develop a sense of personal worth.

COURSE OUTLINE

This is a one-semester unit of study, which is repeated in the second semester and is designed to provide students with a wide cross-section of practical learning experiences related to the agricultural industry. **Students will have the opportunity to attend either the Toowoomba Farm Fest or the Toowoomba Agriculture Show.**

Areas of study:

- Safety in agriculture
- Horticulture - vegetable growing project
- Animal Husbandry - basic handling, cattle, poultry, worm farm

ASSESSMENT

Assessment in this unit of study will be continuous and focus on the practical skills demonstrated in field projects and related theory.

WORKLOAD

Students will be expected to complete all set field projects and will have an assignment to complete, which will equate to approximately 30 minutes per week.

SPECIAL EQUIPMENT

Students **MUST** wear a hat, correct footwear (Shoes must be fully enclosed leather or vinyl as outlined in the school uniform policy) and any additional safety items or clothing deemed necessary by the teacher at all times when outdoors. Students are required to be on time and attentive during instruction and must display a commitment to safe working practices.

FUTURE PATHWAYS

Skills gained in Year 9 Agricultural Studies will be essential for a smooth transition into Year 10, which will prepare students for the vocational education subject of Agricultural Studies in the Senior school.

CONTACT STAFF

Kym Bryla, Jason Smith

ART (ART)

NECESSARY ENTRY REQUIREMENTS

Students need to have a willingness to experiment with art forms and to explore and develop their own abilities in this area. There is an expectation that students will be prepared to work on assignments at school and at home.

AIMS

Year 9 Art aims to allow students to explore a range of media and develop skills in working with and appreciating art in many of its forms.

COURSE OUTLINE

This is a one-semester unit of study, which is repeated in the second semester and is designed to provide students with a wide cross-section of practical learning experiences related to Art.

Areas of study:

- Investigation and reflection on the styles and subject matter of artists in both a historical and contemporary context
- Use of materials, techniques, technologies and processes in 2 and 3 Dimensions
- Display of artwork
- Evaluation and communication of artistic intentions
- Exploration of differing viewpoints

ASSESSMENT

Assessment in the units of study will be continuous and focus on the practical skills demonstrated in the production of assessment folios which include Visual Diaries, experimental and resolved art works, as well as at least one theory assignment and/or exam.

WORKLOAD

Students will be expected to complete all set class work and will have assignments to complete at home.

SPECIAL EQUIPMENT

General art requirements and media are supplied by the school but students are expected to have an A4 visual diary and have some access to basic equipment such as drawing pencils, eraser and basic colour media at home.

Students **MUST** wear the correct footwear that complies with Workplace Health and Safety requirements. Shoes must be fully enclosed leather or vinyl as outlined in the school uniform policy.

FUTURE PATHWAYS

Skills gained in Year 9 Art will be essential for a smooth transition into Year 10, which will prepare students for the study of art in the Senior school. The career opportunities for art students are very broad and increasing quickly. The creative industry of art is growing constantly and students could look towards careers such in industrial or commercial design, animation, illustration, curating, graphic design or indeed as a professional artist.

CONTACT STAFF

Symantha McSweeney, Stephanie Wernick

BUSINESS IS FUN (BIF)

NECESSARY ENTRY REQUIREMENTS

There are no academic prerequisites for this course but students need to be prepared to be responsible, independent “employees” who can operate effectively as a team member in a less formal learning situation.

AIMS

In the future, it is expected that most new jobs will be either part-time or created by individuals rather than organizations. Students will be required to take a greater degree of responsibility for their work opportunities

This subject will provide “enterprise education” opportunities for students by engaging them in a “hands-on” real life business experience in the form of operating a coffee business called “The Cap Shack”, which sells to staff. This business also caters for school events eg Arts Expo, World Teachers Day, P & C etc.. Outcomes include: subject content, literacy and numeracy skills, employment skills eg problem solving, goal setting, communication and team work or career planning skills and knowledge.

COURSE OUTLINE

Students are divided into 3 departments: Production, Ordering & Distribution and Accounting, to gain hands-on experience in a coffee making business. Students will learn about the various aspects of operating a small business eg customer service, locating a business, advertising, types of business enterprises, entrepreneurship, workplace health and safety etc. Students will also learn about preparing for job interviews and will be interviewed as part of their assessment.

ASSESSMENT

Students will be assessed using a variety of instruments eg. poster, class tests and participation in the business venture. They will also participate in a job interview.

WORKLOAD

Students will need to be committed to the venture in class time and, due to timetable constraints; will need to be prepared, at times, to “work” outside of timetabled class to set up etc. Students are always eager to demonstrate their skills and willingly volunteer.

