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# Choosing Subjects

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Year 9, and later the selection of subjects for the Senior School (Years 10, 11 and 12). These are important decisions since they may affect the type of occupation or career you can follow when you leave school. Your course selections can also directly affect your success at school and how you feel about school.

## Overall Plan

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

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

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

## Guidelines

### ➤ Keeping your options open

Many students in Year 8 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to “keep your options open”. This means choosing a selection of subjects which makes it possible for you to continue thinking about career choice.

A suggested way of keeping options open is to choose:

- English
  - Mathematics
  - Science
  - History, Geography or Civics
- } *at the highest level that you can handle*

### ➤ Find out about the list of subjects your school offers

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

To find out about our Year 9 subjects:

- read the subject descriptions in this booklet
- ask heads of departments and teachers of particular subjects
- look at books and materials used by students in the subjects
- listen carefully at class talks and subject selection nights.

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

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

Remember too, that your choice of subjects now may affect your choice later in Years 10, 11 and 12. For example:

- It will be difficult in the future to take Maths B and C without a background in Extension Maths.
- Chemistry and Physics will be much easier after a study of Science and Extension Maths.
- Music and languages in the Senior years require previous study at a Junior level.
- Students contemplating an apprenticeship in the future are strongly recommended to study Graphics in Years 9 to 12 (depending on the industry related area).

➤ **Make a decision about a combination of subjects that suits you**

It is important to remember that you are an individual and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher
- “all the boys or girls take that subject” (All subjects have equal value for males and females).

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

➤ **Thinking about careers**

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions over coming years. Trinity Bay has the resources to help you with career exploration; talk to our guidance officer and check these sources of information on subjects, courses and careers;

- Queensland Job Guide and other careers information in your school at [www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)
- The OZJAC computer program - in high school , Job Centres, or Career Reference centres.
- The booklet Queensland Tertiary courses - for careers requiring university study. (This is more important when choosing subjects for Year 11.)

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

Year 9 is a course of study based on the 1-9 KLA Syllabuses. Students study, in Year 9, the following KLA's: English, Maths, Science, Study of Society and the Environment, History, Geography or Civics, Health & Physical Education and 3 KLA subjects of individual choice. Students must attend classes and complete all assessment.

**The responsibility for meeting course requirements ultimately rests with the student.**

**Trinity Bay State High School students who attend class and complete all assessments are eligible to make a successful transition into the senior phase of learning.**

## KEY LEARNING AREAS

### ENGLISH

#### **ENGLISH**

**Contact:** Mr B Paris – D Block Staffroom

#### **AIMS & OBJECTIVES**

The primary purpose of English is to develop the literacy skills of all students. Literacy is more than the ability to read and write. Being literate includes being able to comprehend and compose spoken, written and visual texts that are commonly used by individuals and groups so they may participate fully, critically and effectively in a wide range of life roles. This concept of literacy is the basis on which the English course is built. The English Department is using computer technology in the classroom. This includes access to the Internet and Word Processors.

**YEAR 9 COURSE DESCRIPTION AND ASSESSMENT:** There are seven (7) discrete units of work and seven (7) items of assessment which are completed over the course of the year:

<b>UNIT OF WORK</b>	<b>ASSESSMENT</b>
Conflict And Crisis!	Students gain a better understanding about the various conflicts in the world, and how such crises might be avoided.
Australian Poetry	An introduction to the best poets who have become legends in Australian literature.
The Cyber Connection	In this unit students examine the place of the English language as used in computers, computer games, and the World Wide Web.
Whole Class Novel Study	Each student is expected to read and analyse a novel set by the classroom teacher. Students study the development of characters, themes, and different reading practices.
Issues! Opinions! Gossip!	Students will examine and consider some controversial and topical issues currently in the headlines.
The World Of Movies	A study of the art of film-making. A particular film chosen by the teacher will be used as an exemplar.
Individual Novel Study	This unit encourages students to read a novel of the own choice.

## **CREATIVE WRITING**

Are you interested in writing stories? Do you like composing poetry? Songs? Are you an artist who is interested in learning how to design comics or graphic novels? Are you interested in films? What about writing, designing and then making your own fictional films? How about investigative journalism? Do you have what it takes to sniff out a good story? Do you want to review movies, films, plays and books?

If you are interested in any of these, then this course is for you! Over Year 8 and Year 9 you will cover:

- How to write short stories and get published.
- How to write a novel and get your work out in the marketplace.
- How to write poetry (and compose song lyrics).
- How to write and compose graphic novels (and comics).
- How to write short, fictional screenplays (and then put your scripts on film).
- Introduction to investigative journalism.

This course continues on into Year 10, where you choose a specialist writing area and work towards publication. Students also work on the production of the School Yearbook and gain first hand experience at producing a publication of their own.

The only pre-requisite is that you love to WRITE. If you love writing (and you're pretty good at it), then this is an elite course just for you!

Some sample assessment tasks include:

**Task:** Your task is to read a number of short stories across a range of genres, then write a short story of your OWN which mimics the STYLE of your favourite short story author. For example, write a horror story that mimics the style of H.P. Lovecraft; or write a fantasy story that mimics the style of Robert E. Howard.

**Task:** Your task is to develop a Photo Story that will be turned into a graphic novel using the software known as Comic Life. Gather a group of your friends together and get them to act out "storyboard shots" in front of a digital camera. Photoshop your photos so that they appear like comic strips. Add narrative and dialogue in the form of speech bubbles. Publish your work on the school website for others to enjoy!

**Task:** Investigate some Hot Topics (and gossip) from across the school and write a Feature Article about one of those topics. Take some photos to enhance your article, and create a sidebar with evidence gathered via a questionnaire. Your article will be published in the School Yearbook.

Remember, articles published in the School Yearbook get read by thousands of people over and over for year and years. This is a great way to get your writing in permanent publication (and great for your writing resumes!).

# MATHEMATICS

**Contact:** Mr M Pacey – L Block Staffroom

**DESCRIPTION OF SUBJECT:** The Mathematics curriculum should prepare children for active participation in society and for further education in Mathematics. The program aims to provide a stimulating and enriching environment in which you can experience growth in your mathematical skills and usage. The aim of the Year 9 Mathematics is to:

- provide an understanding of both number and spatial concepts leading to an awareness of the basic structure of mathematics
- provide a facility to think purposefully and logically to solve problems
- to encourage students to apply mathematical concepts and processes in problem situations confronting them now and in the future
- provide an appreciation of the place of mathematics in our culture and its widespread applications in society.

Classes in Year 9 will be arranged according to results from Year 8. The following outline the content and aims of these courses.

