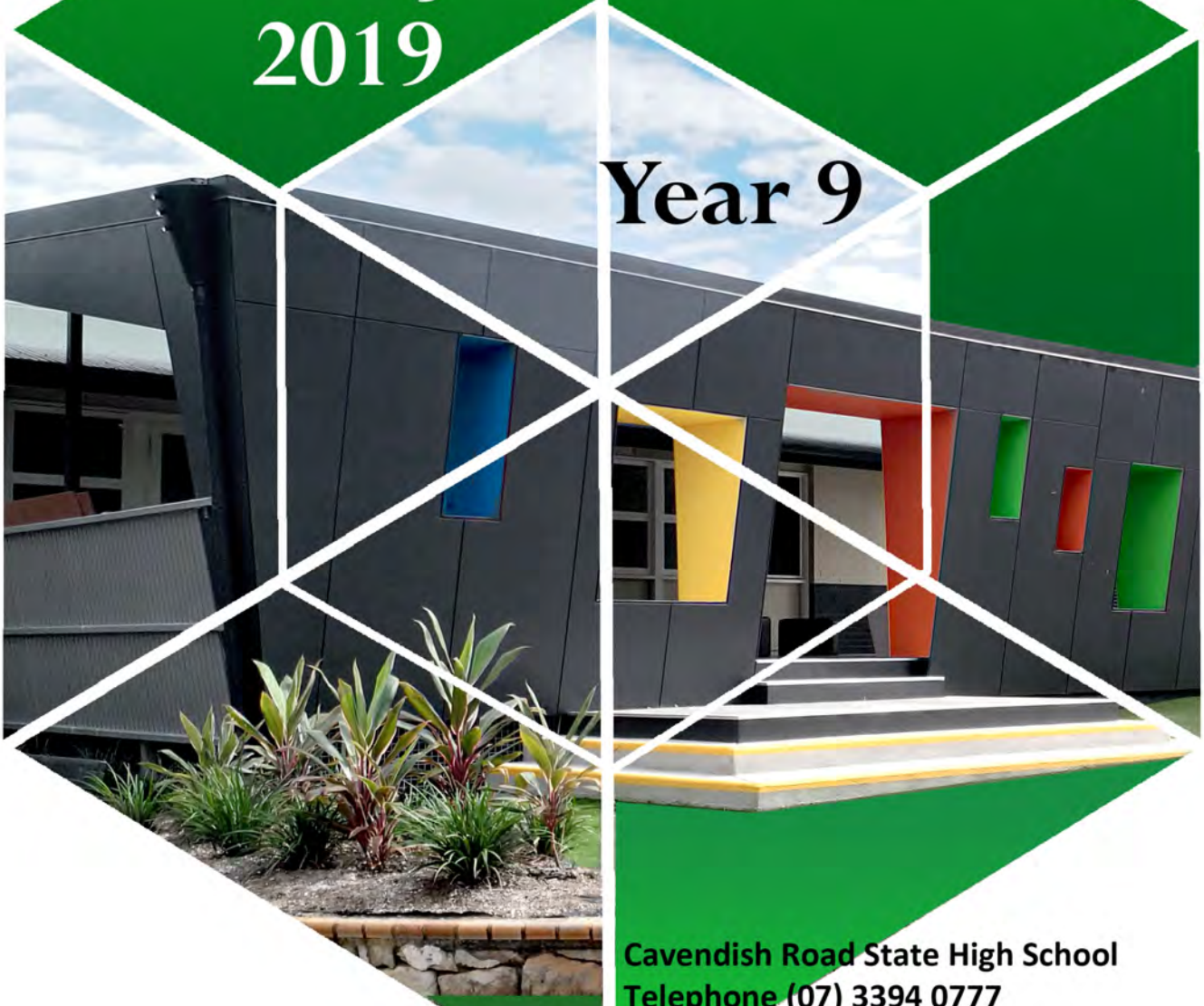
CAVENDISH ROAD
State High School

Subject Selection 2019

Year 9



Cavendish Road State High School
Telephone (07) 3394 0777
PO Box 156 Holland Park 4121
admin@cavendishroadshs.eq.edu.au
https://cavendishroadshs.eq.edu.au
CRICOS Provider Number 00608A

WELCOME

Dear Students and Parents,

The Year 9 Curriculum offered at Cavendish Road is based on the Australian Curriculum where
some subjects are compulsory to continue on from years 7 and 8 and,
you will have some choices to make in other subjects areas of the curriculum over the next two years.

The expectation at Cavendish Road State High School is that all graduating students achieve a Queensland Certificate of Education (QCE) which is awarded to young people who successfully complete their senior schooling, usually at the end of their Year 12 studies. We wish to see you set up for success by providing you with information, guidance and opportunity in the curriculum provided to all students at each point in their schooling journey.

You will find each year you progress the subject and study demands increase. It is essential that you commit to your studies and apply a conscientious attitude as well as self- discipline. These are skills you will need in and beyond school. Please think carefully about your commitment and willingness to work to the best of your ability, both in class and at home.

