



## Subject Selection Year 7 – 9

# ~~2021~~2022



**BEENLEIGH STATE HIGH SCHOOL**

Care • Responsibility • Achieve

## Junior Secondary School

Between years 7 and 9 Beenleigh High has a distinct program of instruction based on flexibility and adaptation to facilitate differentiation of identified student needs. Students will undertake a transitional model that links primary schooling and senior schooling while providing an authentic secondary schooling experience that delivers a broad spectrum of subjects and a depth of knowledge and skills preparing them for the next phase of learning, and embedding lifelong practices.

### Curriculum

In 2013, the Australian Curriculum has been introduced from Prep to Year 10 in English, Mathematics, Science, Geography and History. In other subject areas the Essential Learning's from the Queensland Curriculum, Assessment and Reporting Framework will continue to be used. The Australian Curriculum, Assessment and Reporting Authority (ACARA), an independent statutory body, is responsible for the development and administration of this national curriculum, the national assessment of student achievement and the reporting of school educational outcomes.

The Australian Curriculum has been introduced in response to an agreement between all Australian Ministers for Education in which they commit 'to supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens' and to promoting equity and excellence in education.

The following subjects are compulsory for all students in the Junior Secondary years of schooling:

- English
- Mathematics
- Science
- History and Geography (one semester each)
- Health and Physical Education

In years 7 and 8 students will also study:

- Literacy and Numeracy  
OR
- Japanese (Literacy and Numeracy standards must be met)

Junior Secondary students also have access to two exciting Academy classes within the Physical Education Department and an excellence program through the Arts. These classes are through an application process:

- Academic Program
- Rugby League Academy
- Music Excellence

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## SUMMARY OF EDUCATION COSTS FOR BEENLEIGH SHS STUDENTS:

Levies for students are made up of several components. These are:

- Student Resource Scheme - \$230 per year, per student. Signed Participation Agreement required.
  - Technology Requirements (see next page regarding BYOD).
  - Subject and specialist program levies
  - Excursion and field trips
- } (Not all subjects attract a levy – but if applicable, the levy is listed against each subject in subject selection books)

## INFORMATION REGARDING THE STUDENT RESOURCE SCHEME

In accordance with the Education (General Provisions) Act 2006, the cost of providing administration and facilities for the education of students enrolled at State Schools is met by the State.

Parents/carers are directly responsible for providing textbooks and other personal resources for their children while attending school. In recognition that these costs can be high, Beenleigh State High School operates a Student Resource Scheme that enables a parent/care to enter into an agreement with the school, for a specified annual participation fee. **This \$230 fee provides the following:**

- Administration of the scheme
- Equipment hire (musical instruments, computer)
- All prescribed textbooks for each subject
- Reproduced class materials which complement and/or substitute for textbooks
- Other student reference books
- Audio and video recordings
- Student planner
- Student ID card – for external use (student discounts, transport)
- Computer disks/memory sticks
- Additional computer software, specialty computer devices and printers
- Minor equipment e.g. basic calculators
- Materials for subjects where the instruction is extended through providing practical learning experiences in excess of materials provided by school grants

A Participation Agreement Form for the Student Resource Scheme will need to be signed and returned to the school. This form will be made available to all families prior to / or at the time of invoicing.

The subject selection books clearly state additional specific subject levies which will be invoiced upon enrolment in the subject. These costs need to be considered prior to subject selection.

# TECHNOLOGY REQUIREMENTS

## BYOD (Bring Your Own Device) at Beenleigh SHS

Appropriate technological devices for students allow a seamless transition for learning from school to home and in between and take advantage of:

- evolving use of ICT for collaboration and creating of knowledge.
- extensive ability to share information locally and globally.
- online educational environments.

It is expected that students have a suitable technological device to use in all classes. There are three options available:

### Option 1: BYOD (bring your own device).

Students bring a suitable device from home to connect to the Education Queensland network. Devices must be suitable for completing research on the internet and creating assessment such as essays, power points, presentations etc. The device is the responsibility of the student and parents and is the preferred option as students will require a device for their whole secondary school education. Students will gain an intimate knowledge of their device over this period, resulting in increased digital literacy skills and readiness for the digital world. Mobile Phones are not generally considered a suitable device. Due to recent WIFI upgrades we cannot guarantee that a device brought in from home will successfully connect to the internet.

### Option 2: Student laptop program.

Students can lease a school laptop for 1 year at a cost of **\$150**. The laptop or tablet is managed by the school including warranties. The first accidental warranty claim cost is \$50, followed by \$100, and the third is \$150. This increase in claim cost is incremental despite the year in which they may occur. This option is highly recommended.

### Option 3: Daily hire.

Students can hire a device one day at a time from the e-Learning centre. Devices must be collected prior to 9am, and returned by 3pm.

# BYOD at Beenleigh SHS

## Option 1: BYOD

Students bring a device from the recommended list that is maintained by the student/parents including all maintenance and repairs. The school laptop co-ordinator will provide support to students for minor issues and connectivity to the school network. *Students that have their own personal device will have better knowledge and skills in operating it, and be better value for money as the device will be utilised for all 6 years of senior secondary education.*

The recommended devices and accessories are:

- Laptop/ Tablet PC with latest Windows version
- iPad (any model that runs the latest iOS)
- Android device
- Bluetooth keyboard, if bringing a small screen device
- A protective case.

## Equity Pool:

Limited supply of laptops and tablets available.

## RECOMMENDED

### Option 2: Laptop Program

There are limited places for this program so it will be a case of first in, first served; students must pay the \$150 in full before receiving the laptop. The \$150 will provide the student with a laptop as well as all maintenance under the manufacturer's warranty conditions.

This option will guarantee student connection to WIFI, internet and local school drives.

More information will be available via our website [www.beenleighshs.eq.edu.au](http://www.beenleighshs.eq.edu.au), the QSchools Beenleigh SHS app, Twitter, FaceBook and the School newsletter.

## Option 3: Equity Pool (Daily Hire)

The school has an equity pool of laptops that may be borrowed out on a daily basis before 9am by students who do not have their own device. The student must use their school barcode to borrow these devices. These devices must be returned by 3pm each afternoon. Students not returning or misusing devices will be given consequences as per the Day Hire misuse consequence flow chart.

## Cyber safety

As a parent, it is imperative that you manage your child's use of Technology. For more tips visit [www.cybersmart.gov.au/Parents.aspx](http://www.cybersmart.gov.au/Parents.aspx)

## Frequently Asked Questions

- **What is BYOD?**

BYOD stands for Bring Your Own X device. It is a scheme designed to allow all students at Beenleigh State High School to have access to digital learning.

- **Why BYOD?**

Previously the federal government funded NSSCF program which provided laptops to students. This program no longer exists but the school needs students to access the Australian Curriculum as it is delivered in Queensland State Schools. This requires Beenleigh High to be able to deliver the curriculum digitally across all subjects. Beenleigh High is delivering lessons using technology and needs to continue this practice to develop students as contemporary learners.

- **How will my student keep their device safe?**

Parents are encouraged to purchase a protective case and students are encouraged to use this case for all transportation of the device during the school day. Other items the school recommends parents/carers purchase are: Protective case, Pointing device (mouse or stylus), Onsite warranty (Next Business Day (NDB) Onsite Warranty is STRONGLY recommended), Accidental Damage Protection insurance (ADP) preferably from the Manufacturer

- **Can I buy any laptop for my child?**

Yes, but there is no guarantee that it will successfully connect to the schools WIFI system.

- **What do I buy?**

A device that has the minimum requirements as detailed above.

- **What costs are involved to access the BYOD program?**

Purchase of own device, no levy is payable to the school. Currently, devices can be purchased (through major retailers) for under \$300.

- **Will students be able to borrow laptops from the school?**

Yes, but there will be limited numbers

- **What if I cannot afford Option 1 or Option 2?**

Your child will need to implement Option 3: Equity Pool.

- **Will my child be penalised?**

No, other tools like pens, exercise books and textbooks will still have a place in the classroom. However, the school aims to prepare students for the world of work which is now more heavily dependent on technology. The curriculum has changed and technology devices are a tool used in teaching and learning. The school strongly recommends to parents/carers that they provide a device for students to use at school.

**Contact:** Mr Brenden McDonough, HOD Technology, 3442 3777  
Mr David Carlisle, Laptop Co-ordinator, 3442 3777

# YEAR 7 OVERVIEW

## Course Structure

To ease the transition into Senior Secondary school our students in Year 7 will be based around a small class grouping with a core teacher. This grouping will be paired with another similar group and between the two teachers.

## Core essential learning areas

- English
- Science
- Math
- Humanities

While this will be similar to the experience that students have in Primary School, our students will also have access to all parts of the curriculum, and through the first three semesters of the Junior Secondary phase will be given an opportunity to experience all elective areas that our school has to offer.

## Example subjects that may be on term by term rotation over six terms\*:

- Industrial Technology & Design (ITDA)
- Performing Art Studies (PRTA)
- Media and Visual Arts (MARA)
- Business Communications (BCTA)
- Food and Service Studies (FNSA)
- Agricultural Science (AGRA)
- Physical Education (HPE)
- Japanese (JAP)

\*based on availability.

Through **application process** we will also offer our year 7 students the following:

## Academy and Excellence programs:

- Rugby League Academy
- Academic Excellence class
- Music Excellence

## PLEASE NOTE:

SUBJECT SELECTIONS COMMENCE IN SEMESTER 2 OF YEAR 8. PRIOR TO THIS STUDENTS ENGAGE IN A TERM BY TERM ROTATION OF SUBJECTS AS A TRIAL PERIOD TO MAKE INFORMED CHOICE MID-YEAR 8 ONWARDS.

## YEAR 8 SUBJECTS

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### 8 – Agricultural Science

<u>COURSE SCHEDULE</u>	<u>Students may choose this subject in either semester one or semester two, but not both.</u>
<u>COURSE DESCRIPTION</u>	<u>This subject involves students in all aspects of food and fiber production.</u> <u>Topics include:</u> <u>Animal and plant production systems.</u> <u>Where possible, learning will involve practical activities and projects involving the care and handling of animals on the school farm. This may include cattle, sheep, pigs and poultry. Students will also be involved in the production of crops as well as the day to day running of the farm.</u>
<u>TYPES OF ASSESSMENT</u>	<ul style="list-style-type: none"><li><u>• Assignments – Written and practical</u></li><li><u>• Work Books</u></li><li><u>• Exams – Practical and written</u></li></ul>
<u>SPECIALIST EQUIPMENT</u>	<u>Hat, water bottle and fully enclosed shoes. Impervious shoes are essential due to the practical nature of this subject.</u> <u>(A notebook and folder are essential for daily class work.)</u>
<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>An excursion may form part of the learning in this subject and will be an additional cost.</u>

### 8 – Business Studies

<u>COURSE SCHEDULE</u>	<u>Students may choose this subject in either semester one or semester two, but not both.</u>
<u>COURSE DESCRIPTION</u>	<u>This subject involves students in all aspects of food and fiber production.</u> <u>Topics include:</u> <u>Animal and plant production systems.</u> <u>Where possible, learning will involve practical activities and projects involving the care and handling of animals on the school farm. This may include cattle, sheep, pigs and poultry. Students will also be involved in the production of crops as well as the day to day running of the farm.</u>
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<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>An excursion may form part of the learning in this subject and will be an additional cost.</u>



## 8 – Dance

<u>COURSE SCHEDULE</u>	<u>Leads to studies in Senior Dance</u>
<u>COURSE DESCRIPTION</u>	<p><u>This is a fun, practical introductory subject that gives the students a taste of many styles of dance. Students will develop their creativity, coordination, fitness, strength, flexibility and confidence during each semester.</u></p> <p><u>By the end of this course, students will be able to analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view.</u></p> <p><u>Throughout each of the dance units' students will develop the confidence and skills to choreograph dances by manipulating and combining the elements of dance. They will also be taught routines that they will rehearse and perform, demonstrating technical and expressive skills appropriate for hip hop, contemporary, musical theatre, Bollywood, body percussion and Indigenous dance.</u></p>
<u>TYPES OF ASSESSMENT</u>	<u>In small groups, students will choreograph their own dances and will be taught a variety of dances by their teacher that they will perform for their peers. Students will also critique their dances, learn how to analyse dances and research dances from around the world.</u>
<u>SPECIALIST EQUIPMENT</u>	<u>Each student requires plain black pants and black shirt (performance clothes). Access to music devices (smartphone, iPod etc.) is advantageous but not compulsory.</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>NIL</u>