<p><b>GENERAL</b> <i>An E recorded for achievement in Year 8 Mathematics</i></p>	<p>A student placed in an Alternate class has achieved an E in a Year 8 core class. The aim of these classes is to reinforce basic numeracy skills. Students work on basic addition, subtraction, multiplication, division, fractions, percentages and statistics. An aim of this course is to also give students who have difficulty with maths the chance to achieve some success and increase their motivation.</p>
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<p><b>CORE</b> <i>C-D recorded for achievement in Year 8 Core Mathematics</i></p>	<p>A student placed in a core class will have achieved up to a C rating in Year 8 Maths. The aim of these classes is to provide a broad mathematical experience for all students, enabling them to have proficient mathematical skills to participate in society. Students will study areas such as: Rates, Ratios, basic Algebra, Geometry, probability, statistics and trigonometry. Students placed in this course are not likely to pursue a career in mathematics.</p>
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<p><b>EXTENSION</b> <i>An A-B recorded for achievement in Year 8 Core Mathematics</i></p>	<p>A student placed in these classes has achieved well in Year 8 Maths. The aim of these classes is to extend the students mathematical ability and to examine how mathematics plays an actual part in the functioning of our society. Students will cover all areas of mathematics with emphasis on algebra and problem solving applications. Students placed in this group are likely to pursue further study in higher mathematics areas.</p>
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The following is a brief outline of what topics are covered during Year 9

<p><b>Term 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• Consumer Maths</li> <li>• Rates and Ratios</li> <li>• Measurement</li> <li>• Pythagoras</li> <li>• Trigonometry</li> <li>• Geometry</li> <li>• Indices</li> </ul>	<p><b>Term 3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>• Linear Equations</li> <li>• Quadratic Equations</li> <li>• Probability</li> <li>• Quadratic Functions</li> <li>• Statistics</li> <li>• Simultaneous Equations</li> </ul>
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Six written tests will be given over the course of the year. These tests count as summative assessment. Students bookwork, homework and use of mathematical instruments will be formally assessed. Class assessment items and mental Arithmetic tests will be given at stages throughout each term. Task centres are used in the practical assessment of mathematics. At least one assignment will be given over the course of study.

Students will be required to have a pad for their classwork and homework, a red pen, a black or blue pen, a ruler and a calculator. An excellent scientific calculator is made by Casio (FX-82MS -WB model). These calculators are available at the Tuckshop at discount prices.

# SCIENCE

## SCIENCE

**Contact:** Mr R Gryg – G Block Staffroom

There are two aspects to the Year 9 science program at Trinity Bay State High School: **The Year 9 Science Program & The Science Academy.**

***The details of the Year 9 Science program are presented in the table below.***

### **THE YEAR 9 SCIENCE PROGRAM DESCRIPTION:**

People are curious about their world. Science is used by people to explore, explain and predict. Science is about our search for understanding and new knowledge.

There are five strands in the Science Key Learning area:

- Science & Society
- Energy & Change
- Life & Living
- Earth & Beyond
- Natural & Processed Materials

Science is an activity based subject and students will perform experiments regularly over the year. Our units range from looking at the stars and planets to examining crime scene evidence in Forensics. There is an emphasis on thinking skills, practical work and problem solving with a focus on Australian examples.

### **COURSE EXPECTATIONS:**

Students are expected to bring a textbook, exercise book, ruler, pen and pencil to every class. It is a workplace health and safety requirement that students follow laboratory protocols. These include wearing covered shoes and tying back long hair. Practical work is an integral part of the course and we expect students to actively participate. Homework is also an important part of the Science Course. Some excursions around the Cairns area may be required.

### **GENERAL ASSESSMENT INSTRUMENTS:**

Students are assessed after the completion of units (approx 7 or 8 weeks). Class tests, assignments, oral presentations or project work are used for this assessment.

### **OTHER INFORMATION:**

Students studying Science at Trinity Bay High School are encouraged to join the Science Club and take part in the Australian Science Competition and various projects such the Science “theme” nights.

## **SCIENCE ACADEMY**

The Science Academy is available in 2009. The aim is to extend, excite and enthuse our students, particularly those with an interest in continuing with further studies of Science in the senior years and beyond. Entry to the Academy is competitive and will be offered to students who show an interest and ability in Science in the standard course.

### **TOPICS COULD INCLUDE:**

- *Extended Experimental Investigations*
- *National/ International Competitions*
- *CREST Awards*
- *Astronomy/ Starlab*
- *Science in the Kitchen*
- *Robotics*
- *Science of Amusement Parks*
- *Forensics*

# STUDY OF SOCIETY & THE ENVIRONMENT

Contact: Ms C Mountney – C Block Staffroom

## CIVICS

You will learn much about Australia.

- Australia was the first country in the world to use the secret ballot for voting.
- Australian citizens were the first people in the world to have an 8 hour day recognised for workers.
- Australia was the second country in the world to allow women to vote.
- Australians live in a representative democracy, yet they witness threats to and the destruction of democracies in neighbouring countries.
- Australia is a multicultural country working towards reconciling all citizens so that our culturally rich land can be appreciated and protected.

The civics course in years 9 provides opportunities for you to explore these and many other aspects of civics and citizenship.

Term 1	<i>Civics &amp; Cultures</i>
Term 2	<i>Who makes the decisions?</i>
Term 3	<i>Indigenous Issues in Australia</i>
Term 4	<i>Globalisation</i>

### ASSESSMENT

Students will complete a research report, response to stimulus exams and argumentative essay. All Civics students are encouraged to enter the Crime Stoppers Youth Challenge held annually.

## HISTORY

History is society's memory. Without it, we suffer from collective amnesia. Those who cannot remember the past are condemned to repeat it.

Students of history are good researchers, writers and analysers. From beginning to the end of your historical studies you will face the challenge of finding information fast, analysing it and writing it into a well written paper.

Students of history are very versatile, with breadth of vision. The subject matter of history is the whole of human life. The environment we live in, child rearing, agriculture, industry, finance, politics, government, leisure, war – these are all central concerns of historians.

Studying history helps you to understand how our world came into existence. As you explore cause and effect, you will gain a deeper understanding of why things change. Learning to see the present as a consequence of historical processes at work is like putting on a pair of 3-D glasses – you see an extra dimension.

Term 1	The Dark Ages, Middle Ages, Crusades & Renaissance
Term 2	Exploration and the Industrial Revolution
Term 3	Early Australian History
Term 4	Power in Australia

### ASSESSMENT

Students will complete a research report, response to stimulus exams and argumentative essay. All History students are encouraged to enter the National History Challenge held in July each year.