This handbook provides essential information for you to begin to shape your plan for academic success at Cavendish Road State High School.

We offer a range of opportunities at our school which assist young people to develop their knowledge, skills and attitudes so that they can confidently take their place in our global society as responsible citizens and the leaders of tomorrow. A balanced curriculum keeps future options open and as such the need for students to change subjects at a later date should be minimised.

I encourage you to seek the advice of your parents, teachers, Guidance Officers and Heads of Department to assist you in your decision making.

It is important that you read through all sections carefully and consider the options available. You will see that subjects offered cater for a range of abilities and interests. All subjects emphasise the development of literacy, numeracy, critical and creative thinking and technology skills.

I encourage students to consider two key factors when choosing elective subjects in the curriculum by asking oneself,
What am I really interested in?
What does my past achievement tell me I am good at?

You will have further opportunity to shape your pathway to and through senior school. Prior to the conclusion of Year 10 you will have further opportunity to plot the next steps into senior school and beyond. Having some choice of subjects for Years 9 and 10 is the first bridge on your pathway through the next four years of your secondary schooling journey.

I trust this information will be helpful and my support is extended to all families as you make decisions which help guide your child's future career.
Yours in education,

Yours in education

Richard Usher BA LLB Dip Teach
PRINCIPAL

TABLE OF CONTENTS

ADMINISTRATION

Mr Usher
Principal

Ms Johnston
Associate Principal

Ms van Genderen
Deputy Principal

Mr Cox
Deputy Principal

Mr Hazzard
Deputy Principal

Ms Gardiner
Deputy Principal

GUIDANCE OFFICERS

Guidance Officers have specific skills and knowledge in the area of Career Development. At Cavendish Road State High School the Guidance Officers are responsible for the Career Education Programs that students participate in from Years 7 –11. These programs assist in informing students about their strengths, abilities and the world of work.
Students are able to access career counselling, advice and support from the Guidance Officers. Parents are welcome to attend these sessions.
Please contact Ms Niland and Mr Ross to learn more about Post Year 12 options.

Ms Kate Niland
knila1@eq.edu.au

Ms Shauna McVie
smcvi2@eq.edu

Mr Paul Ross
pross2@eq.edu.au

HEADS OF DEPARTMENT (HODS)

Mr Anthony Caruso
HPE
acaru9@eq.edu.au

Mr Terry Moran
Mathematics
tmora1@eq.edu.au

Mr Michael Denner
Science
mdenn37@eq.edu.au

Ms Stephanie Davis
Education Support
sdavi135@eq.edu.au

Ms Diana McFadzean
English
dmcfa3@eq.edu.au

Mr Adam Kuss
Director of Teaching Excellence/Languages
akuss7@eq.edu.au

Ms Karen McFarlane
Information Services
kmcfa19@eq.edu.au

Mr Strac Kosanovic
Humanities
skosa1@eq.edu.au

Mr David Thomson
Business and Technology
dthom295@eq.edu.au

Ms Genevieve Tippett
The Arts and Hospitality
gtipp1@eq.edu.au

DIRECTOR OF STUDENT ACHIEVEMENT (DOSA)

The DOSA is responsible for the academic well-being of students and for the tracking of Student Achievement Data. They analyse student data and coordinate targeted intervention for 'at risk', underperforming and gifted and talented students ensuring all students are adequately supported.

The DOSA's role is to support students by promoting a positive culture of learning and academic excellence. They are available to discuss career pathways, subject changes and learning matters.

Ms Lisa Williams
Years 7 and 8
lwill81@eq.edu.au

Mr Ben Reynolds
Years 9 and 10
breyn33@eq.edu.au

Ms Karyn Trapp
Years 11 and 12
ktrap1@eq.edu.au

YEAR 9 COURSE 2019

YEAR 9 COURSE IN 2019

The Year 9 curriculum is designed to implement the mandated aspects of the Australian curriculum as well as to cater for the needs of Cavendish Road SHS students. It aims to provide a broad, general education and a foundation for further learning.

CORE STUDIES:

ALL students will study TWO semesters of ENGLISH, MATHS and SCIENCE. They will also study ONE semester of HISTORY and ONE semester of HEALTH AND PHYSICAL EDUCATION.

Throughout the year, ALL students will also participate in the school's PASTORAL CARE/PEER SUPPORT PROGRAM and Tuesday afternoon inter-school or recreational SPORT.

ELECTIVE STUDIES:

Students will choose electives, which will be studied for FOUR semesters.

LANGUAGES: Students who wish to study a language (either Japanese or German) will study the language for TWO semesters. They will need to choose electives for the other two semesters.

CORE	ONE SEMESTER ELECTIVES	TWO SEMESTER ELECTIVES
English	Business Studies	German
Health & Physical Education	Design Technology- Graphical Design	Japanese
History	Design Technology Material (Practical)	Football Academy
Mathematics	Digital Technology	Netball Academy
Science	Drama	Touch Football Academy
	Food, Textiles and Design	
	Geography	
	Music	
	The Academy of Ideas	
	Visual Art	

SPORTS ACADEMY: Students who have been selected in a Sports Academy will study their chosen Academy program during Health and Physical Education core and as ONE elective choice.