SPECIAL EQUIPMENT

Nil

FUTURE PATHWAYS

This venture-based subject will provide students with excellent life skills and knowledge to enable them to perhaps set up a small business of their own in the future. They will learn valuable skills which will equip them for part-time or full-time employment in this field. It also provides a basis for studying BCT in the senior school.

CONTACT STAFF

Lisa Humphrey

DESIGN (GRD)

NECESSARY ENTRY REQUIREMENTS

Students enrolling in this subject should possess good visualisation skills and basic computing skills. Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

AIMS

This programme of study aims to provide students with a range of learning experiences in technology education through contexts of graphical communication. Year 9 Computer Graphics aims to develop in students, the basic knowledge, understanding and skills required to form the foundation for further study in graphics at a higher level.

COURSE OUTLINE

This is a one-semester unit of study designed to provide students with a wide cross-section of learning experiences. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities. Students work independently and collaboratively. Problem-solving activities make connections to related specialised occupations and further study. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings.

The areas of study include:

- Design principles
- Sketching skills
- Technical drawing skills (Multi-views, basic pictorial drawing etc.)
- Navigation of AutoCAD interface
- Computer aided design
- Contextual Unit – Folio of work to meet a design brief

ASSESSMENT

Assessment in this unit of study is in the form of folios of work or exams that assess the elements of knowledge and understanding and process and production skills.

WORKLOAD

Students will be expected to complete all class work and will be set homework on a weekly basis, which will equate to approximately 1 hour per week.

SPECIAL EQUIPMENT

Students will be required to supply their own equipment:

- A BYOX connected laptop capable of running AutoCAD 2016
- Drawing equipment (2H and H pencils, Eraser, 45° and 60°/30° set squares (size 10)

All drawing paper will be provided.

FUTURE PATHWAYS

Skills gained in Year 9 Computer Graphics will be essential for a smooth transition into Year 10 Computer Graphics and Year 11 and 12 Graphics.

CONTACT STAFF

John Faulkner, Shane Taylor, Phil Solomon

DRAMA (DRA)

NECESSARY ENTRY REQUIREMENTS

Students need to have a willingness to perform for their teacher and their peers. They also need the ability to work co-operatively with others and the self-discipline to productively manage rehearsals

AIMS

Drama in Year 9 aims to provide students with the opportunity to work individually and/or collaboratively to develop skills in scriptwriting, improvisation, acting, voice, movement, film techniques and written analysis. Students examine a range of issues by devising their own work, performing published play text and analysing the work of other drama practitioners.

COURSE OUTLINE

Terms 1 & 3: Realism, Acting Skills, Character Analysis

Terms 2 & 4: Acting skills e.g. voice, movement, staging, script analysis, character analysis, written analysis.

ASSESSMENT

Terms 1 & 3: Group Practical, Character and Scene Analysis

Terms 2 & 4: Film Script, Film

WORKLOAD

Since much of this course is group work, students need to be aware that they may have to rehearse in their own time. This will vary according to the assessment item or unit of study at the time.

SPECIAL EQUIPMENT

Students are expected to take advantage of live performances or theatre visits. Students will need to provide an exercise book to record class notes and homework.

FUTURE PATHWAYS

This Year 9 course leads on to the study of Drama in the Senior school. The study of drama develops complex thinking skills, problem-solving and research skills as well as self-confidence and group skills. Students could look to a teaching career or a career in theatre, television or movies as actors, designers, managers or technical designers.

CONTACT STAFF

Georgia Bell

FOOD STUDIES (FDS)

NECESSARY ENTRY REQUIREMENTS

Students would have studied food in Year 8 Home Economics and should have an interest in learning more about their health as it relates to nutrition, as well as developing cookery skills.

AIMS

Food studies play an important role in everyday life. Good nutrition and healthy eating contribute positively towards our health and wellbeing. A focus on healthy eating choices, and food studies relating to the basic foods we eat, are explored and discussed. Students will be involved in the regular preparation of foods relating to each theoretical component of their nutrition studies.

COURSE OUTLINE

- Basic nutritional needs and the health of the individual
- Selection, preparation and serving of food for families
- Application of management principles to food preparation
- Food and technology
- Responsible and informed consumer decisions about food

ASSESSMENT

- Continuous practical evaluation
- Written test
- Practical function assignment

WORKLOAD

Workload will vary, but will require approximately 2 hours of preparation and revision at home per week. This will include maintaining a folio of notes and completing revision for a written test.

SPECIAL EQUIPMENT

Students are expected to provide the correct containers to take food home in and their own tea towel for use during practical classes.

Students **MUST** wear the correct footwear that complies with Workplace Health and Safety requirements. Shoes must be fully enclosed leather or vinyl as outlined in the school uniform policy.