## Study of Society & the Environment (Continued.../)

### **GEOGRAPHY**

Geography is about, in and for the environment and society in which you live. It is based on:

Knowledge about the environment and society within areal units, ranging through local, regional, national and global scales and the development of inquiry skills are essential to knowing about people and places, becoming informed and active citizens, developing a love of learning and producing a commitment to life-long education. This involves learning experiences varying from listening to your teacher, through research in the field and libraries, problem solving and discovery learning.

Experiences in social and physical environments are major sources of understanding in geography. You already have a range of geographical skills and values simply because of your daily experiences with people and environments. Geography develops these understandings and abilities to enable you to fulfil your potential as a person in a finite world. Relevant learning experiences here include field studies, excursions, community based learning, working constructively with other people in problem solving groups.

Education for the society and environments in which you live entails knowledge, process, skills and values which will enable you to participate in and seek to improve your environment and society. Learning geography expands your horizon so that you appreciate the network of interactions between societies and environments around the world. This helps you adopt a global perspective in making decisions about and acting in your local community and environment. Here you will analyse view points and underlying values of various people and groups involved in an environmental or social controversy, developing empathy with people in different social and environmental settings, clarification and justification of your views on a problem, participating in environmental improvement projects and learning through providing services to others.

Term 1	Landforms and Climate
Term 2	Environmental Issues in Australia
Term 3	Rivers and Coasts
Term 4	Australia's Neighbours

#### **ASSESSMENT**

Students will complete a research report, response to stimulus exams and argumentative essay. All Geography students are encouraged to enter the Australian Geographic National Mapping Competition held in April each year.

**GEOGRAPHICAL INFORMATION SYSTEMS (GIS)**

Geographical Information Systems (GIS) is an elective subject designed to challenge students and extend their skills in the use of spatial technology. They will become proficient in the use of ArcMAP, a GIS program for the creation of digital maps. Students will not only be able to locate a town such as Timbuktu on a map, but they will also be able to create a digital map to show its population, major roads and agricultural patterns.

Through the use of ArcMAP and related technologies, students will manipulate a variety of geographic and demographic information, along with satellite imagery to enable them to answer complex questions about the earth and its resources. They will work both individually and in groups to solve problems and produce industry standard maps.

Students will participate in historical and geographical inquiries that involve field research and excursions. Typically field research is collected as part of half-day excursions in the local area and an overnight camping trip to locations in the Wet Tropics area. GIS is not a subject exclusively for students who are passionate about geography. The disciplines of History and Civics are closely related to GIS and in many instances rely on spatial technologies to solve problems.

<i>Term 1</i>	Introduction to Spatial Technology
<i>Term 2</i>	Local Area Project and Independent Investigation
<i>Term 3</i>	Historical GIS
<i>Term 4</i>	Negotiated Project & Independent Investigation

**ASSESSMENT**

Students will complete practical exams using ArcMAP and related technologies. They will also complete a report and a spoken presentation.

# HEALTH AND PHYSICAL EDUCATION

## HEALTH AND PHYSICAL EDUCATION

**Contact:** Mr R Edwards – J Block Staffroom

### DESCRIPTION

Health & Physical Education is one of the Key Learning Areas (KLA's) studied by all students 1-9. The Years 1-9 HPE Syllabus reflects the dynamic and multi-dimensional nature of Health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian Society. HPE offers students opportunities for making informal decisions about:

Promoting the health of individuals and communities

Developing concepts and skills for physical activity

Enhancing personal development

### COURSE OUTLINE/ORGANISATION:

#### YEAR 9 COURSE OUTLINE

TOPIC	DESCRIPTION
Physical Activity	<ul style="list-style-type: none"> <li>• <i>Individual Skills</i></li> <li>• <u>Aquatics</u>: Stroke Improvement; Resuscitation, Water Safety</li> <li>• <u>Athletics</u>: Runs, Jumps, Throws, Strength and conditioning</li> <li>• <u>Women in Sport</u>: Self defence, Yoga, Aerobics</li> <li>• <u>Team Skills</u>: Tactics/ Knowledge of: Touch, Basketball, Netball, Speedball, Hockey, AFL, Softball &amp; Soccer</li> </ul>
Personal Development	<ul style="list-style-type: none"> <li>• <u>Outdoor Education</u>: Bush craft, Canoeing, Abseiling, Mountain Biking, Orienteering. Co-operation and Team Work.</li> <li>• <u>Values through Games / Sports</u>: Trust, Honesty, Communication, Conflict Resolution and problem solving.</li> </ul>
Health	<ul style="list-style-type: none"> <li>• <u>Nutrition</u>: Diet, Healthy life style, sports performance, Dehydration.</li> <li>• <u>Resourceful Adolescent Program</u>: Resilience, emotional intelligence, positive thinking.</li> </ul>
<b>ASSESSMENT:</b>	
<b>Theory</b>	<ul style="list-style-type: none"> <li>• Written Test and assignment to check knowledge and understanding.</li> </ul>
<b>Practical</b>	<ul style="list-style-type: none"> <li>• Ongoing teacher observation to check skills and performance.</li> </ul>

**INTRODUCTION TO SPORTS COACHING**

**DESCRIPTION**

Sports Coaching, as the title suggests, focuses on the skills and knowledge that may lead to Employment in the widening world of sport. With the increasing involvement of media and big business in sport, opportunities in management and coaching are expanding. Students of Sports Coaching will be involved in both practical and theoretical aspects of coaching and managing athletics.

**DURING THE COURSE OF STUDYING SPORTS COACHING, STUDENTS WILL:**

- a) Develop a theoretical and practical understanding of the General Principles of Training. [Knowledge of Performance and Results, Plateau of Learning, Group Organisation, skills Information
- b) Undertake practical experience in playing and coaching in a wide variety of traditional Australian games and sports, both team and individual.
- c) Gain fundamental knowledge in the areas of Exercise Sciences and Bio-Mechanics.
- d) Develop an appreciation of good communication, time management, organisational and problem solving skills.

**CERTIFICATES**

*Gain Australian Coaching Council Accreditation Level 1: General Principles.*

**FUTURE PATHWAYS**

*Sport Coaching will support academic and vocational choices in the future.*

**SPECIAL CONSIDERATIONS:** *Students do not need to be outstanding athletes to do well in this subject but must be able to apply the General Principles of Coaching in practical situations. Students must participate in 90% of practical classes to pass this course.*

## THE ARTS

### VISUAL ARTS

**CONTACT:** Mrs J Williams – N Block Staffroom

### ART

#### WHO SHOULD STUDY ART ?

Art is an appropriate and highly desirable study for all students. The study of Art in conjunction with other subjects contributes significantly to the overall educational goals of social, emotional, intellectual, physical and aesthetic development of the student. As a department we would emphasise the desirability for students to take up the opportunity to experience the problem solving and lateral thinking skills unique to arts study. This breadth of experience that this course offers will be of benefit to all students regardless of any future vocational paths they choose to follow.