Elective offerings are determined by the number of students choosing to study the elective as well as the availability of staff and resources. The school reserves the right to cancel an elective should it not prove to be a viable elective.

ACADEMIC EXPLORERS PROGRAM

The Academic Explorers Program, (AEP) is an extension program for high performing students that extends our students in the areas of humanities, sciences, design technology and math. The program is for students in Years 7 and 8; it is delivered as a series of afterschool sessions and incursions ranging from Forensic Archaeology to Philosophy to our unique ISTEM unit, a digital solution to world problems. The AEP is an invitation based program. Prospective students apply using the AEP application form and submit this during enrolment interviews or shortly thereafter. While participation in the program does not guarantee the admission into the Year 9 academies, it certainly is structured to extend and prepare students for eligibility for the Ideas, Maths and Science academies. The research shows that when you take Gifted and Talented students and place them into an environment of likeminded peers they prosper and their talents grow stronger. This is what we are aiming to do in the AEP, develop the gifts of our high performing students while in the junior school so that they will continue to grow into the senior schooling years.

ACADEMY ENTRY FOR SCIENCE

Year level	Method of entry
9	Students who are achieving at a B+ minimum will be invited to submit an application at the beginning of term 4, year 8. The application requires students to write a statement about why they wish to participate in the program, provide Semester 1 grades for Achievement, Effort and Behaviour, and an endorsement from their teacher. Applications will be considered on a balance of all those aspects. Students who are successful in gaining entry into the Academy of Science class will accelerate their learning to allow for additional extra-curricular opportunities. Achievement grades from Year 8 terms 1-3 are considered as part of the application.
10	The Year 10 Academy of Science class has a purely Biological focus, as it is preparing students to commence the Griffith University “Cell Biology” course in Year 11. Students who are achieving at a B+ minimum in year 9 will be invited to submit application during term 3, prior to the time of subject selection. The application requires students to write a statement about why they wish to participate in the program, Semester 1 grades for Achievement, Effort and Behaviour, and an endorsement from their teacher. Applications will be considered on balance of all those aspects. Academic results from Term 4 Year 8, along with Semester 1 Year 9 will be considered. Students will study a preparatory course for senior Biology in semester 1, before commencing Year 11 Biology in semester 2.
11&12	There is no entry into the Year 11 or 12 Academy of Science class except from the Year 10 Academy of Science class. As part of our agreement with Griffith University, students must maintain a ‘B’ minimum to remain in the Academy of Science class.

SELECTION INTO SPORTING ACADEMIES

Selection into the Sporting Academies is based on successful enrolment in the school and a trial in their chosen sport. Trials for Year 7 occur early in the previous year. Entry into the Academies for all other years occurs by arranging a trial with the Academy Director.
In Years 7-9, Sports Academy students perform their Academy classes instead of mainstream Health and Physical Education lessons. Through this, they specialise in their sport and cover health content aligned with the Australian Curriculum through their sports context where applicable.

ENGLISH

INTRODUCTION:
English in Year 9 involves speaking, listening, reading and writing in a range of forms for a variety of purposes. It is ultimately about effective understanding and communication. Students build on their foundation experiences in Year 8 to improve all aspects of performance in understanding literature, using language and being literate. Students will also engage with a variety of literary and non-literary texts, such as poetry, newspapers, novels, short stories and film.

	CONTENT	ASSESSMENT
TERM 1	Narrative Unit Persuasive Unit (continued Term 2)	Short story assignment Persuasive exam (Term 2)
TERM 2	Media Unit	Media Oral with PowerPoint
TERM 3	Novel Unit	1. Novel essay assignment 2. Novel Drama
TERM 4	Poetry	Poetry Analysis Test

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: A variety of individual and collaborative activities involving close study of text, comprehension and discussion.

HOMEWORK: Regular spelling and grammar work, reading and working towards assignments.

EXCURSIONS: Visiting speakers

EQUIPMENT: Workbook, pens and highlighters

PREREQUISITE: English year 8

MATHEMATICS

INTRODUCTION:
The Year 9 Mathematic curriculum aims to ensure that students are confident, creative users and communicators of mathematics. It develops an increasingly sophisticated understanding of mathematical concepts and fluency with process, and an ability to pose a solved problem and reason in Number and Algebra, Measurement and Geometry and Statistics and Probability.

	CONTENT	ASSESSMENT
TERM 1	Real Numbers Linear and Non-linear relationships Pythagoras Trigonometry	Exam
TERM 2	Patterns and Algebra Area and Volume Ratio and Scale Geometric reasoning	Assignment and In-Class Exam
TERM 3	Data Indices and Scientific notation Financial Mathematics	Exam
TERM 4	Chance Time Linear and Non- linear relationships	Exam

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Individual work from text book and worksheets

HOMEWORK: On line tasks, work set from the text or worksheets, assignment work

EXCURSIONS:

EQUIPMENT: Laptop, exercise books, pens, pencils, ruler and calculator (Casio fx82)

PREREQUISITE: Year 8 maths

ACCELERATED MATHEMATICS

INTRODUCTION:
Students in this course are covering the Year 9 and 10 Australian Curriculum.