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## 8 – Drama

<u>COURSE SCHEDULE</u>	<u>Leads to studies in Senior Drama</u>
<u>COURSE DESCRIPTION</u>	<p><u>Drama is an exciting combination of improvisation, creative movement and expression. In drama, you will identify and analyse how the elements of drama are used, combined and manipulated in different styles. You will also develop skills that will be valuable throughout your whole life, such as, gaining confidence. You will apply your knowledge in drama and collaborate with others to devise, interpret and perform drama. Dramatic perspectives from different cultures, times and places to communicate meaning and intent through drama will be evaluated. Performance skills that you develop will be paired with production elements to shape and focus theatrical effect for an audience. You will study the following styles and forms in Year 9 Drama:</u></p> <ul style="list-style-type: none"> <li>- <u>Improvisation</u></li> <li>- <u>Theatre sports</u></li> <li>- <u>Performing a script</u></li> <li>- <u>Creative folio</u></li> <li>- <u>Indigenous</u></li> <li>- <u>Soap Opera/Melodrama</u></li> </ul>
<u>TYPES OF ASSESSMENT</u>	<p><u>Practical assessment occurs in the three areas of forming, presenting and responding. As part of this group work, there will be times outside of regular school hours when you will be required to rehearse. While the emphasis is on practical skill development, there are assessment tasks, which will encompass written submissions/assignments.</u></p>
<u>SPECIALIST EQUIPMENT</u>	<u>You will be required to wear basic "theatre blacks" for practical performances (Black T-shirt &amp; shorts/leggings)</u>
<u>SUBJECT LEVY</u>	<u>Approx. \$10-\$15 for Professional Performances</u>

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## 8 – Food & Service Studies

<u>COURSE SCHEDULE</u>	Students may choose this subject in <b>Semester 2</b> . This leads to Senior Certificate II Kitchen Operations and/or Certificate II Hospitality.
<u>COURSE DESCRIPTION</u>	<p>This subject is a practical and theoretical course for students allowing them to develop their skills across a range of hospitality contexts. From tracking food from the farm to the table, the students learn to use basic culinary skills to organise and prepare for functions. Students <b>must</b> be committed to participation in both theoretical and practical lessons.</p> <p>This course is designed as a launching pad into Year 10 Hospitality and senior hospitality certificates.</p>
<u>TYPES OF ASSESSMENT</u>	<p>Written and practical cooking assessment in class.</p> <ul style="list-style-type: none"><li>— That Sugar Film (design a spotlight video)</li><li>— Design a function for an 8-year old birthday party.</li></ul>
<u>SPECIALIST EQUIPMENT</u>	Year 8 students will <b>require</b> enclosed shoes as per school uniform policy and are <b>essential for all practical lessons</b> .
<u>SUBJECT LEVY</u>	NIL
<u>ADDITIONAL REQUIREMENTS</u>	Some cost for ingredients outside of what is provided by the Hospitality Department. A full list of requirements is given to students at the start of each semester.

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<u>TYPES OF ASSESSMENT</u>	<p>Written and practical cooking assessment in class.</p> <ul style="list-style-type: none"><li>- Vegetable parcel design</li><li>- Muffin design</li><li>- Party planning</li></ul>
<u>SPECIALIST EQUIPMENT</u>	Year 8 students will <b>require</b> enclosed shoes as per school uniform policy and are <b>essential for all practical lessons</b> .
<u>SUBJECT LEVY</u>	NIL
<u>ADDITIONAL REQUIREMENTS</u>	Some cost for ingredients outside of what is provided by the Hospitality Department. A full list of requirements is given to students at the start of each semester.

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## 8 – Graphics and Design

<u>COURSE SCHEDULE</u>	<b><u>SEMESTER 2:</u></b>
	<b><u>Unit 1:</u></b> Design Communication
	<b><u>Unit 2:</u></b> 3D Printed USB Design
<u>COURSE DESCRIPTION</u>	<p><b><u>Unit 1:</u></b> Students focus on developing their design communication skills required for the product and design industries. Students work through a series of practice activities before they respond to a design brief. The unit of work provides opportunities for all students to develop critical thinking skills needed in the design world. To do this successfully students will focus on the GENERATE section of the DESIGN PROCESS:</p> <ul style="list-style-type: none"> <li>- Investigating</li> <li>- Generating</li> <li>- Producing</li> <li>- Evaluating</li> <li>- Collaborating &amp; Managing</li> </ul> <p><b><u>Unit 2:</u></b> Students are provided with a hypothetical design situation where they have been asked to design a range of USB casing/housing designs for a production company. The product range has to appeal to a target market of their choice. It is the view of the industry that if designs cater for the needs and wants of a target market, the end user will value the product more, therefore reducing the amount of products being lost or discarded. Users that value their purchases are more likely to look after them. Students are required to design concepts, sketch, model and 3D print a rapid prototype of a USB housing case. Students responding to a design situation and working through a design process to create and evaluate a design solution. Students to use a range of creative thinking skills to interpret information, develop and progress ideas, evaluate ideas, investigate, research and apply information to practical situations.</p>
<u>TYPES OF ASSESSMENT</u>	<p>Design Folios</p> <ul style="list-style-type: none"> <li>- Practical Projects</li> </ul>
<u>SPECIALIST EQUIPMENT</u>	Supplied
<u>SUBJECT LEVY</u>	NIL
<u>ADDITIONAL REQUIREMENTS</u>	<p>A keen interest in Design and Manufacturing. Appropriate closed in covered shoes.</p> <p>Parent sign off of ITD permission slip.</p>

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## 8 – Health and Physical Education

<u>COURSE SCHEDULE</u>	<u>This subject is compulsory (4 periods / week) in Semester One, but elective (4 periods a week in Semester 2).</u>
<u>COURSE DESCRIPTION</u>	<p><u>Junior Health and Physical Education is based upon the idea that a person requires a number of essential skills in order to pursue a lifestyle best suited to the individual's needs. Physical skills offer a personal challenge to the individual by:</u></p> <ul style="list-style-type: none"><li><u>• Improving one's body co-ordination</u></li><li><u>• Building self confidence</u></li><li><u>• Developing social skills through participation</u></li><li><u>• Instilling healthy attitudes towards exercise, sport and the use of leisure.</u></li></ul> <p><u>Theory studies promote a greater understanding of body functions and their relationships to the environment.</u></p> <p><b><u>Outline</u></b> <u>The Year 9 Health and Physical Education provides a fundamental basis for studies in Year 10 Health and Physical Education and Senior Sport and Recreation.</u></p> <p><u>Health and Physical Education is studied through an integration of written work and practical activity. Sample practical activities may include:</u></p> <ul style="list-style-type: none"><li><u>• Games and Sports - Team Handball, Indoor Hockey, Basketball, Touch, Softball and Volleyball.</u></li><li><u>• Athletics - relay, discus, high jump, hurdles, running.</u></li><li><u>• Gymnastics – floor work and equipment.</u></li></ul>
<u>TYPES OF ASSESSMENT</u>	<p><u>Written work involves the study of Health Lifestyles and Drug Education.</u></p> <p><u>Assessment for each unit is completed through a combination of:</u></p> <ul style="list-style-type: none"><li><u>• Written exams</u></li><li><u>• Assignments</u></li><li><u>• Practical skill assessment</u></li></ul>
<u>SPECIALIST EQUIPMENT</u>	<p><u>Sports uniform must be worn to each lesson.</u></p> <p><u>Laced impervious shoes are required.</u></p> <p><u>An interest in sport, personal health and exercise is essential. <b>Students also must be willing to participate at all times.</b></u></p>
<u>SUBJECT LEVY</u>	<u>NIL</u>

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## 8 – Industrial Technology and Design

<u>COURSE SCHEDULE</u>	<b>1 TERM ONLY: Students can enroll in ITD7 Terms 1-4 in Year 7, or in ITD8 Terms 1-2 in Year 8 for a total of 1 Term only</b> <b>Option A: Product Design Option B: Sustainability and Nostalgia</b>
<u>COURSE DESCRIPTION</u>	<b>Option A:</b> Students learn about the basic elements and principles of design. They are also exposed to a general design process. Students then use their knowledge of the elements and principles of design to create a design product that is modelled using CAD and 3D printed using CAM technology. Students document their design processes in a design folio. <b>Option B:</b> Students are to design a sheet metal, steely insect that is targeted towards an end user's needs & wants. Students will Investigate an insect, research the materials, systems, components, tools and equipment that they will use throughout their project, analyse insect information and produce design criteria accordingly. Students will communicate their design ideas in the form of concept sketches with annotations, create an steely insect and evaluate final product against design criteria. <u>Research Presentations</u> <u>Design Folios</u> <u>Practical Projects</u>
<u>TYPES OF ASSESSMENT</u>	<ul style="list-style-type: none"> <li>• <u>Assignments – Written and practical</u></li> <li>• <u>Work Books</u></li> <li>• <u>Exams – Practical and written</u></li> </ul>
<u>SPECIALIST EQUIPMENT</u>	<u>Supplied</u>
<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>A keen interest in Design and Manufacturing. Appropriate closed in covered shoes. Parent sign off of ITD permission slip.</u>

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## 8 – Industrial Technology and Design

<u>COURSE SCHEDULE</u>	<b>SEMESTER 2: Unit 1: Downforce Racer</b>
<u>COURSE DESCRIPTION</u>	<b>Term 3:</b> Students complete a range of research, experimentation and data collection exercises in regards to gear ratios and aerodynamics. Students make and test a balsa wood base model Downforce Racer to complete these activities. They are required to assemble the balsa wood racer, attach a motor and basic car component. Processes and evidence are documented in a design folio. <b>Term 4:</b> Students redesign, test, modify and retest a custom-made downforce racer to create a car that can produce the fastest lap times around a power anchor. Students are provided with balsa wood, and general car components required to complete this task. Processes and evidence are documented in a design folio.
<u>TYPES OF ASSESSMENT</u>	<u>Design Folios</u> <u>Practical Projects</u>
<u>SPECIALIST EQUIPMENT</u>	<u>Supplied</u>
<u>SUBJECT LEVY</u>	<u>NIL</u>

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## 8 – Information Computer and Technology

<u>COURSE SCHEDULE</u>	Students may choose this subject in <b>either</b> semester one or semester two, but <b>not both</b> . Only <b>one class</b> will be scheduled for each semester.
<u>COURSE DESCRIPTION</u>	<p>This subject is designed to develop a mastery of computer skills required by our technological society. Students will develop skills that are appropriate and transportable in the information age.</p> <p>Some or all of the topics below will be studied:</p> <ul style="list-style-type: none"><li>- Word Processing</li><li>- Desktop Publishing</li><li>- Spreadsheets</li><li>- Databases</li><li>- Multimedia presentations</li><li>- Webpage Development</li><li>- Photo Editing</li><li>- Internet and Email</li><li>- Social and Ethical Issues</li><li>- Coding</li><li>- Cyber safety</li></ul>
<u>TYPES OF ASSESSMENT</u>	<p>A range of practical tasks which are completed in class will be submitted for assessment</p> <p>Multimedia presentations which include a literacy component will also be used for assessment</p>
<u>SPECIALIST EQUIPMENT</u>	Folder required for note keeping, handouts and assignments
<u>SUBJECT LEVY</u>	NIL
<u>ADDITIONAL REQUIREMENTS</u>	NIL

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## 8 – Japanese (full year)

<u>COURSE SCHEDULE</u>	Students will do this subject in Semester 1 and Semester 2
<u>COURSE DESCRIPTION</u>	<p>The study of languages is an integral part of education and Japanese has an important place in the curriculum offerings of Queensland schools. Learning Japanese opens a whole new way of reading and writing and brings students into contact with ancient traditions reflected in the unique use of a variety of character based scripts. Being able to speak Japanese offers an opportunity for students to learn about and appreciate the uniqueness of Japanese culture while learning about the similarities of modern Australian and Japanese societies.</p> <p>Learning a language requires communicating in meaningful and realistic situations. Students will use the skills of listening, reading, speaking and writing in activities such as:</p> <ul style="list-style-type: none"><li>- Listening to radio broadcasts, television programs, webcasts and podcasts</li><li>- Viewing videos and films</li><li>- Communicating with students in other schools and countries</li><li>- Holding debates or participating in discussions</li><li>- Reading cartoons, short stories, poems and lyrics</li></ul>
<u>TYPES OF ASSESSMENT</u>	<p>Japanese at Beenleigh State High School is assessed in the macro skills of listening, reading, speaking and writing. Students may be assessed by:</p> <ul style="list-style-type: none"><li>- Answering questions about spoken and written texts and language</li><li>- Engaging in conversations and interviews</li></ul> <p>Writing letters, emails and articles</p>
<u>SUBJECT LEVY</u>	NIL
<u>ADDITIONAL REQUIREMENTS</u>	Folder required for note keeping, handouts and assignments

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# YEAR 8 SUBJECTS — CHOSEN FOR SEMESTER 2

## 8 — Agricultural Science

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COURSE SCHEDULE	Students may choose this subject in either semester one or semester two, but not both.
COURSE DESCRIPTION	<p>This subject involves students in all aspects of food and fiber production.</p> <p>Topics include:</p> <p>Animal and plant production systems.</p> <p>Where possible, learning will involve practical activities and projects involving the care and handling of animals on the school farm. This may include cattle, sheep, pigs and poultry. Students will also be involved in the production of crops as well as the day to day running of the farm.</p>
TYPES OF ASSESSMENT	<ul style="list-style-type: none"> <li>Assignments — Written and practical</li> <li>Work Books</li> <li>Exams — Practical and written</li> </ul>
SPECIALIST EQUIPMENT	<p>Hat, water bottle and fully enclosed shoes. Impervious shoes are essential due to the practical nature of this subject.</p> <p>(A notebook and folder are essential for daily class work.)</p>
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	An excursion may form part of the learning in this subject and will be an additional cost.