#### DESCRIPTION

The Visual Arts course is designed to develop confidence in students in the making of Art through the teaching of the elements of visual literacy such as tonal values, colour relationships, perspective etc. Students are encouraged to think creatively in response to their social, cultural and physical environment and are taught to value the contribution of artists and craftspeople in our society.

#### COURSE OUTLINE/ORGANISATION

Art engages students in making and appraising art works. All students complete a Drawing Unit which focuses on realism and tonal values. This is followed by an expressive painting unit, a 3D sculpture unit and finally a landscape based printmaking unit. Students will also sample computer graphics.

#### GENERAL ASSESSMENT INSTRUMENTS

Tasks where they self and peer evaluate, analyse other artists work and incorporate ICT's. Students will also take part in preparing their work for display in the Gallery.

#### SOME COMMON MISCONCEPTIONS

Although the emphasis is on essential learnings that are practical in nature, Visual Arts has a appraising and communication component that requires students to express themselves in written and other forms. Students selecting this course should have a sound ability in English and be prepared to participate and attempt all areas of study outlined in the course.

It should be stressed that the potential Art student does not necessarily need to be "gifted" artistically. Many students of average art ability commonly develop skills and ideas to a high degree as their practice and appreciation of Art broadens.

## The Arts (Continued.../)

### **PRACTICAL ART**

#### **WHO SHOULD CHOOSE PRACTICAL ART?**

Students who enjoy making and appreciating arts and crafts should consider this KLA Visual Arts subject. Practical Art caters particularly for students who have a flair for creating decorative pattern and design. They enjoy applying these skills along with efficient workshop skills to produce original, functional arts and crafts.

#### **DESCRIPTION**

This course is designed to cater for students who enjoy making items of a more functional nature such as pots and printed fabrics. Practical Art has an emphasis on developing patterns and decorative designs. Designs are inspired by exploring the arts and crafts of other cultures from around the world as well as cultures represented in the school's population. Whenever possible, craftspersons from our community are invited to contribute their knowledge and talents to the course.

#### **COURSE OUTLINE/ORGANISATION**

Practical Art involves four lessons per week which consists essentially of practical work. The four units of work covered throughout the year cover a number of practical areas; printmaking, ceramics, 3D and textiles. In all units time is spent looking at related arts, crafts and designs from other cultures and eras. Some of the units covered are called The Human Canvas, Ancient Designs – Timeless Stories, Textiles and Touch, Functional Design – Ceramics and Design for the Body.

#### **GENERAL ASSESSMENT INSTRUMENTS**

Practical Art is assessed on processing, knowledge and communication. A folio of related resources and designs supporting practical tasks is added to throughout the year. These collected resources and small design tasks support a finished resolved work at the end of each unit. This is the 'processing' marks. Assignments or content tests related to practical tasks provide the knowledge and communication mark.

## The Arts (Continued.../)

### **MULTI-MEDIA STUDIES**

#### **DESCRIPTION**

This junior Visual Arts & Media course is designed to expose and encourage students into the world of multimedia with a focus on original digital image manipulation. Students have access to an excellent computer room equipped with Mac computers, digital cameras, scanners and projector.

Students require a keen interest in technology and a commitment to learning and applying new software to a variety of media areas.

#### **COURSE OUTLINE AND ORGANISATION**

The course will teach students to work on an Apple platform using a number of peripherals such as digital cameras, scanners, printers and projectors. They will be introduced to a number of industry standard software programs such as Adobe Photoshop, the latest -Life 5 programs (garage band, iphoto, imovie and Abode CS3 Suite (dream-weaver, flash illustrator).

#### **UNITS STUDIED**

Some of the units covered in the course are:

- Transformations
- The Magazine and the Message
- Challenging Reality
- Images in Motion
- Corporate Identities

#### **SPECIAL NOTE**

Entry into this course will be in consultation with the Head of Department, Mrs Williams. Prior knowledge of computers or art and design software packages is absolutely NOT a prerequisite - individual creativity and ability to use this technology imaginatively is far more important.

Students keen to experience this exciting course should indicate 'Multi-Media' on their subject selection sheet or come and see Mrs Williams in H Block to discuss further details of the course.

The Arts (Continued.../)

**PERFORMING ARTS**

CONTACT: Ms E Jackson – M Block Staffroom

**DANCE**

**DESCRIPTION:**

This strand of the arts involves students using dance as an aesthetic means of ordering movement and the structuring of gesture and motion to capture and convey ideas, images and feelings, using the human body as the means of expression and communication.

Junior Dance at Trinity Bay State High School is designed for students to explore and experiment in the areas of choreography, performance and appreciation.

**COURSE OUTLINE:**

**Choreography**

Students use dance components to create movement and to structure and organise dance. Through engagement in, and reflection of, choreography, students develop an understanding that dance is a universal form of self-expression and communication.

**Performance**

Students learn physical, expressive and interpretive performance skills in both formal and informal settings. They discover the importance of warm up and safe dance practice as well as developing self-esteem and confidence. A range of dance styles are explored to further students performance skills.

**Appreciation**

Students analyse their own and other's dance in a range of contexts. Through dance appreciation students develop an understanding that dance is a recognised and popular form of social interaction and is a living expression of culture, spirituality and history.

**ASSESSMENT**

The assessment instruments used in this course are as follows:

**Choreography**

Constructing dances in various dance styles with both teacher and student devised themes  
A mixture of group and individual tasks.

**Performing**

Performance of teacher and student choreography  
A range of dance styles.

**Appreciation**

Written assignments  
Written exams  
Research tasks.

**OTHER INFORMATION:**

Previous dance experience is not a pre-requisite for this subject. Students will be required to bring comfortable clothing to move in and should expect to participate in group rehearsals outside of normal class time.

## The Arts (Continued.../)

### **DRAMA**

#### **DESCRIPTION**

Drama is an exciting, creative and challenging subject which allows students to build skills in self expression, team-work, analysis and self confidence. Students develop an understanding of the world, and themselves, through exploring the forms, styles and purposes of drama in various contexts.

It is important that students understand that while drama is a mostly practical subject, the written component is just as important. Students selecting this subject should be prepared to attempt all areas of study in this course.

#### **COURSE OUTLINE/ ORGANISATION**

Drama introduces students to a range of dramatic styles and concepts, including mime, realism, acting skills, characterisation, movement and improvisation.