	CONTENT	ASSESSMENT
TERM 1	Linear and Non-Linear relationships, Area and Volume, Pythagoras and Trigonometry	EXAM
TERM 2	Patterns and Algebra, Geometric Reasoning, Data	EXAM
TERM 3	Indices and Scientific notation Financial Mathematics Chance	Problem Solving and Modelling Task
TERM 4	Trigonometry, Linear and Non-linear Relationships Patterns and Algebra	SEMESTER EXAM

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Individual work from textbook and worksheets. On- line tasks

HOMEWORK: Work set from the text or from worksheets. On line tasks. Assignment work

EXCURSIONS:

EQUIPMENT: Laptop, exercise book, pens, pencils ruler and calculator

PREREQUISITE: Students who have demonstrated a mathematical ability at the highest level will be invited into the course.

SCIENCE

INTRODUCTION:
The Year 9 science curriculum is designed to foster a curiosity to speculate about and explore the world. It is based on the Australian Curriculum requirements and is centred on three strands: science understanding, science inquiry skills and science as a human endeavour. Science understanding refers to the facts, principles, laws and models that have been established by scientists over time. Science inquiry skills involve posing questions, planning and conducting investigations, collecting and analysing evidence and communicating findings. Science as a human endeavour acknowledges that science has advanced through the contributions of many different people from different cultures at different times in history and demonstrates that science is involved in many contemporary issues.
NB: Academy of Science: Students in the Academy of Science class complete the same general course with some variations in content and timing to allow extension of their curriculum. Entry into this class is by application only.

	CONTENT	ASSESSMENT
TERM 1	**It's elementary**: students inquire into the development of understanding of atomic structures, and of natural radiation and its practical uses. **Chemical patterns:** students explore common chemical reactions and patterns (e.g. combustion, acids with metals, bases and carbonates)	70 minute exam. Extended experimental investigation and report on the law of conservation of mass.
TERM 2	**Energy on the move:** students inquire into ways in which energy can be transferred through different materials. **Making waves:** students build on their knowledge of energy transfer to include the wave-based transfer of energy including sound and light.	70 minute exam at the end of term.
TERM 3	**My life in balance**: students build on their understanding of the human body systems and their ability to respond to change. **Responding to change**: Students examine components of an ecosystem and the flow of energy and matter within them.	In class experiment/ investigation and completion of short answer workbook. 70 minute exam on ecology.
TERM 4	**Space Science:** students explore the big bang, the origins of the universe , galaxies and solar systems **The Changing earth:** students investigate plate tectonics to explain global patterns of geological activities and continental movement.	Multimodal presentation on the origins of the universe. In class experiment/ investigation and completion of short answer workbook.

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Theoretical and practical activities, computer based activities via Edstudios

HOMEWORK: Homework tasks are available to students online via Edstudios

EXCURSIONS:

EQUIPMENT: Laptop, A4 notebook, calculator, pens and pencils, rubber, ruler, scissors, glue, compass, protractor

PREREQUISITE:

HISTORY

INTRODUCTION:
The Year 9 curriculum provides a study of the history of the modern world from 1750 to 1918, an era of revolution, industrialisation and rapid change in the ways people lived, worked and thought. It was a period of nationalism and imperialism which culminated in World War I 1914–1918, the 'war to end all wars'.
The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.
History in Year 9 is about building on the skills taught in Year 7-8 and requires students to be critical about the information they receive.

	CONTENT	ASSESSMENT
TERM 1	**The Industrial Revolution** The causes, events and consequences of the Industrial revolution in Britain. A particular focus is on the lives of children in this era.	Response to stimulus exam.
TERM 2	**Making of a nation and WW1** Why Australia became involved in WW1 and the significance of the campaigns, impacts on the home front and the commemoration of ANZAC day.	Students will create a persuasive presentation that can also be an interactive seminar.

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Students will learn to analyse and evaluate primary and secondary sources from the different time periods as well as work collaboratively to develop problem solving and critical thinking skills. Research and presentation skills will also be a major focus of this unit.

HOMEWORK: Diagnostic tests and homework will be set as appropriate.

EXCURSIONS:

EQUIPMENT: as per stationery requirements.

PREREQUISITE:

GEOGRAPHY

INTRODUCTION:
A career in Geography opens up doors to many different exciting career paths such as Town Planning, Engineering, Business, Architecture and Law. It is a subject for the real world and is highly valued in the professional society. Students are involved in two units of study – **Biomes and Food Security and Geographies of Interconnection** – with a focus on Australian, Asian and international aspects of these studies.

Biomes and Food Securit*y* focuses on investigating the role of the biotic environment and its role in food and fibre production. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and applied to agricultural practices in India.
Geographies of Interconnection focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a variety of ways. Students focus on globalisations and how it affects Australia and the world, as well as technological advances which have led to the rise in globalisation.