## 8 — Visual Art

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COURSE SCHEDULE	Leads to studies in Senior Art
COURSE DESCRIPTION	<p>Visual Art develops innovative problem-solving, lateral thinking and provides students with the opportunity to express their individuality and creativity.</p> <p>Students explore concepts and focuses through drawing, painting, printing, ceramics, sculpture and mixed media.</p> <p>They will make, display and respond to artworks.</p>
TYPES OF ASSESSMENT	<p>Assessment consists of collections of work (folios)</p> <p>This includes</p> <ul style="list-style-type: none"> <li>visual diary activities</li> <li>designs and ideas</li> <li>practical art pieces</li> <li>responding tasks</li> </ul>
SPECIALIST EQUIPMENT	<p>All art students are required to maintain a visual diary. (provided)</p> <p>Students need to bring a HB pencil and basic stationery to each lesson.</p>
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	Students may wish to bring an old shirt or apron for “messy” work.

BYOD is necessary for some lessons.

## 8 – Drama

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COURSE SCHEDULE	Leads to studies in Senior Drama
COURSE DESCRIPTION	Drama is an exciting combination of improvisation, creative movement and expression. In drama, you will identify and analyse how the elements of drama are used, combined and manipulated in different styles. You will also develop skills that will be valuable throughout your whole life, such as, gaining confidence. You will apply your knowledge in drama and collaborate with others to devise, interpret and perform drama. Dramatic perspectives from different cultures, times and places to communicate meaning and intent through drama will be evaluated. Performance skills that you develop will be paired with production elements to shape and focus theatrical effect for an audience. You will study the following styles and forms in Year 9 Drama:
	Improvisation Theatresports Performing a script Creative Folio Indigenous Soap Opera/Melodrama
TYPES OF ASSESSMENT	Practical assessment occurs in the three areas of forming, presenting and responding. As part of this group work, there will be times outside of regular school hours when you will be required to rehearse. While the emphasis is on practical skill development, there are assessment tasks, which will encompass written submissions/assignments.
SPECIALIST EQUIPMENT	You will be required to wear basic “theatre blacks” for practical performances (Black T-shirt & shorts/leggings)
ADDITIONAL REQUIREMENTS	Approx. \$10-\$15 for Professional Performances

## 8 – Media

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COURSE SCHEDULE	Leads to studies in <u>Film, Television and New Media</u> Media Arts
COURSE DESCRIPTION	No prerequisites
TYPES OF ASSESSMENT	This is a fun, practical subject that offers a future with creative technologies. Media Studies is a visual subject that encompasses photography, film making, Adobe Photoshop, Adobe illustrator, InDesign and Premiere. The course is developed to give students an introduction into the use of cameras and the techniques incorporated by professionals to get the best out of the images they capture. Students participating in the course will have the opportunity to learn about some of the following topics:
	<div><div><div>- Composition of images</div><div>- Development of scripts</div><div>- Photographic Correction</div><div>- Logo Design</div></div><div><div>- Editing of film</div><div>- Digital manipulation of images</div><div>- Storyboarding</div><div>- Poster Designing</div></div></div>

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Use of Wacom drawing tablets.

**SPECIALIST EQUIPMENT** Students will be assessed through the practical design and production of media within genres as well as the written critiquing of media and its production.

**ADDITIONAL REQUIREMENTS** Headphones, USB stick

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## 8 – Food and Service Studies

<b>COURSE SCHEDULE</b>	Students may choose this subject in <b>Semester 2</b> . This leads to Senior Certificate II Kitchen Operations and/or Certificate II Hospitality.
<b>COURSE DESCRIPTION</b>	<p>This subject is a practical and theoretical course for students allowing them to develop their skills across a range of hospitality contexts. From tracking food from the farm to the table, the students learn to use basic culinary skills to organise and prepare for functions. Students <b>must</b> be committed to participation in both theoretical and practical lessons.</p> <p>This course is designed as a launching pad into Year 10 Hospitality and senior hospitality certificates.</p>
<b>TYPES OF ASSESSMENT</b>	<p>Written and practical cooking assessment in class.</p> <ul style="list-style-type: none"> <li>— That Sugar Film (design a spotlight video)</li> <li>— Design a function for an 8-year old birthday party</li> </ul>
<b>SPECIALIST EQUIPMENT</b>	Year 8 students will <b>require</b> enclosed shoes as per school uniform policy and are <b>essential</b> for all practical lessons.
<b>SUBJECT LEVY</b>	NIL
<b>ADDITIONAL REQUIREMENTS</b>	<p>Some cost for ingredients outside of what is provided by the Hospitality Department.</p> <p>A full list of requirements is given to students at the start of each semester.</p>

## 8 – Business Studies

<b>COURSE SCHEDULE</b>	Students may choose this subject in <b>semester one OR two, but not both</b> . The course runs for one semester.
<b>COURSE DESCRIPTION</b>	<p>This subject is designed to provide the student with an introduction to the activities of a business — in particular small business.</p> <p>The course is divided into two areas. Both areas will be studied over the duration of one semester.</p>

## Entrepreneurs and Business

- ◆ Entrepreneurship
- ◆ Coming up with a business idea
- ◆ The business plan
- ◆ 4 P's (product, price, place & promotion)

## 2. The Accounting Process

- ◆ Nature of accounts & the accounting equation
- ◆ Balance sheet
- ◆ Income statement
- ◆ Cash journals

This subject provides a good background for students planning to study Business or Accounting in the future.

### TYPES OF ASSESSMENT

1. Oral presentation on an entrepreneur
2. Participate in Trade Expo for a new or existing business idea. Written report is to be completed for Trade Expo.
3. Practical and Theoretical Exam on The Accounting Process.

### SPECIALIST EQUIPMENT

Folder required for note keeping, handouts and assignments

### SUBJECT LEVY

NIL

### ADDITIONAL REQUIREMENTS

NIL

# 8 Information Computer & Technology

### COURSE SCHEDULE

Students may choose this subject in either semester one or semester two, but not both. Only one class will be scheduled for each semester.

### COURSE DESCRIPTION

This subject is designed to develop a mastery of computer skills required by our technological society. Students will develop skills that are appropriate and transportable in the information age.

Some or all of the topics below will be studied:

- Word Processing Desktop Publishing
- Spreadsheets Databases
- Multimedia Presentations Webpage Development
- Photo Editing Internet and Email
- Social and Ethical Issues Coding
- Cyber safety

### TYPES OF ASSESSMENT

A range of practical tasks which are completed in class will be submitted for assessment

Multimedia presentations which include a literacy component will also be used for assessment

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<b>SPECIALIST EQUIPMENT</b>	Folder required for note keeping, handouts and assignments
<b>SUBJECT LEVY</b>	NIL
<b>ADDITIONAL REQUIREMENTS</b>	NIL

## 8 – Japanese (full year)

<b>COURSE SCHEDULE</b>	Students will do this subject in Semester 1 and Semester 2
<b>COURSE DESCRIPTION</b>	The study of languages is an integral part of education and Japanese has an important place in the curriculum offerings of Queensland schools. Learning Japanese opens a whole new way of reading and writing and brings students into contact with ancient traditions reflected in the unique use of a variety of character based scripts. Being able to speak Japanese offers an opportunity for students to learn about and appreciate the uniqueness of Japanese culture while learning about the similarities of modern Australian and Japanese societies.

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

- Listening to radio broadcasts, television programs, webcasts and podcasts
- Viewing videos and films
- Communicating with students in other schools and countries
- Holding debates or participating in discussions

Reading cartoons, short stories, poems and lyrics

<b>TYPES OF ASSESSMENT</b>	Japanese at Beenleigh State High School is assessed in the macro skills of listening, reading, speaking and writing. Students may be assessed by:
	— Answering questions about spoken and written texts and language
	— Engaging in conversations and interviews
	— Writing letters, emails and articles

<b>SUBJECT LEVY</b>	NIL
<b>ADDITIONAL REQUIREMENTS</b>	Folder required for note keeping, handouts and assignments

## 8 – Health and Physical Education

<b>COURSE SCHEDULE</b>	This subject is compulsory (4 periods / week) in Semester One, but elective (4 periods a week in Semester 2).
<b>COURSE DESCRIPTION</b>	Junior Health and Physical Education is based upon the idea that a person requires a number of essential skills in order to pursue a lifestyle best suited to the individual's needs. Physical skills offer a personal challenge to the individual by:

- Improving one's body co-ordination
- Building self-confidence
- Developing social skills through participation

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Instilling healthy attitudes towards exercise, sport and the use of leisure.

~~Theory studies promote a greater understanding of body functions and their relationships to the environment.~~

### Outline

~~The Year 9 Health and Physical Education provides a fundamental basis for studies in Year 10 Health and Physical Education and Senior Sport and Recreation.~~

~~Health and Physical Education is studied through an integration of written work and practical activity. Sample practical activities may include:~~

◆ ~~Games and Sports~~ Team Handball, Indoor Hockey, Basketball, Touch, Softball and Volleyball.

◆ ~~Athletics~~ relay, discus, high jump, hurdles, running.

◆ ~~Gymnastics~~ floor work and equipment

~~Written work involves the study of Healthy Lifestyles and Drug Education.~~

### TYPES OF ASSESSMENT

~~Assessment for each unit is completed through a combination of:~~

◆ ~~written exams~~

◆ ~~assignments~~

◆ ~~practical skill assessment~~

### SPECIALIST EQUIPMENT

~~Sports uniform must be worn to each lesson.~~

~~Laced impervious shoes are required.~~

~~An interest in sport, personal health and exercise is essential. **Students also must be willing to participate at all times.**~~

### SUBJECT LEVY

~~NIL~~

### ADDITIONAL REQUIREMENTS

~~NIL~~

## 8 Rugby League

### COURSE SCHEDULE

Suitable students can elect to take this full year Sports Enhancement Program which will then continue into Year 10.

### COURSE DESCRIPTION

This subject will continue to introduce students to a variety of learning experiences that will enhance sporting skills and abilities of students in Rugby League. The rugby league program will be focused for boys and girls wanting to improve in the sport while representing the school, district, region and hopefully state.