Study is divided into three equally weighted areas, allowing students the opportunity to create drama (forming), perform drama (presenting) and analyse drama (responding).

#### **ASSESSMENT INSTRUMENTS**

Both practical and written tasks are weighted equally in Junior Drama. Students complete assessment in each of the three areas:

FORMING: practical tasks, such as improvisation and written tasks, such as script writing.

PRESENTING: practical presentations of drama.

RESPONDING: written analysis and response to viewed drama works.

#### **VOCATIONAL PATHS**

As well as being an introduction to senior studies in drama, drama allows students to build life skills such as team-work, collaboration, self-confidence and public speaking. Drama gives students a solid grounding to enter the expanding realm of creative industries, including acting, theatre, arts, media, television and script writing.

#### **OTHER INFORMATION**

Previous drama experience is not a pre-requisite for this subject. Students are required to bring comfortable clothing to move in, and should expect to participate in group rehearsals outside of class time (lunch times, etc).

Excursions to view local theatre also form part of this course and may occur outside of class time.

## The Arts (Continued.../)

### MUSIC

#### DESCRIPTION

The subject Music focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music. This develops the ability to hear what is seen and see what is heard.

Students learn to recognise and interpret the emotional and expressive content in the music they hear and perform. Abilities, experience, needs and prior knowledge of students is kept in mind to accommodate students' needs. By singing and playing instruments, listening and analysing, improvising and composing, students experience satisfaction and enjoyment as they learn.

This course is aimed at students who have **prior musical training and experience**. Students who do this subject own or hire their instrument and have tuition within the school or privately. Music students are involved in extra-curricula activities such as concert band, stage band and orchestra.

#### COURSE OUTLINE/ORGANISATION

Students work through a series of units which reflects a balance between popular and rock styles and non-western and Australian Music. Some units focus on – Music in the Media, Program Music, Australian Rock Music, Keyboard Music, Music of other Cultures, Musicals, CD recordings.

#### GENERAL ASSESSMENT INSTRUMENTS

A variety of assessment strategies are used, such as:

- formal assessment – performances, compositions, assignments, analysis and exams.
- informal – class work, teacher observations, work sheets, homework, sight reading
- extensive notation assessment in arranging.

#### FUTURE PATHWAYS

Students interested in further developing musical skills will be well prepared for senior studies in music, whilst others will leave the course with an appreciation of many styles of music, skills in music technology, an understanding of other cultures, skills in vocal and instrumental playing, and their own sense of communication and enjoyment through music.

#### TECHNOLOGY

Technology is a key component of the Music course. Students use the computers to compose music and record music they have written. They learn to manipulate musical elements to create new and innovative end products that they are then able to keep.

## The Arts (Continued.../)

### **PRACTICAL MUSIC**

#### **DESCRIPTION**

The subject Practical Music focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music. This develops the ability to hear what is seen and see what is heard.

Students learn to recognise and interpret the emotional and expressive content in the music they hear and perform. Abilities, experience, needs and prior knowledge of students is kept in mind to accommodate students' needs. By singing and playing instruments, listening and analysing, moving, improvising and composing, students experience satisfaction and enjoyment as they learn.

This course is aimed at students who have **no music training** but have basic skills gained from Year 8 music.

#### **COURSE OUTLINE/ORGANISATION**

Students work through a series of units which reflect a balance between popular and rock styles and non-western and Australian music. Some units focus on – Music in the Media, Rock Music, Australian Rock Music, Keyboard Music, Music of others Cultures, CD recordings.

#### **Year 9**

The development and training of skills – vocal and instrumental, music technology, composing and listening are the focus of the course which is centred around playing instruments and singing.

#### **GENERAL ASSESSMENT INSTRUMENTS**

A variety of assessment strategies is used, such as:

- formal assessment, performance, compositions, assignments and exams.
- informal – class work, teacher observations, work sheets, homework.

#### **FUTURE PATHWAYS**

Students should leave the course with an appreciation of many styles of music, an understanding of other cultures, technology in music, skills in vocal and instrumental playing, and a development of their own sense of communication and enjoyment through music.

#### **TECHNOLOGY EXPERIENCE**

Technology is a key component of the Practical Music course. Students use the computers to compose music and record music they have written. They learn to manipulate musical elements to create new and innovative end products that they are then able to keep.

## The Arts (Continued.../)

### ***JUNIOR CAD: DANCE***

*EXTRA CURRICULA ACTIVITY*

#### **DESCRIPTION**

Junior CAD Dance is open to all students in Years 8 – 10 interested in extending their choreographic and performance opportunities in the area of Dance. Throughout the year, CAD Dance students participate in various productions in the local Cairns region.

#### **CONTENT**

CAD Dance provides an opportunity for young dancers to develop their technique and ability in a variety of dance styles. It allows them to work with others to create dance pieces and offers the opportunity to view professional work.

#### **ENTRY REQUIREMENTS**

CAD Dance is an extension course for students who are enrolled in elective dance courses. A CAD information package with more details will be available in October, interested students are advised to collect and complete an application form for Audition in November.

**It is a requirement that students wishing to participate in CAD Dance choose Dance as a subject in Years 9 & 10.**

#### **OTHER INFORMATION**

Students will be required to attend CAD (1) afternoon per week (usually Thursday) till 4.30pm.

## The Arts (Continued.../)

### **JUNIOR CAD: DRAMA**

*EXTRA CURRICULA ACTIVITY*

#### **DESCRIPTION**

CAD Drama is an extension course designed for students in Years 8 – 10 who are interested in extending their acting and performance abilities. Students are provided with a wide range of performance opportunities, for various audiences, which can include Theatre Restaurants, Rock Eisteddfod and Night of Innovation.

#### **CONTENT**

The CAD Drama course is designed to provide students with the opportunity to utilise and extend the theories and skills used in class, and to further their practical experience in Performing Arts.

#### **ENTRY REQUIREMENTS**

Entry is by audition, which is held at the end of each year. An information pack containing further details and audition material will be available from October. Interested students are encouraged to complete an application form for audition in November.

**It is a requirement that students wishing to participate in CAD Drama choose Drama as a subject in years 9 and 10.**

#### **OTHER INFORMATION**

As this is an extra curricula activity, students will be required to attend CAD, one (1) afternoon per week, usually Thursday, until 4.30pm.

## The Arts (Continued.../)

### ***JUNIOR CAD: MUSIC***

*EXTRA CURRICULA ACTIVITY*

#### **DESCRIPTION**

The subject, Junior CAD Music, provides students with the opportunity to work in ensemble and solo situations. This course is performance based and is aimed at enhancing student's musical potential both instrumentally and vocally. The subject is aimed at Year 8, 9 and 10 students who wish to extend their musical expertise. Students are expected to commit themselves totally to ensembles and be prepared to participate in Concert Band, Choir, small group ensembles, Orchestra and regular playouts.