	CONTENT	**ASSESSMENT**
TERM 1	**Environmental geography: Biomes and Food Security** Students investigate biomes in terms of what they produce and how humans can and should manage them more sustainably.	Short Response (Knowledge) Test Field Report (Agricultural Practices – field trip to **Mount Tamborine**)
TERM 2	**Human geography: Geographies of Interconnections** Students explore concepts such as globalisation's impact on Australia and the world in terms of consumables, transport and technology.	Short Response (Knowledge, Analysing and Interpreting, Communicating) Test Multimodal Paired Assessment (Parts A-D and in-class presentation)

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Geography has a wide range of learning activities from using Geographic Information Systems (GIS) to participating in real world investigations around the school and in our local community.

HOMEWORK: Diagnostic tests and weekly homework will be set as appropriate.

EXCURSIONS: Field Trip to Mount Tamborine, Gold Coast hinterland.

EQUIPMENT: Laptop, Geography Book, Text Book, Ruler, Eraser, Coloured Pencils, Sharpener

PREREQUISITE: None

Costs: Field Trip to Mount Tamborine.

THE ACADEMY OF IDEAS

INTRODUCTION:
The Academy of Ideas is the first of its kind in Queensland schools. It is an invitation only subject that is designed to provide our identified gifted and talented students with opportunities to excel in areas not provided for in the Australian curriculum. The setting will project students' minds into the future and using a critical eye they will highlight possible problems that may be a hard reality for this great city. In addition to a structured decision making strategy, students will complete a critical thinking component from the University of Queensland. They will combine their skills from both these initiatives to collaboratively solve their future problem. During their research and investigation they will embark on trails throughout Brisbane, linking them with industry leaders and professionals to help guide them through their problem solving.

	CONTENT	**ASSESSMENT**
TERM 3	Students will be guided through a six step decision making matrix which enables them to analyse and better conceptualise their chosen problems. They will complete the UQ critical thinking course which has been tailored for our students and they will have a chance to tackle some difficult future problems outlined by the accredited Future Problem Solvers Program. This section of the course develops the student's skills utilising a variety of resources and sets them up for the trails they will be embarking on in term 4.	This unique course is centred on one task with a series of assessment pieces which build within the course. During the first term of the course, students will be completing a decision making matrix and online blog regarding the course work and their progress. This blog will be maintained for the entirety of the course. Students will also be required to complete a series of online quizzes and activities which accompany the online UQ course.
TERM 4	In this section of the program students will be completing active research within the local community, carrying out excursions which will lead them on 'trails' of discovery. The fields of interest for these trails cover a range of topics including (but not limited to) medicine, sustainability, economics, infrastructure, business, health, social welfare and justice. These trails will bring our students out into the community networking with professionals and in their areas of interest, working together to solve future problems facing Brisbane.	Students will continue to write blog posts regarding the status of their task and in addition they will complete a research booklet. The final step of the task requires students to complete a folio which depicts their chosen problem from past to present and into the future, and provides a creative canvas for them to display their solution to the problem.

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Students will work collaboratively to develop problem solving and critical thinking skills.
HOMEWORK: Diagnostic tests and homework will be set as appropriate.
EXCURSIONS: There will be several excursions organised for this course.
EQUIPMENT:
PREREQUISITE:

DESIGN TECHNOLOGY- GRAPHICAL DESIGN

INTRODUCTION:

Students will develop a range of graphical techniques to communicate with different audiences, generate and represent original ideas and production plans and produce a range of technical drawings including orthographics, exploded and sectional representations. They will also use software to produce rendered pictorials for the marketing of virtual products. Students work independently and collaboratively.

Problem-solving activities provide students with opportunities to understand the complex interdependencies involved in the development of engineering technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking.

	CONTENT	**ASSESSMENT**
TERM 1	Theory of design and engineering and architectural principles. Computer Aided Design (CAD) software	Exam
TERM 2	Problem based design project that focusses on engineering design as a solution	Class based design projects/exercises

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Engineering and Design case studies, Inventor and Revit (3D Computer Aided Drawing Software, Designing producing and evaluating)

HOMEWORK: Theory exercises and project work

EXCURSIONS: TBA

EQUIPMENT: Laptop for theory and assignment work

PREREQUISITE: Nil

DESIGN TECHNOLOGY MATERIALS (PRACTICAL)

INTRODUCTION:
Students use design and technologies knowledge and understanding, workshop processes and production skills and design thinking to produce quality designed solutions to identified needs or opportunities. Students work independently and collaboratively. Problem-solving activities provide opportunities to understand the complex technologies and machinery.
Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

	CONTENT	ASSESSMENT
TERM 1	Problem based design project that focusses on the use of wood technology as a solution	Class based design projects/exercises
TERM 2	Problem based design project that focusses on the use of metal technology as a solution	Class based design projects/exercises

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Practical wood and metal technology activities, hand and power tool training and use, theory and workplace health and safety.