FUTURE PATHWAYS

This subject will provide a base for progression to further Home Economics study in Year 10, 11 and 12 Home Economics and/or Hospitality.

CONTACT STAFF

Christine White, Lisa Humphrey

GERMAN (GER)

NECESSARY ENTRY REQUIREMENTS

The course is a continuation of the LOTE program in Year 8

AIMS

The course is designed to enable students to gain a practical knowledge of a foreign language so they are able to understand and use it. In doing so it encourages students to break down the barriers that result from ignorance of other people and their language and culture. The skills gained in learning a foreign language are of assistance in many other subject areas.

COURSE OUTLINE

Semester units will cover such topics as:

- Travel and Holidays
- Health and Fitness
- Relationships and Problems
- Our World - Caring for the Environment

ASSESSMENT

Assessment is based on the group work, paired work, speaking, listening and responding. There is some formal assessment in terms of listening and oral tests, reading and writing assignments for class and home.

WORKLOAD

Students are expected to spend approximately 30 minutes per night revising and learning vocabulary test.

SPECIAL EQUIPMENT

Extension activities such as excursions are offered to Oktoberfest or a German Restaurant, days of excellence and language competitions.

FUTURE PATHWAYS

Opportunities for employment exist in the fields of education, hospitality, tourism, commerce, industry, trade, banking, armed services, medical services and public and diplomatic services.

CONTACT STAFF

Frau Keller, Luke Higgins

PERFORMANCE SPORT & RECREATION (PSR)

NECESSARY ENTRY REQUIREMENTS

- B or better Year 8 HPE and have received an A standard for Effort.

AIMS

This subject is aimed towards students who have excelled in the core subject of HPE in Year 8 and have the intention of studying Senior Physical Education in Year 11/12. Students engage in additional theory and practical lessons that will prepare them for the academic rigor and practical skills required in the senior years.

COURSE OUTLINE

Theory Units: Recreation, You and the Community, Motor Learning & Sport Psychology, Sociology and Training Programs

Practical Units: A selection from Fitness Pursuits, Teams Sports (Eg. European Handball, Netball) and Mini Aquathlon.

ASSESSMENT

Theory: Study Booklets and Written Assignments

Physical: Skill test, game situations, participation

WORKLOAD

Theory and practical components are equally weighted in this subject. It is important that students take study notes for exams and complete assignments and reports to meet requirements.

SPECIAL EQUIPMENT

Correct sports footwear (must have shoe laces) and a school hat for all practical lessons. Swimmers, sun shirt and towel for swimming.

FUTURE PATHWAYS

Students who complete PSR in Year 9 can select to continue studying this subject in Year 10.

CONTACT STAFF

Michael Bozhoff

INNOVATIONS 101 (INO)

NECESSARY ENTRY REQUIREMENTS

- B standard or better in Year 8 Science
- B standard or better in Year 8 Maths
- Due to limited resources, numbers will be limited to one class in each semester. Preference will be given to students with demonstrated ability in Science and Mathematics.

AIMS

This interdisciplinary elective is designed for students who have an interest in both design and technology. The course incorporates curriculum in science, math, and writing. Topics include bridge structure and design, construction of prototypes, electronics and circuit construction using Arduino micro-controllers. Primarily group project-driven, the course emphasizes teamwork, technical writing, and time management for long range projects in which students learn how to organize real-world information to develop unique solutions to open-ended problems. The course has a major bridge construction project comprised of designing a bridge, building a prototype, and reflecting on performance. It also looks at a written and practical exam on open source microcontrollers.

COURSE OUTLINE

- To introduce the engineering problem solving method for open-ended problem solving to a group of varied ability students.
- To use “concepts” from civil engineering, electrical engineering and mechanical engineering.
- To give a range of assessment types.
- To have students develop teamwork skills and individual accountability.
- To have students learn time management because there is no distinction between class work and homework.
- To allow students to be primarily responsible for their own learning. The teacher will be the facilitator of the class.
- To be project-driven with students of varied abilities, strengths, and interests working together.
- An excursion to a University Engineering department is planned for each semester. Students may also be asked to participate in an Engineering team challenge

ASSESSMENT

- Bridge design project
- Design Project (microcontrollers)

WORKLOAD

The majority of work will be completed at school using our equipment

SPECIAL EQUIPMENT

Nil

FUTURE PATHWAYS

Robots, Programming and Games is available for interested students in year 10.