#### **CONTENT**

This course involves learning and rehearsing musical works in relation to the coming Performing Arts event in the school and wider community and learning production roles to develop and put on a production.

#### **ASSESSMENT**

The course does not have any formal items, however students will be awarded a mark at the end of each semester based on their commitment, performance skill, attitude, contribution and ability over each semester.

#### **ENTRY REQUIREMENTS**

Junior CAD Music is part of the Performing Arts CAD Programs and will require students to complete a CAD Application Form in October. Students will then attend an interview and audition, after which time they will be advised if they were successful or unsuccessful. Students must have some kind of musical experience either vocally or instrumentally.

**It is a requirement that students wishing to participate in CAD Music choose Music as a subject in Years 9 & 10.**

#### **OTHER INFORMATION**

Students will be required to attend CAD on Wednesday afternoon from 3.00pm.

## The Arts (Continued.../)

### **JUNIOR CAD: TECHNICAL THEATRE**

*EXTRA CURRICULA ACTIVITY*

#### **DESCRIPTION**

Junior CAD – Technical Theatre is a multi-age course designed for students in Year 8 – 10 who have a keen interest in Lighting and Audio Technology.

#### **CONTENT**

Students will study a wide range of areas such as:

##### **AUDIO:**

- Studio Recording
- Multitrack Recording
- Creating Audio CDs
- Basic PA Set-up
- Vocal/Ensemble PA Set-up

##### **VISUAL:**

- Stage Lighting
- Lighting Design
- Intelligent Lighting

##### **THEATRE:**

- Stage Management
- Theatre Safety
- Crew

#### **ENTRY REQUIREMENTS**

Technical Theatre is part of the Performing Arts CAD program and will require students to complete a CAD application form in early October. Students will be required to attend an interview, after which time they will be advised if they were successful or unsuccessful.

#### **OTHER INFORMATION**

Students will be required to attend CAD (1) afternoon per week (usually Wednesday) till 4.30pm. Students must also be prepared to attend extra sessions when needed for shows/productions.

## TECHNOLOGY

### ***BUSINESS & TECHNOLOGY***

CONTACT: Mrs B Duffy – A Block Staffroom

#### ***APPLIED BUSINESS COMPUTING (ABC)***

##### **DESCRIPTION**

Applied Business Computing is a PRACTICAL subject that integrates business concepts into the study of common business software (such as Word, Excel, Access, Publisher, Powerpoint, and Dreamweaver webpage design). Students will also develop skills and knowledge in:

- file management and internet research
- connecting, using and maintaining peripherals (monitors, datashows, scanners, digital cameras etc)
- composition and design of business documents such as emails, flyers, brochures, posters, newsletters, simple reports, surveys etc
- 

##### **COURSE OUTLINE**

In particular, students will study:

- Desktop Publishing and Graphics - to design Logos, Business cards and Letterheads
- Webpage Design – to develop a website for a sporting club, hobby group or product
- Advanced Word Processing – preparation and use of mail merge, multi-page documents, table of contents etc
- Excel Spreadsheets - to record inventory lists and calculate pay sheets
- Access Database – to survey, query, graph and prepare reports on business issues
- MovieMaker/Premiere Elements – to produce a short movie that promotes a business/product
- Integration of all MSOffice software
- Keyboard Mastery/Speed & Accuracy development

Many students say “I’ve learnt Word/Excel/Access” but can only demonstrate basic skills. ABC is an INDEPTH study of these packages.

##### **ASSESSMENT**

Projects of 4 weeks duration are commonly used to assess students at the completion of each term/unit.

##### **TECHNOLOGY EXPERIENCE**

Students will use business software such as Microsoft Office (Word, Excel, Access, Publisher, Powerpoint), Typequick Typing Tutor and Macromedia Dreamweaver throughout the course.

## Technology (Continued.../)

### **BUSINESS VENTURES**

#### **DESCRIPTION**

In this subject, students will investigate enterprising people and groups in order to identify the skills and attributes needed to become a successful entrepreneur. Students then work in small groups to generate their own enterprising ideas, develop their business concept, undertake the venture, market their product and evaluate the outcomes of their venture.

Business Ventures involves both THEORY and PRACTICAL work..

#### **COURSE OUTLINE**

In particular, students will study:

- Enterprising people and groups
- Skills and attributes needed to be a successful entrepreneur.
- Opportunities in the marketplace for enterprising activity.
- Surveying/researching needs and wants in order to generate business ideas.
- Marketing and production procedures to produce and sell quality products
- Methods for evaluating their products and procedures.
- Factors affecting business decisions (eg prices, interest rates, competition)
- Consumer rights and responsibilities (eg faulty/unsafe goods, misleading advertising).
- Preparation and interpretation of basic FINANCIAL records (Profit & Loss Statements and Balance Sheets)

#### **ASSESSMENT**

Students will be assessed at the end of each term (approx every 8 or 9 weeks) via teacher observation, peer appraisal, oral presentations and/or tests/assignments.

#### **TECHNOLOGY EXPERIENCE**

Students will use business software such as Microsoft Office (Word, Excel, Access, Publisher, Powerpoint), business simulation packages (Lemonade Game and Zoo Tycoon), and the Internet throughout the course.

**CAREERS, TECHNOLOGY AND PERSONAL FINANCE**

**DESCRIPTION**

This subject aims to prepare students for the world of work. Students investigate the changing nature of paid, unpaid and voluntary work; the diversity of work environments, and the requirements for safe, non-discriminatory and fair conditions in the workplace. Students also learn how to accumulate and manage personal finances, investments and records (ie budgeting, banking).

Careers, Technology & Personal Finance involves both THEORY and PRACTICAL work.

**COURSE OUTLINE**

In particular, students will study:

- The nature of and trends in paid, unpaid and voluntary work
- Rights and responsibilities of employers and employees.
- Influences on workplace practices (eg ICTs, WHS, trade unions, equitable working conditions)
- Resolving workplace disputes
- Preparation and interpretation of PERSONAL and FINANCIAL records (Budgets, Banking documents)

**ASSESSMENT**

Students are assessed at the end of each term (approx 8 or 9 weeks). Class tests (both written and computer generated), assignments, and oral presentations will be used.

**TECHNOLOGY EXPERIENCE**

Students will use business software such as Microsoft Office (Word, Excel, Access, Publisher, Powerpoint), and the Internet throughout the course.