The students will be expected to participate in variety of theory and practical experiences that will development them as young sports people. Topics/sports will include:

- ◆ Healthy Lifestyles
- ◆ Training Programs
- ◆ Sports Nutrition
- ◆ Psychology in Sport

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	<p>Biomechanics in Sport</p> <ul style="list-style-type: none"> <li>● Rugby League</li> </ul>
	<p>The course will continue into Year 10 during which they will learn specific training techniques, how to manage psychological factors and sports nutrition.</p>
TYPES OF ASSESSMENT	<p>Assessment for each unit is completed through a combination of:</p> <ul style="list-style-type: none"> <li>● Written exams</li> <li>● Assignments</li> <li>● Practical skill assessment</li> </ul>
SPECIALIST EQUIPMENT	<p>Sports uniform must be worn to each lesson. Suitable laced impervious shoes are required. Specialty boots may be required for some practical lessons.</p>
SUBJECT LEVY	<p>— Rugby League Academy — \$95 (this cost will cover a shirt, shorts/socks, travel to some carnivals/tournaments and other sports specific requirements)</p>
ADDITIONAL REQUIREMENTS	<p>Students will be required to participate in all school sporting carnivals, interschool sport and extracurricular activities. Students will need to maintain a 'C' grade for all subjects for effort and behaviour. Students must also attend after school training, where required, and homework club. There is also a charge at the beginning of the year to cover competitions and other affiliated costs as outlined in inductions.</p>

## 8 Volleyball

COURSE SCHEDULE	<p>Suitable students can elect to trial for this Semester 2 Sports Enhancement Program.</p>
COURSE DESCRIPTION	<p>This subject will continue to introduce students to a variety of learning experiences that will enhance sporting skills and abilities of students who have been identified as having potential in Volleyball. The Volleyball subject will be focused for students wanting to improve in the sport while representing the school, district, region and hopefully state. The students will be expected to participate in variety of theory and practical experiences that will development them as young sports people. Topics/sports will include:</p> <ul style="list-style-type: none"> <li>● Healthy Lifestyles</li> <li>● Training Programs</li> <li>● Psychology in Sport</li> <li>● Volleyball</li> </ul>
TYPES OF ASSESSMENT	<p>Assessment for each unit is completed through a combination of:</p> <ul style="list-style-type: none"> <li>● Written exams</li> <li>● Assignments</li> <li>● Practical skill assessment</li> </ul>
SPECIALIST EQUIPMENT	<p>Sports uniform must be worn to each lesson. Suitable laced impervious shoes are required.</p>
SUBJECT LEVY	<p>— NIL</p>
ADDITIONAL REQUIREMENTS	<p>Students will be required to participate in all school sporting carnivals, interschool sport and extracurricular activities. Students will need to maintain a 'C' grade for all subjects for effort and behaviour.</p>

## 8 – Industrial Technology and Design

COURSE SCHEDULE	<b>1-TERM ONLY:</b> Students can enroll in ITD7 Terms 1-4 in Year 7, or in ITD8 Terms 1-2 in Year 8 for a total of 1 Term only
	<b>Option A:</b> Product Design <b>Option B:</b> Sustainability and Nostalgia
COURSE DESCRIPTION	<p><b>Option A:</b> Students learn about the basic elements and principles of design. They are also exposed to a general design process. Students then use their knowledge of the elements and principles of design to create a design product that is modelled using CAD and 3D printed using CAM technology. Students document their design processes in a design folio.</p> <p><b>Option B:</b> Students are to design a sheet metal, steely insect that is targeted towards an end user's needs &amp; wants. Students will investigate an insect, research the materials, systems, components, tools and equipment that they will use throughout their project, analyse insect information and produce design criteria accordingly. Students will communicate their design ideas in the form of concept sketches with annotations, create an steely insect and evaluate final product against design criteria.</p> <p>Research Presentations</p>
TYPES OF ASSESSMENT	Design Folios Practical Projects
SPECIALIST EQUIPMENT	Supplied
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	A keen interest in Design and Manufacturing. Appropriate closed in covered shoes. Parent sign off of ITD permission slip.

## 8 – Industrial Technology and Design

COURSE SCHEDULE	<b>SEMESTER 2: Unit 1:</b> Downforce Racer
COURSE DESCRIPTION	<p><b>Term 3:</b> Students complete a range of research, experimentation and data collection exercises in regards to gear ratios and aerodynamics. Students make and test a balsa wood base model Downforce Racer to complete these activities. They are required to assemble the balsa wood racer, attach a motor and basic car components. Processes and evidence is documented in a design folio.</p> <p><b>Term 4:</b> Students redesign, test, modify and retest a custom made downforce racer to create a car that can produce the fastest lap times around a power anchor. Students are provided with balsa wood, and general car components required to complete this task. Processes and evidence is documented in a design folio.</p>
TYPES OF ASSESSMENT	Design Folios Practical Projects
SPECIALIST EQUIPMENT	Supplied
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	A keen interest in Design and Manufacturing. Appropriate closed in covered shoes. Parent sign off of ITD permission slip.

## 8 – Graphics and Design

<b>COURSE SCHEDULE</b>	<b>SEMESTER 2:</b> <b>Unit 1:</b> Design Communication <b>Unit 2:</b> 3D Printed USB Design
<b>COURSE DESCRIPTION</b>	<p><b>Unit 1:</b> Students focus on developing their design communication skills required for the product and design industries. Students work through a series of practice activities before they respond to a design brief. The unit of work provides opportunities for all students to develop critical thinking skills needed in the design world. To do this successfully students will focus on the GENERATE section of the DESIGN PROCESS:</p> <ul style="list-style-type: none"> <li>– Investigating</li> <li>– Generating</li> <li>– Producing</li> <li>– Evaluating</li> <li>– Collaborating &amp; Managing</li> </ul> <p><b>Unit 2:</b> Students are provided with a hypothetical design situation where they have been asked to design a range of USB casing/housing designs for a production company. The product range has to appeal to a target market of their choice. It is the view of the industry that if designs cater for the needs and wants of a target market, the end user will value the product more, therefore reducing the amount of products being lost or discarded. Users that value their purchases are more likely to look after them. Students are required to design concepts, sketch, model and 3D print a rapid prototype of a USB housing case. Students responding to a design situation and working through a design process to create and evaluate a design solution. Students to use a range of creative thinking skills to interpret information, develop and progress ideas, evaluate ideas, investigate, research and apply information to practical situations.</p>
<b>TYPES OF ASSESSMENT</b>	Design Folios Practical Projects
<b>SPECIALIST EQUIPMENT</b>	Supplied
<b>SUBJECT LEVY</b>	NIL
<b>ADDITIONAL REQUIREMENTS</b>	A keen interest in Design and Manufacturing. Appropriate closed in covered shoes. Parent sign off of ITD permission slip.

## 8 – Music

<b>COURSE SCHEDULE</b>	<u>Leads to studies in Senior Music</u>
<b>COURSE DESCRIPTION</b>	<u>By the end of this course, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics</u>

from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

TYPES OF ASSESSMENT Composing, Performing and Analysing

SUBJECT LEVY NIL

ADDITIONAL NIL  
REQUIREMENTS

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## 8 – Rugby League

<u>COURSE SCHEDULE</u>	<u>Suitable students can elect to take this full year Sports Enhancement Program which will then continue into Year 10.</u>
<u>COURSE DESCRIPTION</u>	<p><u>This subject will continue to introduce students to a variety of learning experiences that will enhance sporting skills and abilities of students in Rugby League. The rugby league program will be focused for boys and girls wanting to improve in the sport while representing the school, district, region and hopefully state.</u></p> <p><u>The students will be expected to participate in variety of theory and practical experiences that will development them as young sports people. Topics/sports will include:</u></p> <ul style="list-style-type: none"> <li>• <u>Healthy Lifestyles</u></li> <li>• <u>Training Programs</u></li> <li>• <u>Sports Nutrition</u></li> <li>• <u>Psychology in Sport</u></li> <li>• <u>Biomechanics in Sport</u></li> <li>• <u>Rugby League</u></li> </ul> <p><u>The course will continue into Year 10 during which they will learn specific training techniques, how to manage psychological factors and sports nutrition.</u></p>
<u>TYPES OF ASSESSMENT</u>	<p><u>Assessment for each unit is completed through a combination of:</u></p> <ul style="list-style-type: none"> <li>• <u>Written exams</u></li> <li>• <u>Assignments</u></li> <li>• <u>Practical skill assessment</u></li> </ul>
<u>SPECIALIST EQUIPMENT</u>	<p><u>Sports uniform must be worn to each lesson.</u></p> <p><u>Suitable laced impervious shoes are required.</u></p> <p><u>Specialty boots may be required for some practical lessons.</u></p>
<u>SUBJECT LEVY</u>	<u>Rugby League Academy - \$95 (this cost will cover a shirt, shorts/socks, travel to some carnivals/tournaments and other sports specific requirements)</u>
<u>ADDITIONAL REQUIREMENTS</u>	<p><u>Students will be required to participate in all school sporting carnivals, interschool sport and extracurricular activities.</u></p> <p><u>Students will need to maintain a 'C' grade for all subjects for effort and behaviour. Students must also attend after-school training, where required, and homework club.</u></p> <p><u>There is also a charge at the beginning of the year to cover competitions and other affiliated costs as outlined in inductions.</u></p>

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## 8 – Visual Art

<u>COURSE SCHEDULE</u>	<u>Leads to studies in Senior Art</u>
<u>COURSE DESCRIPTION</u>	<u>Visual Art develops innovative problem-solving, lateral thinking and provides students with the opportunity to express their individuality and creativity.</u> <u>Students explore concepts and focuses through drawing, painting, printing, ceramics, sculpture and mixed media.</u> <u>They will make, display and respond to artworks.</u>
<u>TYPES OF ASSESSMENT</u>	<u>Assessment consists of collections of work (folios)</u> <u>This includes</u> <u>- visual diary activities</u> <u>- designs and ideas</u> <u>- practical art pieces</u> <u>- responding tasks</u>
<u>SPECIALIST EQUIPMENT</u>	<u>All art students are required to maintain a visual diary. (provided)</u> <u>Students need to bring a HB pencil and basic stationery to each lesson.</u>
<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>Students may wish to bring an old shirt or apron for “messy” work.</u> <u>BYOD is necessary for some lessons.</u>

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## 8 – Volleyball

<u>COURSE SCHEDULE</u>	<u>Suitable students can elect to trial for this Semester 2 Sports Enhancement Program.</u>
<u>COURSE DESCRIPTION</u>	<u>This subject will continue to introduce students to a variety of learning experiences that will enhance sporting skills and abilities of students who have been identified as having potential in Volleyball. The Volleyball subject will be focused for students wanting to improve in the sport while representing the school, district, region and hopefully state.</u> <u>The students will be expected to participate in variety of theory and practical experiences that will development them as young sports people. Topics/sports will include:</u> <u>• Healthy Lifestyles</u> <u>• Training Programs</u> <u>• Psychology in Sport</u> <u>• Volleyball</u> <u>—</u>
<u>TYPES OF ASSESSMENT</u>	<u>Assessment for each unit is completed through a combination of:</u> <u>• Written exams</u> <u>• Assignments</u> <u>• Practical skill assessment</u>
<u>SPECIALIST EQUIPMENT</u>	<u>Sports uniform must be worn to each lesson.</u> <u>Suitable laced impervious shoes are required.</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>Folder required for note keeping, handouts and assignments</u>
<u>SUBJECT LEVY</u>	<u>NIL</u>

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# YEAR 9 SUBJECTS

## 9 – Aeronautics

**COURSE SCHEDULE** Students may choose this subject in Semester One or Semester Two.

**COURSE DESCRIPTION** Aeronautics is the science of building or flying aircraft. The subject is focused on flight, and the sky is the limit! Students will work across the subject areas of Science, Technology, Engineering and Maths to design and create working models to solve real world problems.

The design inquiry process involves multiple loops around your final solution. You will likely test your solution, find problems, make changes and retest your new solution to see how the changes have had an effect.

Initial studies will focus on rockets, where the students apply the scientific method to design a rocket, test the rocket and then make changes for the rocket to go higher/further. Students will investigate the relationships between force, mass, thrust, speed and different fuel combinations in order to launch the highest rocket.

Further studies will look at internal combustion engines, catapults, physics of motion of objects and will have a focus on providing solutions to real world problems.

**TYPES OF ASSESSMENT** Investigation

**SPECIALIST EQUIPMENT** Year 9 students will **require** enclosed shoes as per school uniform policy and are **essential for all practical lessons**.

**ADDITIONAL REQUIREMENTS** A passing grade (C or above) in Year 8 Maths and Science

**SUBJECT LEVY** NIL

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## 9 – Agricultural Science

**COURSE SCHEDULE** Students may choose this subject in either semester one or semester two, but not both.

**COURSE DESCRIPTION** This subject involves students in all aspects of food and fiber production. Topics include:

- Animal and plant production systems.

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Where possible, learning will involve practical activities and projects involving the care and handling of animals on the school farm. This may include cattle, sheep, pigs and poultry. Students will also be involved in the production of crops as well as the day to day running of the farm.

#### TYPES OF ASSESSMENT

- Assignments – Written and practical
- Work Books
- Exams – Practical and written

#### SPECIALIST EQUIPMENT

Hat, water bottle and fully enclosed shoes. Impervious shoes are essential due to the practical nature of this subject.  
(A notebook and folder are essential for daily class work.)

#### SUBJECT LEVY

NIL

#### ADDITIONAL REQUIREMENTS

An excursion may form part of the learning in this subject and will be an additional cost.