HOMEWORK: OnGuard safety modules and theory exercises

EXCURSIONS: TBA

EQUIPMENT: Laptop for OnGuard safety courses, theory and assignment work

PREREQUISITE: Nil

DIGITAL TECHNOLOGY

INTRODUCTION:

The use of digital technology crosses all facets of modern life: This unit is designed to increase student awareness and capabilities of the uses of Information technology across a variety of technology applications and the basics of data and programming techniques and the social implications which apply in the use of information technology.

This computer-based course aims to develop students' interest in the general use if IT in the world around them.

	CONTENT	ASSESSMENT
TERM 1	- **Fundamentals of IT** - **Data gathering processing and representation**	- Assignment - Exam
TERM 2	- **Introduction to the world of Python coding and programming.**	- Collaboration project

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Work is both practical and theoretical encompassing collaborative group work, flipped classes and peer-to-peer teaching. Computer work is embedded throughout the course.
HOMEWORK: Students are expected to spend approximately 20 minutes on homework each night in additional to study and assignment work. Some pre-reading may be involved to facilitate the flipped classroom approach
EXCURSIONS: N/A
EQUIPMENT: Laptop and Notebook
PREREQUISITE: A minimum of a "C" level in Year 8 English is highly recommended.

FOOD, TEXTILES AND DESIGN

INTRODUCTION:
Over one semester, students will participate in theoretical and practical activities in the areas of food and nutrition and textiles. For term one students will be studying healthy food choices and developing their skills through regular practical cookery lessons. For the second term students will develop their skills with the sewing machine and make a pair of shorts (with elasticised waist) with the addition of a personalised design feature.
Activities are based on the food specialisations and materials and technologies strands of the Design and Technologies curriculum.

	CONTENT	ASSESSMENT
TERM 1	Hygiene, safety, nutrition, design process, analysis of current eating habits using 'Food Choices'	Healthy Food Choices Assignment (Including practical performance and written component)
TERM 2	Safety, equipment use, design process	Textiles Assignment – Shorts with design feature (including practical performance and written component)

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Theoretical activities, teacher demonstrations, practical skills development, 'Food Choices' dietary analyses

HOMEWORK: Weekly evaluations of practical cookery, some assignment tasks

EXCURSIONS:

EQUIPMENT: A4 ring binder folder, lined paper, plastic slips.

PREREQUISITE:

JAPANESE

INTRODUCTION:
Year 9 Japanese students will build on their language skills to engage with a variety of texts in Japanese such as comics, letters, diaries, travel itineraries and multi-media presentations. Students learn to communicate effectively: speaking, listening, reading and writing in a range of genres for a variety of purposes. Through participation in excursions and events related to significant cultural days, students will develop an understanding of how language and culture affect their lives and develop the skills necessary for inter-cultural understanding in the globalised society of the future.
Year 9 Japanese is a pre-requisite for continued study into Year 10 and Senior Japanese courses
Year 12 Japanese students who gain at least a C level pass at exit are eligible to receive 2 bonus tertiary entrance rank points for university admission.

	CONTENT	**ASSESSMENT**
TERM 1	Japanese Celebrations and Yearly Events -Study unique Japanese cultural events Teenage Life in Japan -Investigate the daily life of Japanese teenagers -Make arrangements and give invitations	Listening Assessment -Speeches about daily life in Japan Reading Assessment -Japanese teenager diary entries
TERM 2	Travel in Japan -Research major tourist attractions -Gain travel tips and information	Speaking Assessment -Organise a group outing with friends Writing Assessment -Create a tour itinerary using ICTs
TERM 3	Japanese School Life and Australian School Life -Compare and contrast school life in each country and describe your school life here in Australia	Speaking Assessment -Conversation about own school life and daily routine Listening Assessment -News reports about Japanese school events
TERM 4	Japanese Homes and Lifestyle -Research the features of a Japanese home -Learn etiquette related to homestays	Reading Assessment -Advertisements for Japanese homes Writing -Letters to prospective host students

ADDITIONAL INFORMATION:
LEARNING ACTIVITIES: A variety of individual and collaborative activities involving close study of texts, comprehension and discussion. Using ICTs to create a range of texts.
HOMEWORK: Regular grammar work, writing exercises and comprehension activities as well as working towards assignments. Use of online resources for regular revision of class work.
EXCURSIONS: Japanese Film Festival, Cultural Events, Exchange opportunities with Japanese sister school
EQUIPMENT: Obento Supreme student workbook, Obento Deluxe workbook (purchased in Year 8), A4 notebook
PREREQUISTE: Year 8 Japanese with at least a C pass. Year 9 Japanese must be studied from Semester 1.