## **HOME ECONOMICS**

**CONTACT:** Ms V Scalia- B Block Staffroom

### **FASHION FUSION**

#### **DESCRIPTION**

A Textiles subject, available to all students with a passion for fashion and sewing. It focuses on the practical and theoretical use of fibre and fabric characteristics and their application in textile design and production

#### **COURSE ORGANISATION**

Semester 1: Beads Bags and Bottoms- Fibre and Fabric characteristics will be used to make decisions regarding Skirt / Shorts construction and embellishment techniques.

Semester 2: Fashion Fun and Flair- Design Principles and Body Shape will be used to choose and construct an outfit to suit personal figure types.

#### **GENERAL ASSESSMENT INSTRUMENTS**

Students' knowledge and understanding will be assessed by a written test and a process journal (a diary of decisions made when choosing what to sew!) Skills and application will be assessed by practical sewing.

#### **TECHNOLOGY EXPERIENCE**

Students will use a Virtual Classroom to complete a digital process journal.

Students will also gain the skills to embroider decorative designs using a computerised embroidery machine.

#### **SOME COMMON MISCONCEPTIONS**

While Fashion Fusion is a lot of practical work, students must realise that students realise that the theory work is just as important..

Sewing Project: It is the responsibility of the students and their families to provide the fabric and sewing notions required for 'sewing assignments'. These are essential elements of the course and materials need to be purchased and brought to school by the due date.

## Technology (Continued.../)

### **FOOD @ TBAY**

#### **DESCRIPTION**

A Food and Nutrition subject that is available to all students. The semester units focus on the characteristics of nutrients and their impact on health and well being.

#### **COURSE ORGANISATION**

Semester 1: Nuts about Nutrition – Australian Dietary Guidelines and nutrition will provide the basis for theory and practical cookery lessons.

Semester 2: I am what I eat - Students will use computer software to analyse their own diets after considering the specific nutritional needs of adolescence and the Australian Dietary Guidelines.

Students will participate in teams and individually in practical cookery classes. As well as cookery skills, they will develop interpersonal skills of cooperation, organisation, reliability and self-motivation.

#### **GENERAL ASSESSMENT INSTRUMENTS**

Students' knowledge and understanding will be assessed by written tests while practical exams will assess their production and application skills.

#### **TECHNOLOGY EXPERIENCES**

Student will use current Kitchen Technology and appliances relevant to food preparation and service. Students will use computer software to do nutritional analysis of diets and research current health issues.

#### **SOME COMMON MISCONCEPTIONS**

While Food @ TBay is a lot of practical work, students must realise that the theory work is just as important.

Our department is proud of our achievement in providing all students with equal opportunity to participate in all learning activities. The Materials fee/levy is used to purchase all cooking ingredients. We buy in bulk and order goods on behalf of students. Therefore saving busy parents the time and inconvenience of shopping weekly for cooking and ensuring fresh ingredients for all cooking lessons. **Prompt payment of fees** ensures your child receives cookery ingredients, use of textbooks, photocopied materials etc.

## **THE TEST KITCHEN**

### **DESCRIPTION**

A Food Technology subject that is available to students of excellence with a passion for food design. It focuses on the characteristics of ingredients and their application in food product design and presentation.

### **COURSE ORGANISATION**

**Semester 1:** Hot Properties - Students will discover the properties of different food groups and their impact on food design and recipes by experimenting with different cooking techniques and equipment to meet product specifications and produce quality products.

**Semester 2:** French Patisserie - Students will explore the functions of ingredients and equipment to master and refine specialised techniques to create high quality products suitable for the 'coffee scene'.

Students will participate in teams and individually in practical cookery classes. As well as cookery skills, they will develop interpersonal skills of cooperation, organisation, reliability and self-motivation.

### **GENERAL ASSESSMENT INSTRUMENTS**

Students' knowledge and understanding will be assessed by written tests while practical exams will assess their production skills. A process journal (a diary of decisions made when choosing what to cook!) will also assess their understanding and application.

### **TECHNOLOGY EXPERIENCES**

Student will use current Kitchen Technology and appliances relevant to food preparation and service. Students will use computer software to do nutritional analysis of diets and research current health issues

### **SOME COMMON MISCONCEPTIONS**

While The Test Kitchen is a lot of practical work, students must realise that the theory work is just as important.

Our department is proud of our achievement in providing all students with equal opportunity to participate in all learning activities. The Materials fee/levy is used to purchase all cooking ingredients. We buy in bulk and order goods on behalf of students. Therefore saving busy parents the time and inconvenience of shopping weekly for cooking and ensuring fresh ingredients for all cooking lessons. **Prompt payment of fees** ensures your child receives cookery ingredients, use of textbooks, photocopied materials etc.

## **INDUSTRIAL TECHNOLOGY**

Contact: Mr S Smith – F Block Staffroom

### **GRAPHICAL COMMUNICATION (GRAPHICS)**

#### **DESCRIPTION**

Year 9 Graphical Communication carries on from basic concepts learnt in Year 8. It covers a wide range of architectural, engineering and survey drawings. Graphical Communication is essential if students wish to continue further studies in this area. The subject is also helpful for students considering studies in Engineering Technology. The subject is designed to give students an appreciation of what is involved in the different areas of Drafting and Technical Drawing concentrating on abstract thinking and 3-dimensional visualisation.

#### **COURSE**

This course covers a number of different areas.

#### **OUTLINE/ORGANISATION**

- |                       |  |
|-----------------------|--|
| 1. Orthographic Views | • 3 or 4 view working drawings                               |
| 2. Pictorial Views    | • 3 dimensional picture views of isometric & oblique objects |
| 3. Plane Geometry     | • 2 dimensional geometrical constructions                    |
| 4. Solid Geometry     | • 3 dimensional geometric solids in various positions        |
| 5. Perspective        | • Perspective representation using plan method               |
| 6. Charts & Symbols   | • Graphical representation of graphs and commercial symbols  |

#### **GENERAL ASSESSMENT INSTRUMENTS**

Assessment instruments are tests, assignments, classwork and homework.

#### **FUTURE PATHWAYS**

It is essential that students wishing to do Year 10 Graphics should have studied Year 9 Graphical Communication.

#### **SOME COMMON MISCONCEPTIONS**

One misconception about Graphical Communication is that it is **not necessary** to have done this subject in order to do a trade or Architecture or Engineering etc. This is misleading, in that graphical communication and interpretation, is the foundation principle for a lot of technical and manual skills, and while not essential to gain entry to T.A.F.E. or University courses, is certainly an integral part of these tertiary faculties and trade courses.