## 9 – Ancient History

#### COURSE SCHEDULE

Students may choose this subject in Semester One and Semester Two. Leads to studies in Senior Modern History and/or Senior Ancient History.

#### COURSE DESCRIPTION

Ancient History is concerned with studying people, societies and civilisations from the past, from the development of the earliest human communities to the end of the Middle Ages. Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Topics covered include:

- Ancient Egypt
- Crusades
- Vikings
- Mongols

#### TYPES OF ASSESSMENT

Investigations

Exams

#### SPECIALIST EQUIPMENT

NIL

#### SUBJECT LEVY

NIL

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## 9 – Business Studies

#### COURSE SCHEDULE

Students may choose this subject in semester one OR two, but not both. The course runs for one semester.

#### COURSE DESCRIPTION

This subject is designed to provide the student with an introduction to the activities of a business – in particular small business.

The course is divided into two areas. Both areas will be studied over the duration of one semester.

#### 1. Entrepreneurs and Business

- Entrepreneurship
- Coming up with a business idea

- The business plan
- 4 P's (product, price, place & promotion)

## 2. The Accounting Process

- Nature of accounts & the accounting equation
- Balance sheet
- Income statement
- Cash journals

This subject provides a good background for students planning to study Business or Accounting in the future.

### TYPES OF ASSESSMENT

1. Oral presentation on an entrepreneur
2. Participate in Trade Expo for a new or existing business idea. Written report is to be completed for Trade Expo.
3. Practical and theoretical exam on the accounting process

### SPECIALIST EQUIPMENT

Folder required for note keeping, handouts and assignments

SUBJECT LEVY NIL

ADDITIONAL REQUIREMENTS NIL

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## 9 – Civics and Citizenship

### COURSE SCHEDULE

Students may choose this subject in Semester One OR Semester Two. Leads to studies in Senior Legal Studies.

### COURSE DESCRIPTION

This subject provides students with opportunities to investigate Australia's political and legal systems and explore how Australia's government is organized. It further explores liberal democratic values such as freedom, equality and the rule of law. Students can develop skills of inquiry and enable them to be active and informed citizens – to question, understand and contribute to the world in which they live. Students will investigate features and principles of Australia's court system, including its role in applying and interpreting Australian law.

### TYPES OF ASSESSMENT

Exams  
Investigations

### SPECIALIST EQUIPMENT

Supplied

SUBJECT LEVY NIL

ADDITIONAL REQUIREMENTS NIL

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## 9 – Dance

### COURSE SCHEDULE

Leads to Senior Dance

### COURSE DESCRIPTION

This is a fun, practical introductory subject that gives the students a taste of many styles of dance. Students will develop their creativity, coordination, fitness, strength, flexibility and confidence during each semester.

By the end of this course, students will be able to analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view.

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Throughout each of the dance units' students will develop the confidence and skills to choreograph dances by manipulating and combining the elements of dance. They will also be taught routines that they will rehearse and perform, demonstrating technical and expressive skills appropriate for hip hop, contemporary, musical theatre, Bollywood, body percussion and Indigenous dance.

#### TYPES OF ASSESSMENT

In small groups, students will choreograph their own dances and will be taught a variety of dances by their teacher that they will perform for their peers. Students will also critique their dances, learn how to analyse dances and research dances from around the world.

#### SPECIALIST EQUIPMENT

Each student requires plain black pants and black shirt (performance clothes). Access to music devices (smartphone, Ipod etc.) is advantageous but not compulsory.

#### SUBJECT LEVY

To be advised.

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## 9 – Drama

#### COURSE SCHEDULE

Leads to studies in Senior Drama

#### COURSE DESCRIPTION

Drama is an exciting combination of improvisation, creative movement and expression. In drama, you will identify and analyse how the elements of drama are used, combined and manipulated in different styles. You will also develop skills that will be valuable throughout your whole life, such as, gaining confidence. You will apply your knowledge in drama and collaborate with others to devise, interpret and perform drama. Dramatic perspectives from different cultures, times and places to communicate meaning and intent through drama will be evaluated. Performance skills that you develop will be paired with production elements to shape and focus theatrical effect for an audience. You will study the following styles and forms in Year 9 Drama:

- Improvisation
- Theatre Sports
- Performing a script
- Creative Folio
- Indigenous
- Soap Opera/Melodrama

#### TYPES OF ASSESSMENT

Practical assessment occurs in the three areas of forming, presenting and responding. As part of this group work, there will be times outside of regular school hours when you will be required to rehearse. While the emphasis is on practical skill development, there are assessment tasks, which will encompass written submissions/assignments.

#### SPECIALIST EQUIPMENT

You will be required to wear basic "theatre blacks" for practical performances (Black T-shirt & shorts/leggings)

#### ADDITIONAL REQUIREMENTS

Approx. \$10-\$15 for Professional Performances

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## 9 – Film and Media Studies

#### COURSE SCHEDULE

Leads to studies in Film, Television and Media/ Art

#### COURSE DESCRIPTION

No prerequisites

#### TYPES OF ASSESSMENT

Media Studies is a visual subject that encompasses both photography and the filming of moving images. The course is developed to give students an introduction into the use of cameras and the techniques incorporated by professionals to get the best out of the images they capture. Students participating in the course will have the opportunity to learn about some of the following topics:

	Composition of images   Editing of film Use of lighting   Codes and conventions of genre Development of scripts   Digital manipulation of images Photographic Correction   Storyboarding
<u>SPECIALIST EQUIPMENT</u>	Students will be assessed through the practical design and production of media within genres as well as the written critiquing of media and its production.
<u>ADDITIONAL REQUIREMENTS</u>	Headphones, USB stick
<u>COURSE SCHEDULE</u>	The study of media can lead to numerous occupational possibilities. It teaches students about the development of media including camera operations, directing and production of films. Media Studies also develops pathways into photography and visual arts using media.

## 9 – Food and Service Studies

<u>COURSE SCHEDULE</u>	Students may choose this subject in <u>Semester One and/or Semester Two</u>
<u>COURSE DESCRIPTION</u>	<p>This subject is a practical and theoretical course for students allowing them to develop their skills across a range of hospitality contexts. From tracking food from the farm to the table, the students learn to use basic culinary skills to organise and prepare for functions. Students must be committed to participation in theoretical and practical lessons.</p> <p>This course is designed as a launching pad into Year 10 Hospitality and senior hospitality certificates.</p>
<u>COURSE SCHEDULE</u>	Students may choose this subject in Semester One and/or Semester Two
<u>COURSE DESCRIPTION</u>	<p>This subject is a practical and theoretical course for students allowing them to develop their skills across a range of hospitality contexts. From tracking food from the farm to the table, the students learn to use basic culinary skills to organise and prepare for functions. Students must be committed to participation in theoretical and practical lessons.</p> <p>This course is designed as a launching pad into Year 10 Hospitality and senior hospitality certificates.</p>
<u>TYPES OF ASSESSMENT</u>	<p>Written and practical cooking assessment in class.</p> <ul style="list-style-type: none"> <li>- Farm to table</li> <li>- Healthy tuckshop</li> <li>- Sport nutrition: what's in our food?</li> <li>- Design a staff luncheon</li> </ul>
<u>SPECIALIST EQUIPMENT</u>	Year 9 students will require enclosed shoes as per school uniform policy and are essential for all practical lessons.
<u>SUBJECT LEVY</u>	NIL
<u>ADDITIONAL REQUIREMENTS</u>	Some cost for ingredients outside of what is provided by the Hospitality Department. A full list of requirements is given to students at the start of each semester.
<u>TYPES OF ASSESSMENT</u>	<p>Written and practical cooking assessment in class.</p> <ul style="list-style-type: none"> <li>- Sport nutrition: what's in our food?</li> <li>- Design a morning tea function</li> </ul>

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<u>SPECIALIST EQUIPMENT</u>	<u>Year 9 students will require enclosed shoes as per school uniform policy and are essential for all practical lessons.</u>
<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>Some cost for ingredients outside of what is provided by the Hospitality Department. A full list of requirements is given to students at the start of each semester.</u>

## 9 – Graphics and Design

<u>COURSE SCHEDULE</u>	<b><u>SEMESTER 1:</u></b> <b><u>Unit 1: Sustainable Structures</u></b> <b><u>Unit 2: Design in Practice – Digital Video Game Accessory</u></b>
<u>COURSE DESCRIPTION</u>	<p><b><u>Unit 1:</u></b> Designing sustainable environments refers to indoor and outdoor spaces that have been structurally changed by human action. In particular architecture involves the design of buildings and structures for human activity including residential spaces ranging from individual homes to large housing complexes, major public infrastructure such as hospitals and museums and commercial office spaces and entertainment facilities. This unit involves students to design an interior space using the latest emerging technologies. The solution must be designed for individual use and targeted towards an end user's needs &amp; wants. Students achieve this by applying the following design process:</p> <ul style="list-style-type: none"> <li>- Investigating</li> <li>- Generating</li> <li>- Producing</li> <li>- Evaluating</li> <li>- Collaborating &amp; Managing</li> </ul> <p>The unit of work provides opportunities for all students to develop critical thinking skills needed in a designed world.</p> <p><b><u>Unit 2:</u></b> The context of this project is - design in practice. Fundamental to design in practice is the principle that design is a purposeful process undertaken by design professionals in response to identified needs, wants and opportunities. Students are introduced to the breadth of design professions, the design process and how designs of the past inform contemporary design practice. Students will experience design directly as they respond to teacher-directed, open-ended, well-defined design problems. Students will respond to the following question: How can the design of digital video games accessories be accomplished to appeal to a target audience? Students will use “convergent and divergent” thinking in the design process to explore, develop and propose the design or re-design of a digital video game accessory that will help increase the level of in game experience for an end user.</p>
<u>TYPES OF ASSESSMENT</u>	Design Folios Practical Projects
<u>SPECIALIST EQUIPMENT</u>	<u>Supplied</u>

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SUBJECT LEVY NIL

ADDITIONAL A keen interest in Design and Manufacturing. Appropriate closed in covered shoes.  
REQUIREMENTS Parent sign off of ITD permission slip.

## 9 – Graphics and Design

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<u>COURSE SCHEDULE</u>	<b><u>SEMESTER 2: Offered as a Semester course in Semester 2 Year 9 only.</u></b> <b><u>Unit 1: SkyLap</u></b> <b><u>Unit 2: Human Centered Design</u></b>
<u>COURSE DESCRIPTION</u>	<b><u>Unit 1:</u></b> This unit involves students exploring a range of aerodynamic principles and applying them to practical settings. Students learn about the history of flight- concepts of flight including lift, weight, and drag and thrust -the experimental design process and the requirement for modifications – how to make a test model with varying physical characteristics -the range of theories of lift. The content provides opportunities to learn to use graphic techniques for the design process - engage in a process of experimental design - observe physical behaviour of the flying aircraft and its motion - Evaluate their design and make modifications to optimise aircraft's behaviour - measure and record behaviours of their aircraft for evaluation purposes. Students are required to use data from a base model balse wood electric plane, to redesign a new plane with enhanced abilities. <b><u>Unit 2:</u></b> The context of this project is human-centred design (HCD). Fundamental to HCD is the principle that a designer considers human needs and wants to be a higher priority than other influences throughout the design process. The success of designs will depend on effectively considering the attitudes, expectations, motivations of a specific chosen person and the way that they interact with a specific product within the home environment. Students respond to the following question- How can empathy be used in the redesigning of products to ensure a better experience for the user is achieved? Students use designing with empathy as an approach to understand the experience that a user has when using a particular product. Students redesign the product to improve the experience for the user. This requires the student to - identify a person in the home (stakeholder), identify a product that they use (in the home environment), redesign this product with empathy in mind to improve the product for the user, apply the HCD process to respond to their needs and wants using design with empathy techniques. Interacting with your identified stakeholder/s throughout the process will be important.
<u>TYPES OF ASSESSMENT</u>	<u>Design Folios</u> <u>Practical Project</u>
<u>SPECIALIST EQUIPMENT</u>	<u>Supplied</u>
<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>A keen interest in Design and Manufacturing. Appropriate closed in covered shoes.</u> <u>Parent sign off of ITD permission slip.</u>