CONTACT STAFF

Jason Smith, Mathew McAlister

MANUAL ARTS (MAN)

NECESSARY ENTRY REQUIREMENTS

Students enrolling in this subject should possess a liking for and gain pleasure from hands on practical work with metal and timber products. **Students enrolling in this subject are also advised to consider Graphics as a complementary subject.**

AIMS

Year 9 Manual Arts aims to develop in students the basic knowledge and practical expertise related to this unit of study and to develop in students a sense of personal achievement.

COURSE OUTLINE

This is a one-semester unit of study designed to provide students with a wide cross-section of practical learning experiences related to both the timber and metal industry.

Areas of study:

- Basic sheet metal work
- Basic fitting and fabricating
- Introduction to metal turning
- Basic timber jointing
- Basic woodworking
- Basic hand skills

ASSESSMENT

Assessment in this unit of study will be continuous and focus on the **practical skills** demonstrated in the manufacture of class work projects and **related workshop theory**.

- Project folio with design for 1 project. Project evaluation for other projects.
- Theory Tests x 2 - Workshop safety and tool identification.

WORKLOAD

Students will be expected to do some home study to prepare for theory tests.

SPECIAL EQUIPMENT

Students will be required to supply a HB pencil, correct footwear (leather/vinyl/suede upper covering the whole foot) and any additional safety items deemed necessary by the teacher e.g., hair net, safety glasses etc. Students are required to be on time and attentive during instruction and must display a commitment to safe working practices.

SUBJECT LEVY

Project prices will be provided at the start of 2018.

FUTURE PATHWAYS

Skills gained in Year 9 Manual Arts will be essential for a smooth transition into Year 10 and the senior vocationally based subject of Engineering Manufacturing, Building Construction and Furnishing Studies.

CONTACT STAFF

John Faulkner, Shane Taylor, Phil Solomon, Matt Freshwater

MULTIMEDIA ON THE WEB (MMW)

ENTRY REQUIREMENTS

Nil

AIMS

This subject aims to allow students to develop presentation and design skills that will prepare them for new paths of study and work in a wide range of ICT-related fields. The student will learn new ways of communicating within their community and beyond, by presenting a message on the World Wide Web, in a way that is technically skilful and visually pleasing. In doing so, they will develop literacy skills, both in the traditional and broader senses of the word. Working with new design and engineering technologies, the student will prepare and present a website that incorporates multimedia and graphics, as well as developing design and presentation skills that will be useful in other areas of study.

COURSE OUTLINE

Elements of design and evaluation of good and bad websites
Basic skills in Macromedia Dreamweaver and web site construction
Fundamentals of animation
Basic skills in Macromedia Flash
Major project combining animation and web site construction

ASSESSMENT

- Evaluation of a website (Checklist)
- Simple website construction with Dreamweaver
- Major project incorporating elements of animation and website design, developed using Flash and Dreamweaver.

WORKLOAD

It is envisaged that all necessary work will be done in class time, as not all students will have access to the software at home. It may be necessary for students to use the computer room at lunchtime in order to complete the major project.

SPECIAL EQUIPMENT

Owing to the high cost of the Macromedia software, students will not be expected to have access to it outside of school. Internet access at home may be an advantage to allow evaluation of websites.

FUTURE PATHWAYS

A student who is keen to develop a wide range of ICT skills will be able to apply learning from this unit to future study at this school and beyond, to University, TAFE and work. IPT and Information and Communications Technology in Years 11 and 12 offer differing opportunities for IT literate students. Students may also transfer some skills acquired in this course to studies in Art.

CONTACT STAFF

Jason Smith

TEXTILES AND FASHION (TXT)

NECESSARY ENTRY REQUIREMENTS

Nil

AIMS

The textile component aims to stimulate creative thinking and develop practical skills regarding fabric construction. It also aims to further develop textile knowledge.

COURSE OUTLINE

- Classification of textiles
- Care and use of fabrics
- Design Brief – New School Jumper
- Basic construction techniques – green shopping bag / hoodie
- Fabric Embellishment techniques
- Recycled garment/household article

ASSESSMENT

- Design Brief
- Practical performance
- Assignment

WORKLOAD

The abovementioned assessment would be done over a period of six months. Students who plan correctly and remain on task would complete the work in class time.

SPECIAL EQUIPMENT

Students would be required to purchase their own fabric for green shopping bag/ hoodie. Sewing machines and equipment will be available at school. It is not a prerequisite for students to have a sewing machine at home.

Students **MUST** wear the correct footwear that complies with Workplace Health and Safety requirements. Shoes must be fully enclosed leather or vinyl as outlined in the school uniform policy.

FUTURE PATHWAYS

- Skills gained would enable students to manipulate fabrics and acquire the necessary knowledge to further their studies in textiles and fashion
- Textiles, Fashion & Design will be a semester unit in Home Economics for Year 10

CONTACT STAFF

Christine White