GERMAN

INTRODUCTION:
The Year 9 course involves speaking, listening, reading and writing in german in a range of forms and for a variety of purposes. Students build on their Year 8 knowledge to communicate information about their individual needs and choices. They will compose written texts, develop their ability to communicate and construct multi-media presentations. Students will also engage with a variety of texts in German such as letters, diary entries, games, puzzles as well as authentic german films and TV programs to improve all aspects of their understanding and comprehension of the language. With an emphasis on significant cultural days and excursions, students will develop an understanding of how language and culture affect their lives and acquire knowledge of the culture of the German people. A tour to Germany is planned for the near future.
As year 9/10 German is a prerequisite for year 11/12 German, it is important to note that students who achieve a C level or above in year 12, are eligible for 2 bonus ranks when applying for university admission.

	CONTENT	ASSESSMENT
TERM 1	Travelling in Germany	Writing Task Reading Task
TERM 2	Healthy Lifestyle	Listening Task Speaking Task
TERM 3	Shopping – buy, buy, buy	Writing Task Reading Task
TERM 4	A scavenger hunt in Germany	Listening Task Speaking Task Reflection

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: A variety of individual and collaborative activities involving close study of texts, comprehension and discussion.

HOMEWORK: Regular grammar work, writing exercises and comprehension activities as well as working towards assignments.

EXCURSIONS: German Lunch, German Film Festival, Oktoberfest

EQUIPMENT: workbook, stationery, notebook

PREREQUISITE: Year 8 German or equivalent

DRAMA

INTRODUCTION:
"Theatre for Young People":
Year 9 Drama explores social issues through contemporary plays and social media publications. The course will explore a minimum of three play texts for teenagers. Students will explore contemporary issues through dramatic forms such as; improvisation, role play, process drama and performance skills. Students will also write in role and view live theatre.
Students will develop confidence in oral communication, problem solving and working in both small and large groups to develop scenes, video projects and character analysis. Drama students create, perform and reflect on life!

	CONTENT	ASSESSMENT
TERM 1	Theatre For Young People Reading 3 x contemporary scripts Social Analysis	Presenting (group) Assessment
TERM 2	Documentary Drama Social issues/media articles Study 6 Dramatic genres	Forming – script writing Responding – Live Theatre written essay

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Exploring relevant social issues and how they affect or relate to us as young people. Analysis, Exploration, Practical Activities, Improvisation and Role Play based activities.

HOMEWORK: Review in class learning, collect social media resources, written activities

EXCURSIONS: Viewing Live Theatre experience (in-school)

EQUIPMENT: Exercise Book, Laptop, Pens

PREREQUISITE:

MUSIC

INTRODUCTION:

Students will be studying music in a range of popular music styles through performing, composing and responding. Students will have the opportunity to perform individually and/or in small groups using a range of instruments. They will compose using music technology such as notation programs and/or Garageband which can record their own compositions.

	CONTENT	ASSESSMENT
TERM 1	Introduction to Music Fusion – cover songs	Performing Task
TERM 2	The Pioneers of Rock Music – Rock 'n' roll through to Rap music examples	Composing Task Responding Task

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: A range of activities including playing of various instruments, composing music using music technology and analysis of music in various popular music styles, both individually and working in groups.

HOMEWORK: Set appropriate to course requirements

EXCURSIONS:

EQUIPMENT: Writing equipment, a music exercise book, headphones and a USB.

PREREQUISITE: Previous study of music is not essential.

VISUAL ART

INTRODUCTION:
This elective provides students with the opportunity to develop and refine techniques and processes to represent ideas and subject matter in their art works. Exposure to painting, drawing, printmaking and some sculptural processes form the basis of this elective.

	CONTENT	ASSESSMENT
TERM 1	Exploration of art techniques/processes using a considered viewpoint 'scape' as a theme. Approaches will be chosen from (painting, sculpture, printmaking, digital imaging/video, drawing, installation).	• Visual journal entries including experiments, artist studies. • Practical folios.
TERM 2	Deconstruct/reconstruct images to formulate viewpoints, concepts or meaning. (Artists: Whitely, Arkley, Smart, Robinson, Banksy, Brack, Indigenous Artist.)	• Practical folio • Personal Reflections • Description/Analysis of an Artwork

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Practical art exploration of processes and art mediums. Artist Research

HOMEWORK: As required

EXCURSIONS:

EQUIPMENT:

PREREQUISITE: None

HEALTH AND PHYSICAL EDUCATION

INTRODUCTION:

The aim of the subject is to develop healthy and physically active young people that can advocate for their own and others health. Students are provided with opportunities to develop their knowledge and understanding of key health issues. Health and Physical Education focuses on the developing cooperation and leadership skills and well as physical and tactical skills in sport.

	CONTENT	**ASSESSMENT**
UNIT 1	Drug and Alcohol Awareness – Safe Partying Softball and Gaelic Football	Analytical Exposition (500 words) Performance Based Assessment
UNIT 2	Relationships and Sexuality Futsal	In class exam Performance Based Assessment

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Development of skills and strategy in team based sports, decision making around health, issues, developing confidence and communication skills to advocate for your own and others health.