## 9 – Health and Physical Education

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<u>COURSE SCHEDULE</u>	<u>This subject is an elective in Semesters 1 &amp; 2.</u>
<u>COURSE DESCRIPTION</u>	<p><u>Junior HPE is based upon the idea that a person requires a number of essential skills in order to pursue a lifestyle best suited to the individual's needs. Physical skills offer a personal challenge to the individual by:</u></p> <ul style="list-style-type: none"> <li><u>Improving one's body co-ordination</u></li> <li><u>Building self confidence</u></li> <li><u>Developing social skills through participation</u></li> <li><u>Instilling healthy attitudes towards exercise, sport and the use of leisure.</u></li> </ul> <p><u>Theory studies promote a greater understanding of body functions and their relationships to the environment.</u></p> <p><b><u>Outline</u></b>  <u>The Year 9 HPE course provides a fundamental basis for studies in Year 10 Health and Physical Education and Senior Sport and Recreation</u>  <u>HPE is studied through an integration of written work and practical activity. Sample practical activities may include:</u></p> <ul style="list-style-type: none"> <li><u>Games and Sports - Team Handball, Indoor Hockey, Basketball, Touch, Softball and Volleyball.</u></li> </ul> <p><u>Theory work involves the study of concepts selected from Healthy Lifestyles, Fitness, History of Sport and Drug Education.</u></p>
<u>TYPES OF ASSESSMENT</u>	<p><u>Assessment for each unit is completed through a combination of:</u></p> <ul style="list-style-type: none"> <li><u>written exams</u></li> <li><u>assignments</u></li> <li><u>practical skill assessment</u></li> </ul>
<u>SPECIALIST EQUIPMENT</u>	<p><u>Sports uniform must be worn to each lesson.</u>  <u>Laced impervious shoes are required.</u></p> <p><u>An interest in sport, personal health and exercise is beneficial. <b>Students also must be willing to participate at all times.</b></u></p>
<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>NIL</u>

## 9 – Information, Communication and Technology

<u>COURSE SCHEDULE</u>	Students may choose this subject in <b>either</b> semester one or semester two, but <b>not both</b> . Only <b>one class</b> will be scheduled for each semester.
<u>COURSE DESCRIPTION</u>	<p>This subject is designed to develop a mastery of computer skills required by our technological society. Students will develop skills that are appropriate and transportable in the information age.</p> <p>Some or all of the topics below will be studied:</p> <ul style="list-style-type: none"> <li>• Word Processing</li> <li>• Spreadsheets</li> <li>• Multimedia Presentations</li> <li>• Webpage Development</li> <li>• Internet and Email</li> <li>• Social and Ethical Issues</li> <li>* Desktop Publishing</li> <li>* Databases</li> <li>* Photo editing</li> <li>* Coding</li> <li>* Cyber safety</li> </ul>
<u>TYPES OF ASSESSMENT</u>	<p>A range of practical tasks which are completed in class will be submitted for assessment</p> <p>Multimedia presentations which include a literacy component will also be used for assessment</p>
<u>SPECIALIST EQUIPMENT</u>	Folder required for note keeping, handouts and assignments
<u>SUBJECT LEVY</u>	<u>NIL</u>

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## 9 – Industrial Technology and Design

<u>COURSE SCHEDULE</u>	<p><b>SEMESTER 1:</b></p> <p><b>Unit 1: LED Light Box</b></p> <p><b>Unit 2: Co2 Dragsters</b></p>
<u>COURSE DESCRIPTION</u>	<p><b>Unit 1:</b> Throughout this unit students will explore a design problem, where a design solution incorporating a small LED battery powered device will be the end goal. Students will have a restricted amount and type of materials to use for production. The content provides opportunities for students to use a range of thinking skills to research and investigate information, develop ideas and apply information to a practical outcome. Students will also become proficient with the purpose and function of hand tools, static machines, WPHS regulations, hazard identification and appropriate terminology related to the fabrication of their preferred LED lighting design.</p> <p><b>Unit 2:</b> Throughout this unit students are required to design and build a Co2 dragster that is as light and as powerful as possible that it will travel 20 metres in the shortest time. This unit involves students responding to a design brief and working through a design process to create and evaluate a design solution. In this unit you will learn how to design, build and race your own dragster. It's not a car you ride in but a real one just the same. Dragsters are primarily built for only one thing, SPEED. Students use the materials provided to design and build a vehicle (to specifications) that will travel a distance of 20m in the fastest time possible using the power provided by a single standard CO2 gas cylinder(cartridge). The content provides opportunities for: Students to use a range of creative thinking skills to interpret information, develop and progress ideas, evaluate ideas, investigate, research and apply information to practical situations.</p>
<u>TYPES OF ASSESSMENT</u>	<p>Design Folios</p> <p>Practical Projects</p>
<u>SPECIALIST EQUIPMENT</u>	Supplied
<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<p>A keen interest in Design and Manufacturing. Appropriate closed in covered shoes.</p> <p>Parent sign off of ITD permission slip.</p>

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## 9 – Industrial Technology and Design (Manufacturing)

<b>COURSE SCHEDULE</b>	<b>1 SEMESTER: Offered as a Semester course in Semester 2 Year 9 only.</b> <b>Unit 1:</b> Candelabra <b>Unit 2:</b> Fruit Basket
<b>COURSE DESCRIPTION</b>	<b>Unit 1:</b> Students consider a design brief and produce a practical candelabra project in response. Students operate within identified design constraints. Students will develop skills and knowledge to produce sketches, working diagrams, templates, costing and cutting lists, production time lines, materials lists, joining methods, a fabrication procedure and tool selection. Students are required to use correct industrial terminology and be aware of WPHS hazard and risk assessment. Students also use a range of thinking skills to research and investigate information, develop ideas and apply information to a practical outcome. Students apply this process to the manufacturing of their chosen candelabra design. <b>Unit 2:</b> The situation for this unit is that there a number of fruit items that have nowhere to be stored. Round fruits like apples and oranges tend to roll onto the floor. Student's design, construct and assemble an attractive timber fruit basket to solve this problem. Students have opportunities to use a range of creative thinking skills to interpret information, develop and process ideas, evaluates ideas and investigate, research and apply information to practical situations.
<b>TYPES OF ASSESSMENT</b>	Design Folio Practical Project
<b>SPECIALIST EQUIPMENT</b>	Supplied
<b>SUBJECT LEVY</b>	NIL
<b>ADDITIONAL REQUIREMENTS</b>	A keen interest in Design and Manufacturing. Appropriate closed in covered shoes. Parent sign off of ITD permission slip.

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## 9 – Japanese

<b>COURSE SCHEDULE</b>	Students will do this subject in Semester 1 and Semester 2
<b>COURSE DESCRIPTION</b>	The study of languages is an integral part of education and Japanese has an important place in the curriculum offerings of Queensland schools. Learning Japanese opens a whole new way of reading and writing and brings students into contact with ancient traditions reflected in the unique use of a variety of character-based scripts. Being able to speak Japanese offers an opportunity for students to learn about and appreciate the uniqueness of Japanese culture while learning about the similarities of modern Australian and Japanese societies.  Learning a language requires communicating in meaningful and realistic situations. Students will use the skills of listening, reading, speaking and writing in activities such as: <ul style="list-style-type: none"> <li>- Listening to radio broadcasts, television programs, webcasts and podcasts</li> <li>- Viewing videos and films</li> <li>- Communicating with students in other schools and countries</li> <li>- Holding debates or participating in discussions</li> </ul>
<b>TYPES OF ASSESSMENT</b>	Japanese at Beenleigh State High School is assessed in the macro skills of listening, reading, speaking and writing. Students may be assessed by: <ul style="list-style-type: none"> <li>- Answering questions about spoken and written texts and language</li> <li>- Engaging in conversations and interviews</li> </ul>
<b>ADDITIONAL REQUIREMENTS</b>	Folder required for note keeping, handouts and assignments

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## 9 – Music

<u>COURSE SCHEDULE</u>	<u>Leads to studies in Senior Music</u>
<u>COURSE DESCRIPTION</u>	<p><u>By the end this course, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.</u></p> <p><u>Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.</u></p>
<u>TYPES OF ASSESSMENT</u>	<u>Composing, Performing and Analysing</u>
<u>SPECIALIST EQUIPMENT</u>	<u>NIL</u>
<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>NIL</u>

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## 9 – Rugby League

<u>COURSE SCHEDULE</u>	<u>Suitable students can elect to take this full year Sports Enhancement Program which will then continue into Year 10.</u>
<u>COURSE DESCRIPTION</u>	<p><u>This subject will continue to introduce students to a variety of learning experiences that will enhance sporting skills and abilities of students in Rugby League.</u></p> <p><u>The rugby league program will be focused for boys and girls wanting to improve in the sport while representing the school, district, region and hopefully state.</u></p> <p><u>The students will be expected to participate in variety of theory and practical experiences that will development them as young sports people. Topics/sports will include:</u></p> <ul style="list-style-type: none"><li><u>• Healthy Lifestyles</u></li><li><u>• Training Programs</u></li><li><u>• Sports Nutrition</u></li><li><u>• Psychology in Sport</u></li><li><u>• Biomechanics in Sport</u></li><li><u>• Rugby League</u></li></ul> <p><u>The course will continue into Year 10 during which they will learn specific training techniques, how to manage psychological factors and sports nutrition.</u></p>
<u>TYPES OF ASSESSMENT</u>	<p><u>Assessment for each unit is completed through a combination of:</u></p> <ul style="list-style-type: none"><li><u>• Written exams</u></li><li><u>• Assignments</u></li><li><u>• Practical skill</u></li></ul>
<u>SPECIALIST EQUIPMENT</u>	<p><u>Sports uniform must be worn to each lesson.</u></p> <p><u>Suitable laced impervious shoes are required.</u></p> <p><u>Specialty boots may be required for some practical lessons.</u></p>
<u>SUBJECT LEVY</u>	<p><u>Rugby League Academy - \$95 (this cost will cover a shirt, shorts/socks, travel to some carnivals/tournaments and other sports specific requirements)</u></p>
<u>ADDITIONAL REQUIREMENTS</u>	<p><u>Students will be required to participate in all school sporting carnivals, interschool sport and extracurricular activities.</u></p> <p><u>Students will need to maintain a 'C' grade for all subjects for effort and behaviour.</u></p> <p><u>Students must also attend after-school training, and where required homework club.</u></p> <p><u>There is also a charge at the beginning of the year to cover competitions and other affiliated costs as outlined in inductions.</u></p>

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## 9 – Visual Arts

<u>COURSE SCHEDULE</u>	<u>Leads to studies in Senior Art</u>
<u>COURSE DESCRIPTION</u>	<u>Visual Art develops innovative problem-solving, lateral thinking and provides students with the opportunity to express their individuality and creativity.</u> <u>Students explore concepts and focuses through drawing, painting, printing, ceramics, sculpture and mixed media.</u> <u>They will make, display and respond to artworks.</u>
<u>TYPES OF ASSESSMENT</u>	<u>Assessment consists of collections of work (folios)</u> <u>This includes</u> <u>- visual diary activities</u> <u>- designs and ideas</u> <u>- practical art pieces</u> <u>- responding tasks</u>
<u>SPECIALIST EQUIPMENT</u>	<u>All art students are required to maintain a visual diary. (provided)</u> <u>Students need to bring a HB pencil and basic stationary to each lesson.</u>
<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>Students may wish to bring an old shirt or apron for “messy” work.</u> <u>BYOD is necessary for some lessons.</u>

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## 9 – Volleyball

<u>COURSE SCHEDULE</u>	<u>Suitable students can elect to trial for this full year Sports Enhancement Program.</u>
<u>COURSE DESCRIPTION</u>	<u>This subject will continue to introduce students to a variety of learning experiences that will enhance sporting skills and abilities of students who have been identified as having potential in Volleyball. The Volleyball subject will be focused for students wanting to improve in the sport while representing the school, district, region and hopefully state.</u> <u>The students will be expected to participate in variety of theory and practical experiences that will development them as young sports people. Topics/sports will include:</u> <ul style="list-style-type: none"><li><u>• Healthy Lifestyles</u></li><li><u>• Training Programs</u></li><li><u>• Psychology in Sport</u></li><li><u>• Skill Acquisition</u></li><li><u>• Volleyball officiating</u></li><li><u>• Volleyball</u></li></ul>
<u>TYPES OF ASSESSMENT</u>	<u>Assessment for each unit is completed through a combination of:</u> <ul style="list-style-type: none"><li><u>• Written exams</u></li><li><u>• Assignments</u></li><li><u>• Practical skill assessment</u></li></ul>
<u>SPECIALIST EQUIPMENT</u>	<u>Sports uniform must be worn to each lesson.</u> <u>Suitable laced impervious shoes are required.</u>
<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>Students will be required to participate in all school sporting carnivals, interschool sport and extracurricular activities.</u> <u>Students will need to maintain a ‘C’ grade for all subjects for effort and behaviour.</u>