#### **OTHER INFORMATION**

Graphical Communication is done entirely on computers using Design CAD Software. Computers are merely a drawing tool, but are the way of most industries these days, especially in the drawing office. Graphical Communication will be done on computers right from Year 8 to Year 12. Homework will consist of sketching design ideas and answers to mechanical problems and drawing them up formally on a computer.

## Technology (Continued.../)

### **PRODUCT DESIGN & MANUFACTURE (SHOP A)**

#### **DESCRIPTION**

Product Design & Manufacture covers a wide range of wood based projects. The course encompasses the use of basic woodworking hand tools and power tools. It is taught in a woodworking workshop rather than a formal classroom, and students progress through a series of woodworking jobs which they take home on completion.

#### **COURSE OUTLINE/ORGANISATION**

The course includes interpreting workshop drawings, setting out projects, marking out, cutting out, fixing together and finishing. These projects include articles such as carry all, foot stool, pantry ladder, camp stool, bar stool, etc., each requiring slightly different joints, upholstery work and in some cases, own design.

A misconception with Product Design & Manufacture is the fact that students think the entire time allocated is spent in the workshop making projects, when in actual fact significant time will be spent doing theory.

#### **GENERAL ASSESSMENT INSTRUMENTS**

Assessment is carried out throughout the year on the completion of each class project and on theory tests. These results are profiled to get the students final result at the end of each semester.

#### **TECHNOLOGY EXPERIENCE**

There is a broad coverage of all technology related to wood and plastics industry through the theory component; also through the practical use of drills, sanders, lathes and strip heaters.

**INDUSTRIAL SYSTEMS & CONTROL [DESIGN & TECHNOLOGY] (DST)**

**DESCRIPTION**

Industrial Systems & Control is a course aimed at extending student's ability into the design, make and appraise area of technical construction. It covers a wide range of technical skills both in the workshop and in the computer room. Many projects are designed on the computer and built in the workshop.

This course is designed to extend students of high ability in maths and science but who also desire the hands on approach to designing and making projects through a wide range of materials and workshop processes. A significant part of this course will be practical and only a small amount of time spent on theory.

**COURSE OUTLINE**

The course will cover a number of technologies such as:

- SHEET METAL - Design and construct basic sheet metal jobs using rivets and spot welder.
- MECHANISMS - Theory and practical projects in gear, levers, cams and pulley systems.
- ELECTRONICS - Basic projects in electronics.
- ROCKETS - Theory and construction of rocket design.
- STRUCTURES - Theory and design of simple structures such as bridges and towers.
- CONTROL TECHNOLOGY - Projects with Intellecta control.
- ROBOTICS - Theory and design of basic robotic movement.

**GENERAL ASSESSMENT INSTRUMENTS**

Assessment will be carried out on:

Practical classroom projects, theory tests, design briefs and technical reports. These involve the knowledge, process and communication of applying design process of electronics, mechanics and computing into real world projects such as model boats, bridges, robots, etc.

**TECHNOLOGY EXPERIENCE**

A broad range of most engineering technologies as stated in course outline.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

**CONTACT:** Mr Steve Johnson – A Block Staffroom

### **GAME ON: GAME DESIGN & PROGRAMMING**

#### **DESCRIPTION**

Computer games and console games are increasingly the entertainment choice of the 21<sup>st</sup> Century. In many ways games have now surpassed movies. Far from previously being only the choice of adolescent boys, many females and adults are now “experiencing” games.

Australia and especially Queensland have a rapidly developing games industry that now employs many locals.

People working in the games industry include animators, technical designers, writers, 3D specialists and project managers. Skills in film development, 3D, writing, animation, documentation and character design are in demand, as well as 'generic' skills such as communication skills, teamwork, problem solving and lateral thinking.

#### **COURSE OUTLINE**

**In Year 9 students will explore:**

- Game design documents
- History of video games
- Web-based games
- Character rigging and setting
- Skinning
- Machinima
- Modding

**WEB STYLE: SCREEN AND WEB DESIGN**

**DESCRIPTION**

Students explore the role of web and mobile communication in modern society from a range of perspectives. They use their imagination and creativity to develop design solutions for 'real-world' communications.

**COURSE OUTLINE**

**In Year 9 students will explore:**

- Advanced Web Design techniques
- Web animation
- Search Engines
- Web Video
- Web-gaming
- Site Design for mobile devices (Cell phones, iPhones,PSPs)
- Viral marketing
- Web 2.0 technology and ethics

## LANGUAGES OTHER THAN ENGLISH

Contact: Mrs B Dawson – J Block Staffroom

### JAPANESE

#### DESCRIPTION

In Year 9 Japanese an intensive study of the language begins. The Year 8 course which provided an exposure to the language and culture will be built upon introducing students to vocabulary from a wide variety of topics, as well as grammatical constructions necessary to facilitate more specific communication.

The emphasis in the study of Japanese is upon a functional approach, which will equip students with the skills to communicate both in written and spoken forms. The course draws upon much text as well as other relevant materials, tapes, videos and extracts. Where possible “real life” situations will be utilised in the form of a visit to a Japanese restaurant, cooking/eating Japanese food, lessons spent with Japanese native speakers/exchange students, visits to the city centre for reading practice/utilisation of brochures and materials used in the tourist industry/establishing “pen pal” networks with Japanese students especially in our sister city and the like, aimed at encouraging students to use their skills rather than simply study them.

#### COURSE OUTLINE

Semester I - personal identification, family matters, going places ... transport and travel  
Semester II - daily routine (eating, drinking, shopping, etc.), time, money

#### GENERAL ASSESSMENT INSTRUMENTS

Assessment will be carried out at regular intervals throughout the year. Each of the four communication skills - reading, writing, listening and speaking are assessed and carry equal weighting when a final result is calculated.

#### FUTURE PATHWAYS

Japanese is offered through to Year 12 and Queensland’s broad and deep economic relations with Japan ensure that Queenslanders will be brought increasingly into contact with Japanese business and tourism. With Japanese people residing in the area the vocational opportunities are many and varied when one has acquired communication skill in this language. The importance of the study of a second language has been recognised by the Federal Government which aims to expand the study of a compulsory L.O.T.E. further into both primary and secondary schooling, throughout Australia. Again the vocational paths are many.

#### TECHNOLOGY EXPERIENCE

In their Senior schooling the children studying Japanese are educated in the use of computers and are exposed to a number of “self teach” programs to add variety and interest to the course.

#### OTHER INFORMATION

It is strongly recommended that any child intending to study Japanese in Year 9 be achieving a high standard consistently in Year 8. If your child is not meeting this standard the Japanese staff will be happy to advise you and counsel your child re this selection of this subject for future study.