HOMEWORK: 30 minutes a week

EXCURSIONS: Nil

EQUIPMENT: A4 Exercise Book

PREREQUISITE: Compulsory subject in year 9

TOUCH FOOTBALL ACADEMY

INTRODUCTION:

The Touch Football Academy, which is endorsed and supported by Queensland Touch, is conducted as a school subject under the umbrella of Health and Physical Education. Through a touch football context this subject aims to develop healthy and physically active young people who can advocate for their own and others health.

	CONTENT	ASSESSMENT
Term 1	Sports Safety Touch Football	Exam Performance Based Assessment
Term 2	Components of Fitness and Training Programs Touch Football	Research Report (600 words) Performance Based Assessment
Term 3	Nutrition Touch Football	Research Report (600 words) Performance Based Assessment
Term 4	Relationships and Sexuality Touch Football	Analytical essay (600 words) Performance Based Assessment

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Development of skills and strategy in Touch Football, decision making around health, issues, developing confidence and communication skills to advocate for your own and others health.

HOMEWORK: 30 minutes a week

EXCURSIONS: Nil

EQUIPMENT: A4 Exercise Book

PREREQUISITE: Students must trial to be accepted into the Touch Football Academy

Subject Fee for 2019: approximately $135 (all academy fees due in full by November 1 2018)

FOOTBALL ACADEMY

INTRODUCTION:

The Football Academy, which is endorsed and supported by Football Queensland, is conducted as a school subject under the umbrella of Health and Physical Education. Through a football context this, subject aims to develop healthy and physically active young people who can advocate for their own and other's health.

	CONTENT	ASSESSMENT
Term 1	Fitness Components and Training Programs Football	In class exam Performance Based Assessment
Term 2	Laws of the Game Football	Online exam Performance Based Assessment
Term 3	Nutrition Football	Analytical essay (500 words) Performance Based Assessment
Term 4	Football	Performance Based Assessment

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Development of skills and strategy in Football, decision making around health issues, developing confidence and communication skills to advocate for your own and others health.

HOMEWORK: 30 minutes a week

EXCURSIONS: Possible travel for competition matches, interstate and overseas Tours

EQUIPMENT: A4 Exercise Book

PREREQUISTE: Students must trial to be accepted into the Football Academy

Subject Fee for 2019: approximately $250 (all academy fees due in full by November 1 2018)

NETBALL ACADEMY

INTRODUCTION:

The Netball Academy, which is endorsed and supported by Queensland Netball, is conducted as a school subject under the umbrella of Health and Physical Education. Through a Netball context this subject aims to develop healthy and physically active young people who can advocate for their own and others' health.

	CONTENT	ASSESSMENT
Term 1	Nutrition Netball	Exam Performance Based Assessment
Term 2	Nutrition Netball	Nutrition Meal Plan Performance Based Assessment
Term 3	Sport Psychology Netball	Analytical Exposition Performance Based Assessment
Term 4	Body Image, Body Esteem & Social Media Netball	Group Presentation Performance Based Assessment

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Development of skills and strategy in netball, decision making around health, issues, developing confidence and communication skills to advocate for your own and others' health.

HOMEWORK: 30 minutes a week

EXCURSIONS: Netball tournaments

EQUIPMENT: A4 Exercise Book

PREREQUISITE: Students must trial to be accepted into the Netball Academy

Subject Fee for 2019: approximately $135 (all academy fees due in full by November 1 2018)

BUSINESS STUDIES

INTRODUCTION:
This semester elective will introduce students to the roles of consumers, business and the government in our society. Choosing a mobile phone plan, a credit card, planning for retirement or buying a home all require more knowledge than ever before. Students will learn about their rights as a consumer and how to make effective personal consumer decisions as well as understanding the world of money.
Business Studies will address both literacy and numeracy development as part of the subject as well as providing life skills, skills for lifelong learning and vocational pathways. Business Studies will also link closely with the content studied in Geography in line with the National Curriculum. This elective is a semester course.

	CONTENT	ASSESSMENT
TERM 1	**The Customer is Always Right** Students will study factors influencing consumer decision making, the rights and responsibilities of consumers, as well as consumer protection and avoiding scams. Students will also study investing and how to grow money. **Give me a Call** Students will investigate various phones and plans and compare the benefits of Prepaid and Post Paid Plans with a view to making informed decisions.	Written Exam Extended Research Assignment
TERM 2	**How to fill Your Piggy Bank** This unit will investigate income, types of savings, credit, loans, as well as the associated interest rates and fees or charges. Students will also learn to set financial goals and how to budget to meet these goals. They will prepare and analyse budgets and provide solutions to financial problems.	Practical Application and Written Exam

ADDITIONAL INFORMATION:

LEARNING ACTIVITIES: Work is both practical and theoretical. Computer work is embedded throughout the course.
HOMEWORK: Students are expected to spend approximately 20 minutes on homework each night in additional to study and assignment work.
EXCURSIONS: Guest speakers from relevant organisations may visit the school such ComBank Start Smart and the Financial Basics Foundation.
EQUIPMENT: Laptop and Notebook
PREREQUISITE: A minimum of a "C" level in Year 8 English is highly recommended.

No Subject Charge - included in Student Resource Scheme