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## 9 – Work Studies

<u>COURSE SCHEDULE</u>	<u>Students may choose this subject in Semester One OR Semester Two. Leads to studies in Social and Community Studies.</u>
<u>COURSE DESCRIPTION</u>	<u>This subject is important for students in preparing for the world of work. The program engages students in transferring work-related knowledge and understanding to activities that involve the world of work.</u> <u>Students will investigate a wide range of occupations, and the skills and personal qualities required in these fields. They will identify types of workplace communications and the effect of context on the choice of communication. They will identify the attitudes and skills required for self-directed and lifelong learning.</u>
<u>TYPES OF ASSESSMENT</u>	<ul style="list-style-type: none"> <li>• <u>Assignments – Written and practical</u></li> <li>• <u>Journals</u></li> </ul>
<u>SPECIALIST EQUIPMENT</u>	<u>Supplied</u>
<u>SUBJECT LEVY</u>	<u>NIL</u>
<u>ADDITIONAL REQUIREMENTS</u>	<u>NIL</u>

## 9 – Visual Art

<u>COURSE SCHEDULE</u>	<u>Leads to studies in Senior Art</u>
<u>COURSE DESCRIPTION</u>	<u>Visual Art develops innovative problem-solving, lateral thinking and provides students with the opportunity to express their individuality and creativity.</u> <u>Students explore concepts and focuses through drawing, painting, printing, ceramics, sculpture and mixed media.</u> <u>They will make, display and respond to artworks.</u>
<u>TYPES OF ASSESSMENT</u>	<u>Assessment consists of collections of work (folios)</u> <u>This includes</u> <ul style="list-style-type: none"> <li><u>–visual diary activities</u></li> <li><u>–designs and ideas</u></li> <li><u>–practical art pieces</u></li> <li><u>–responding tasks</u></li> </ul>
<u>SPECIALIST EQUIPMENT</u>	<u>All art students are required to maintain a visual diary. (provided)</u> <u>Students need to bring a HB pencil and basic stationery to each lesson.</u>

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SUBJECT LEVY NIL

ADDITIONAL REQUIREMENTS Students may wish to bring an old shirt or apron for “messy” work.  
BYOD is necessary for some lessons.

## 9 – Drama

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COURSE SCHEDULE	Leads to studies in Senior Drama
COURSE DESCRIPTION	<p>Drama is an exciting combination of improvisation, creative movement and expression. In drama, you will identify and analyse how the elements of drama are used, combined and manipulated in different styles. You will also develop skills that will be valuable throughout your whole life, such as, gaining confidence. You will apply your knowledge in drama and collaborate with others to devise, interpret and perform drama. Dramatic perspectives from different cultures, times and places to communicate meaning and intent through drama will be evaluated. Performance skills that you develop will be paired with production elements to shape and focus theatrical effect for an audience. You will study the following styles and forms in Year 9 Drama:</p> <p>Improvisation Theatresports Performing a script Creative Folio Indigenous Soap Opera/Melodrama</p>
TYPES OF ASSESSMENT	Practical assessment occurs in the three areas of forming, presenting and responding. As part of this group work, there will be times outside of regular school hours when you will be required to rehearse. While the emphasis is on practical skill development, there are assessment tasks, which will encompass written submissions/assignments.
SPECIALIST EQUIPMENT	You will be required to wear basic “theatre blacks” for practical performances (Black T shirt & shorts/leggings)
ADDITIONAL REQUIREMENTS	Approx. \$10-\$15 for Professional Performances

## 9 – Music

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COURSE SCHEDULE	Leads to studies in Senior Music
COURSE DESCRIPTION	<p>By the end this course, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.</p> <p>Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.</p>
TYPES OF ASSESSMENT	Composing, Performing and Analysing
SPECIALIST EQUIPMENT	NIL
SUBJECT LEVY	NIL

ADDITIONAL  
REQUIREMENTS

NIL

## 9 – Dance

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COURSE SCHEDULE	Leads to Senior Dance
COURSE DESCRIPTION	<p>This is a fun, practical introductory subject that gives the students a taste of many styles of dance. Students will develop their creativity, coordination, fitness, strength, flexibility and confidence during each semester.</p> <p>By the end of this course, students will be able to analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view.</p> <p>Throughout each of the dance units students will develop the confidence and skills to choreograph dances by manipulating and combining the elements of dance. They will also be taught routines that they will rehearse and perform, demonstrating technical and expressive skills appropriate for hip-hop, contemporary, musical theatre, Bollywood, body percussion and Indigenous dance.</p>
TYPES OF ASSESSMENT	In small groups, students will choreograph their own dances and will be taught a variety of dances by their teacher that they will perform for their peers. Students will also critique their dances, learn how to analyse dances and research dances from around the world.
SPECIALIST EQUIPMENT	Each student requires plain black pants and black shirt (performance clothes). Access to music devices (smartphone, Ipod etc.) is advantageous but not compulsory.
SUBJECT LEVY	To be advised.
ADDITIONAL REQUIREMENTS	NIL

## 9 – Film and Media

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COURSE SCHEDULE	Leads to studies in Film, Television and Media/ Art
COURSE DESCRIPTION	No prerequisites
TYPES OF ASSESSMENT	<p>Media Studies is a visual subject that encompasses both photography and the filming of moving images. The course is developed to give students an introduction into the use of cameras and the techniques incorporated by professionals to get the best out of the images they capture. Students participating in the course will have the opportunity to learn about some of the following topics:</p> <p>Composition of images — Editing of film</p> <p>Use of lighting — Codes and conventions of genre</p> <p>Development of scripts — Digital manipulation of images</p> <p>Photographic Correction — Storyboarding</p>
SPECIALIST EQUIPMENT	Students will be assessed through the practical design and production of media within genres as well as the written critiquing of media and its production.
ADDITIONAL REQUIREMENTS	Headphones, USB stick
COURSE SCHEDULE	The study of media can lead to numerous occupational possibilities. It teaches students about the development of media including camera operations, directing

and production of films. Media Studies also develops pathways into photography and visual arts using media.

## 9 Food and Service Studies

COURSE SCHEDULE	Students may choose this subject in <b>Semester One and/or Semester Two</b>
COURSE DESCRIPTION	<p>This subject is a practical and theoretical course for students allowing them to develop their skills across a range of hospitality contexts. From tracking food from the farm to the table, the students learn to use basic culinary skills to organise and prepare for functions. Students <b>must</b> be committed to participation in theoretical and practical lessons.</p> <p>This course is designed as a launching pad into Year 10 Hospitality and senior hospitality certificates.</p>
TYPES OF ASSESSMENT	<p>Written and practical cooking assessment in class:</p> <ul style="list-style-type: none"> <li>— Sport nutrition: what's in our food?</li> <li>— Design a morning tea function</li> </ul>
SPECIALIST EQUIPMENT	Year 9 students will <b>require</b> enclosed shoes as per school uniform policy and are <b>essential for all practical lessons</b> .
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	<p>Some cost for ingredients outside of what is provided by the Hospitality Department.</p> <p>A full list of requirements is given to students at the start of each semester.</p>

## 69 Business Studies

COURSE SCHEDULE	Students may choose this subject in <b>semester one OR two, but not both</b> . The course runs for one semester.
COURSE DESCRIPTION	<p>This subject is designed to provide the student with an introduction to the activities of a business — in particular small business.</p> <p>The course is divided into two areas. Both areas will be studied over the duration of one semester:</p> <p><b>3. — Entrepreneurs and Business</b></p> <ul style="list-style-type: none"> <li>• — Entrepreneurship</li> <li>• — Coming up with a business idea</li> <li>• — The business plan</li> <li>• — 4 P's (product, price, place &amp; promotion)</li> </ul> <p><b>4. — The Accounting Process</b></p> <ul style="list-style-type: none"> <li>• — Nature of accounts &amp; the accounting equation</li> <li>• — Balance sheet</li> <li>• — Income statement</li> <li>• — Cash journals</li> </ul> <p>This subject provides a good background for students planning to study Business or Accounting in the future.</p>
TYPES OF ASSESSMENT	<p>4. — Oral presentation on an entrepreneur</p> <p>5. — Participate in Trade Expo for a new or existing business idea. Written report is to be completed for Trade Expo.</p> <p>6. — Practical and Theoretical Exam on The Accounting Process.</p>
SPECIALIST EQUIPMENT	Folder required for note keeping, handouts and assignments
SUBJECT LEVY	NIL

ADDITIONAL  
REQUIREMENTS

NIL

## 9 – Information Communication & Technology

COURSE SCHEDULE	Students may choose this subject in <b>either</b> semester one or semester two, but <b>not both</b> . Only <b>one class</b> will be scheduled for each semester.
COURSE DESCRIPTION	<p>This subject is designed to develop a mastery of computer skills required by our technological society. Students will develop skills that are appropriate and transportable in the information age.</p> <p>Some or all of the topics below will be studied:</p> <ul style="list-style-type: none"> <li>• Word Processing</li> <li>• Desktop Publishing</li> <li>• Spreadsheets</li> <li>• Databases</li> <li>• Multimedia Presentations</li> <li>• Webpage Development</li> <li>• Photo Editing</li> <li>• Internet and Email</li> <li>• Social and Ethical Issues</li> <li>• Coding</li> <li>• Cyber safety</li> </ul>
TYPES OF ASSESSMENT	<p>A range of practical tasks which are completed in class will be submitted for assessment</p> <p>Multimedia presentations which include a literacy component will also be used for assessment</p>
SPECIALIST EQUIPMENT	Folder required for note keeping, handouts and assignments
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	NIL

## 9 – Japanese

COURSE SCHEDULE	Students will do this subject in Semester 1 and Semester 2
COURSE DESCRIPTION	<p>The study of languages is an integral part of education and Japanese has an important place in the curriculum offerings of Queensland schools. Learning Japanese opens a whole new way of reading and writing and brings students into contact with ancient traditions reflected in the unique use of a variety of character-based scripts. Being able to speak Japanese offers an opportunity for students to learn about and appreciate the uniqueness of Japanese culture while learning about the similarities of modern Australian and Japanese societies.</p> <p>There is more to a foreign language than being able to speak it. It is also about:</p> <ul style="list-style-type: none"> <li>• Engaging with the global community</li> <li>• Widening cultural understanding and experiences</li> <li>• Developing new perspectives and opportunities</li> <li>• Gaining a competitive edge in the job market</li> <li>• Being able to travel through parts of the world more</li> </ul> <p>Learning a language requires communicating in meaningful and realistic situations. Students will use the skills of listening, reading, speaking and writing in activities such as:</p> <ul style="list-style-type: none"> <li>• Listening to radio broadcasts, television programs, webcasts and podcasts</li> </ul>

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	Viewing videos and films
	<ul style="list-style-type: none"> <li>Communicating with students in other schools and countries</li> <li>Holding debates or participating in discussions</li> </ul>
TYPES OF ASSESSMENT	<p>Reading cartoons, short stories, poems and lyrics</p> <p>Japanese at Beenleigh State High School is assessed in the macro skills of listening, reading, speaking and writing. Students may be assessed by:</p> <ul style="list-style-type: none"> <li>Answering questions about spoken and written texts and language</li> <li>Engaging in conversations and interviews</li> <li>Writing letters, emails and articles</li> </ul>
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	Folder required for note keeping, handouts and assignments

## 9 – Rugby League

COURSE SCHEDULE	Suitable students can elect to take this full year Sports Enhancement Program which will then continue into Year 10.
COURSE DESCRIPTION	<p>This subject will continue to introduce students to a variety of learning experiences that will enhance sporting skills and abilities of students in Rugby League.</p> <p>The rugby league program will be focused for boys and girls wanting to improve in the sport while representing the school, district, region and hopefully state. The students will be expected to participate in variety of theory and practical experiences that will development them as young sports people. Topics/sports will include:</p> <ul style="list-style-type: none"> <li>Healthy Lifestyles</li> <li>Training Programs</li> <li>Sports Nutrition</li> <li>Psychology in Sport</li> <li>Biomechanics in Sport</li> <li>Rugby League</li> </ul>
TYPES OF ASSESSMENT	<p>The course will continue into Year 10 during which they will learn specific training techniques, how to manage psychological factors and sports nutrition.</p> <p>Assessment for each unit is completed through a combination of:</p> <ul style="list-style-type: none"> <li>Written exams</li> <li>Assignments</li> <li>Practical skill assessment</li> </ul>
SPECIALIST EQUIPMENT	<p>Sports uniform must be worn to each lesson.</p> <p>Suitable laced impervious shoes are required.</p> <p>Specialty boots may be required for some practical lessons.</p>
SUBJECT LEVY	<ul style="list-style-type: none"> <li>Rugby League Academy – \$95 (this cost will cover a shirt, shorts/socks, travel to some carnivals/tournaments and other sports specific requirements)</li> </ul>
ADDITIONAL REQUIREMENTS	<p>Students will be required to participate in all school sporting carnivals, interschool sport and extracurricular activities.</p> <p>Students will need to maintain a ‘C’ grade for all subjects for effort and behaviour. Students must also attend after school training, and where required homework club.</p>

There is also a charge at the beginning of the year to cover competitions and other affiliated costs as outlined in inductions.

## 9 – Health and Physical Education

COURSE SCHEDULE	This subject is an elective in Semesters 1 & 2.
COURSE DESCRIPTION	<p>Junior HPE is based upon the idea that a person requires a number of essential skills in order to pursue a lifestyle best suited to the individual's needs. Physical skills offer a personal challenge to the individual by:</p> <ul style="list-style-type: none"> <li>• Improving one's body co-ordination</li> <li>• Building self-confidence</li> <li>• Developing social skills through participation</li> <li>• Instilling healthy attitudes towards exercise, sport and the use of leisure.</li> </ul> <p>Theory studies promote a greater understanding of body functions and their relationships to the environment.</p> <p><b>Outline</b></p> <p>The Year 9 HPE course provides a fundamental basis for studies in Year 10 Health and Physical Education and Senior Sport and Recreation.</p> <p>HPE is studied through an integration of written work and practical activity. Sample practical activities may include:</p> <ul style="list-style-type: none"> <li>• <u>Games and Sports</u> – Team Handball, Indoor Hockey, Basketball, Touch, Softball and Volleyball.</li> </ul> <p>Theory work involves the study of concepts selected from Healthy Lifestyles, Fitness, History of Sport and Drug Education.</p>
TYPES OF ASSESSMENT	<p>Assessment for each unit is completed through a combination of:</p> <ul style="list-style-type: none"> <li>• written exams</li> <li>• assignments</li> <li>• practical skill assessment</li> </ul>
SPECIALIST EQUIPMENT	<p>Sports uniform must be worn to each lesson.</p> <p>Laced impervious shoes are required.</p> <p>An interest in sport, personal health and exercise is beneficial. <b>Students also must be willing to participate at all times.</b></p>
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	NIL

## 9 Volleyball

Suitable students can elect to trial for this full year Sports Enhancement Program.

This subject will continue to introduce students to a variety of learning experiences that will enhance sporting skills and abilities of students who have been identified as having potential in Volleyball. The Volleyball subject will be focused for students wanting to improve in the sport while representing the school, district, region and hopefully state.

The students will be expected to participate in variety of theory and practical experiences that will development them as young sports people. Topics/sports will include:

- Healthy Lifestyles
- Training Programs
- Psychology in Sport

#### Skill Acquisition

- Volleyball officiating
- Volleyball

Assessment for each unit is completed through a combination of:

- Written exams
- Assignments
- Practical skill assessment

Sports uniform must be worn to each lesson.  
Suitable laced impervious shoes are required.

— NIL

Students will be required to participate in all school sporting carnivals, interschool sport and extracurricular activities.  
Students will need to maintain a 'C' grade for all subjects for effort and behaviour.

## 9 Business Studies

COURSE SCHEDULE	Students may choose this subject in <del>semester one OR two, but not both</del> . The course runs for one semester.
COURSE DESCRIPTION	<p>This subject is designed to provide the student with an introduction to the activities of a business — in particular small business.</p> <p>The course is divided into two areas. Both areas will be studied over the duration of one semester.</p> <p><b>Entrepreneurs and Business</b></p> <ul style="list-style-type: none"><li>• Entrepreneurship</li><li>• Coming up with a business idea</li><li>• The business plan</li><li>• 4 P's (product, price, place &amp; promotion)</li></ul> <p><b>The Accounting Process</b></p> <ul style="list-style-type: none"><li>• Nature of accounts &amp; the accounting equation</li><li>• Balance sheet</li><li>• Income statement</li><li>• Cash journals</li></ul> <p>This subject provides a good background for students planning to study Business or Accounting in the future.</p>
TYPES OF ASSESSMENT	<p>7. Oral presentation on an entrepreneur</p> <p>8. Participate in Trade Expo for a new or existing business idea. Written report is to be completed for Trade Expo.</p> <p>9. Practical and Theoretical Exam on The Accounting Process.</p>
SPECIALIST EQUIPMENT	Folder required for note keeping, handouts and assignments
SUBJECT LEVY	NIL



ADDITIONAL  
REQUIREMENTS NIL

## 9 - Industrial Technology and Design

COURSE SCHEDULE	<b>SEMESTER 1:</b> <b>Unit 1:</b> LED Light Box <b>Unit 2:</b> Co2 Dragsters
COURSE DESCRIPTION	<p><b>Unit 1:</b> Throughout this unit students will explore a design problem, where a design solution incorporating a small LED battery powered device will be the end goal. Students will have a restricted amount and type of materials to use for production. The content provides opportunities for students to use a range of thinking skills to research and investigate information, develop ideas and apply information to a practical outcome. Students will also become proficient with the purpose and function of hand tools, static machines, WPHS regulations, hazard identification and appropriate terminology related to the fabrication of their preferred LED lighting design.</p> <p><b>Unit 2:</b> Throughout this unit students are required to design and build a Co2 dragster that is as light and as powerful as possible that it will travel 20 metres in the shortest time. This unit involves students responding to a design brief and working through a design process to create and evaluate a design solution. In this unit you will learn how to design, build and race your own dragster. It's not a car you ride in but a real one just the same. Dragsters are primarily built for only one thing, SPEED. Students use the materials provided to design and build a vehicle (to specifications) that will travel a distance of 20m in the fastest time possible using the power provided by a single standard CO2 gas cylinder(cartridge). The content provides opportunities for: Students to use a range of creative thinking skills to interpret information, develop and progress ideas, evaluate ideas, investigate, research and apply information to practical situations.</p>
TYPES OF ASSESSMENT	Design Folios Practical Projects
SPECIALIST EQUIPMENT	Supplied
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	A keen interest in Design and Manufacturing. Appropriate closed in covered shoes. Parent sign off of ITD permission slip.

## 9 - Graphics and Design

COURSE SCHEDULE	<b>SEMESTER 1:</b> <b>Unit 1:</b> Sustainable Structures <b>Unit 2:</b> Design in Practice – Digital Video Game Accessory
COURSE DESCRIPTION	<p><b>Unit 1:</b> Designing sustainable environments refers to indoor and outdoor spaces that have been structurally changed by human action. In particular architecture involves the design of buildings and structures for human activity including residential spaces ranging from individual homes to large housing complexes, major public infrastructure such as hospitals and museums and commercial office spaces and entertainment facilities. This unit involves students to design</p>

	<p>an interior space using the latest emerging technologies. The solution must be designed for individual use and targeted towards an end user's needs &amp; wants. Students achieve this by applying the following design process:</p> <ul style="list-style-type: none"> <li>–Investigating</li> <li>–Generating</li> <li>–Producing</li> <li>–Evaluating</li> <li>–Collaborating &amp; Managing</li> </ul> <p>The unit of work provides opportunities for all students to develop critical thinking skills needed in a designed world.</p> <p><b>Unit 2:</b> The context of this project is – design in practice. Fundamental to design in practice is the principle that design is a purposeful process undertaken by design professionals in response to identified needs, wants and opportunities. Students are introduced to the breadth of design professions, the design process and how designs of the past inform contemporary design practice. Students will experience design directly as they respond to teacher directed, open ended, well defined design problems. Students will respond to the following question: How can the design of digital video games accessories be accomplished to appeal to a target audience? Students will use “convergent and divergent” thinking in the design process to explore, develop and propose the design or re-design of a digital video game accessory that will help increase the level of in game experience for an end user.</p>
TYPES OF ASSESSMENT	<p>Design Folios</p> <p>Practical Projects</p>
SPECIALIST EQUIPMENT	Supplied
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	A keen interest in Design and Manufacturing. Appropriate closed in covered shoes. Parent sign off of ITD permission slip.

## 9 – Industrial Technologies (Manufacturing)

COURSE SCHEDULE	<p><b>1 SEMESTER:</b> Offered as a Semester course in Semester 2 Year 9 only.</p> <p><b>Unit 1:</b> Candelabra</p> <p><b>Unit 2:</b> Fruit Basket</p>
COURSE DESCRIPTION	<p><b>Unit 1:</b> Students consider a design brief and produce a practical candelabra project in response. Students operate within identified design constraints. Students will develop skills and knowledge to produce sketches, working diagrams, templates, costing and cutting lists, production time lines, materials lists, jointing methods, a fabrication procedure and tool selection. Students are required to use correct industrial terminology and be aware of WPHS hazard and risk assessment. Students also use a range of thinking skills to research and investigate information, develop ideas and apply information to a practical outcome. Students apply these process to the manufacturing of their chosen candelabra design.</p> <p><b>Unit 2:</b> The situation for this unit is that there a number of fruit items that have nowhere to be stored. Round fruits like apples and oranges tend to roll onto the floor. Students design, construct and assemble an attractive timber fruit basket to solve this problem. Students have opportunities to use a range of creative thinking skills to interpret information, develop and process ideas, evaluates ideas and investigate, research and apply information to practical situations.</p>
TYPES OF ASSESSMENT	<p>Design Folio</p> <p>Practical Project</p>

SPECIALIST EQUIPMENT	Supplied
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	A keen interest in Design and Manufacturing. Appropriate closed in covered shoes. Parent sign off of ITD permission slip.

## 9 – Graphics and Design

COURSE SCHEDULE	<b>SEMESTER 2: Offered as a Semester course in Semester 2 Year 9 only.</b> <b>Unit 1:</b> Skylap <b>Unit 2:</b> Human-Centered Design
COURSE DESCRIPTION	<b>Unit 1:</b> This unit involves students exploring a range of aerodynamic principles and applying them to practical settings. Students learn about the history of flight – concepts of flight including lift, weight, and drag and thrust – the experimental design process and the requirement for modifications – how to make a test model with varying physical characteristics – the range of theories of lift. The content provides opportunities to learn to use graphic techniques for the design process – engage in a process of experimental design – observe physical behaviour of the flying aircraft and its motion – Evaluate their design and make modifications to optimise aircraft's behaviour – measure and record behaviours of their aircraft for evaluation purposes. Students are required to use data from a base model balsa wood electric plane, to redesign a new plane with enhanced abilities. <b>Unit 2:</b> The context of this project is human-centred design (HCD). Fundamental to HCD is the principle that a designer considers human needs and wants to be a higher priority than other influences throughout the design process. The success of designs will depend on effectively considering the attitudes, expectations, motivations of a specific chosen person and the way that they interact with a specific product within the home environment. Students respond to the following question – How can empathy be used in the redesigning of products to ensure a better experience for the user is achieved? Students use designing with empathy as an approach to understand the experience that a user has when using a particular product. Students redesign the product to improve the experience for the user. This requires the student to – identify a person in the home (stakeholder), identify a product that they use (in the home environment), redesign this product with empathy in mind to improve the product for the user, apply the HCD process to respond to their needs and wants using design with empathy techniques. Interacting with your identified stakeholder/s throughout the process will be important.
TYPES OF ASSESSMENT	Design Folios Practical Project
SPECIALIST EQUIPMENT	Supplied
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	A keen interest in Design and Manufacturing. Appropriate closed in covered shoes. Parent sign off of ITD permission slip.

## 9-Tourism

COURSE SCHEDULE	Students will do this subject in Semester 1 and Semester 2
COURSE DESCRIPTION	<p>Tourism is one of the world's largest industries, directly employing approximately 105 million people and accounting for 9.8% of the global gross domestic product. Tourism is also one of Australia's most important industries, assuming increasing value as a source of expanding business and employment opportunities.</p> <p>The subject is designed to give students a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.</p> <p>In Tourism, students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal and Torres Strait Islander communities.</p> <p>A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.</p> <p>Topics studied in Year 9 include:</p> <ul style="list-style-type: none"> <li>— European Destinations</li> <li>— Impacts of Covid-19 to tourism</li> </ul>
TYPES OF ASSESSMENT	Projects, Investigations, Examinations and Extended Responses
SUBJECT LEVY	NIL
ADDITIONAL REQUIREMENTS	Folder required for note-keeping, handouts and assignments