## Contents

- Deputy Principal’s Welcome .................................................................................................................. 2
- Choosing Subjects ...................................................................................................................................... 3
- Contacts ..................................................................................................................................................... 5
- English (Compulsory) ............................................................................................................................... 6
- Mathematics (Compulsory) ....................................................................................................................... 7
- Science (Compulsory) ............................................................................................................................... 8
  - Science Academy (By Application) ........................................................................................................ 9
- History (Semester 1) .................................................................................................................................. 10
- Geography (Semester 2) .......................................................................................................................... 10
- Health & Physical Education (Compulsory) ............................................................................................ 11
  - Talented Athlete Academy (By Application) ....................................................................................... 12
- THE ARTS ................................................................................................................................................ 13
  - Visual Art ................................................................................................................................................ 13
  - Practical Art .......................................................................................................................................... 14
  - Digital Art and Design .......................................................................................................................... 15
- PERFORMING ARTS ............................................................................................................................... 16
  - Dance .................................................................................................................................................... 16
  - Drama ................................................................................................................................................... 17
  - Music ..................................................................................................................................................... 18
  - Practical Music ..................................................................................................................................... 19
- TECHNOLOGIES ...................................................................................................................................... 20
  - Applied Business Computing ............................................................................................................... 20
  - Economics & Business .......................................................................................................................... 21
  - Fashion .................................................................................................................................................. 22
  - Food & Nutrition .................................................................................................................................. 23
  - Coding .................................................................................................................................................. 24
  - Robotics ................................................................................................................................................ 25
  - Design .................................................................................................................................................... 26
  - Industrial Graphics ............................................................................................................................... 27
  - Industrial Technology Skills ............................................................................................................... 28
- LANGUAGES .......................................................................................................................................... 29
  - Chinese .................................................................................................................................................. 29
  - Japanese ................................................................................................................................................ 30
Welcome students to that exciting time in your secondary schooling where, for the first time, you are able to combine core learning areas with three elective subjects of your own choosing. Awesome!

At Trinity Bay State High School we are very proud of the richly diverse range of curriculum options we are able to offer our students and are extremely confident that each individual will be able to design a customised learning program that is both challenging and rewarding. All of our year 9 students study English, Maths, Science, History / Geography and HPE and are then able to select subjects from the learning areas of Business, Design Technology, Digital Technology, Languages, Performing and Visual Arts.

Determining subjects for your program of learning in Year 9 can be both challenging and exciting. Finding a balance of options that enable you to adequately prepare for senior studies and also pursue your personal abilities and interests is an undertaking well supported by the subject information and selection processes. I encourage you to actively engage with all opportunities presented and seek the advice of our expert teaching team where you have questions.

Famous Brazilian soccer player Pele tells us that a key component of achieving success is “loving what you are doing or learning to do”. Please consider this excellent advice when making your decisions.

In 2022 you will be part of the Year 12 graduating class, completing your secondary schooling and entering a world that offers opportunity for you to follow your dreams and realise your potential. The journey starts here - welcome aboard!

Bruce Paris  
Deputy Principal

The Information provided in this booklet is current as at the time of publication 14th July 2019. While the Information is considered to be true and correct, changes after the time of publication may impact on the accuracy of the Information.
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. These are important decisions as they 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 may 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 9 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.

➢ Find out about the list of subjects are offered

Even though you have studied a wide range of subjects to date in Year 8, it is important to find out as much as possible about the subjects offered. Many of the subjects offered will be new/have different names to those offered in Semester 1.

To find out about our 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 in later years.

For example:

- Music and Languages in the Senior years require previous study at a the middle school level.
- Students contemplating an apprenticeship in the future are strongly recommended to study Graphics in Years 8 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
- 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.

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.
## Contacts

<table>
<thead>
<tr>
<th>Michelle Zilm – DEPUTY PRINCIPAL - Junior Secondary</th>
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</thead>
<tbody>
<tr>
<td><strong>Head of Junior Secondary</strong></td>
</tr>
<tr>
<td>David Otto</td>
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<tr>
<td><strong>Head of Senior Secondary</strong></td>
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<tr>
<td>Barbara Foster</td>
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<thead>
<tr>
<th><strong>VET Coordinator</strong> (School-based Apprenticeships &amp; Traineeships)</th>
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<tbody>
<tr>
<td>Kim Bannister</td>
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<tr>
<th><strong>Guidance Officers</strong></th>
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<tr>
<td>Benjamin Mahoney</td>
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<td>Sarah Traylor</td>
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<tr>
<th><strong>Heads of Department</strong></th>
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<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Amanda Olive</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>Brendon McAlister</td>
</tr>
<tr>
<td><strong>Business/Humanities</strong></td>
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<tr>
<td>Bernadette Duffy</td>
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<tr>
<td><strong>Languages</strong></td>
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<tr>
<td>Cecilia Clark</td>
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<td><strong>Performing Arts</strong></td>
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<tr>
<td>Jeanette Gibbins</td>
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<tr>
<td><strong>Physical Education</strong></td>
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<tr>
<td>Jacob Stanton</td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td>Bill Liddle</td>
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<td><strong>Technologies</strong></td>
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<tr>
<td>Carol Cunningham</td>
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<tr>
<td><strong>Visual Arts</strong></td>
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<tr>
<td>Janelle Williams</td>
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</table>
AUSTRALIAN CURRICULUM

In Year 9 students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Below lists the material to be covered in the 3 Strands of English.

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Language variation and change; language for interaction; text structure and organisation; expressing and developing ideas; sound and letter knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERATURE</td>
<td>Literature and context; responding to literature; examining literature; creating literature.</td>
</tr>
<tr>
<td>LITERACY</td>
<td>Texts in context; interacting with others; interpreting, analysing, evaluating; creating texts.</td>
</tr>
</tbody>
</table>

YEAR 9 ACHIEVEMENT STANDARD

By the end of Year 9 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts. They infer meaning by interpreting and integrating ideas and information from different parts of texts. They draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. They interpret and critically evaluate the use of visual and non-verbal forms of language used to establish relationships with different audiences. They identify and explain how text structures and language features of texts, including literary techniques, are designed to appeal to audiences. They compare, contrast and evaluate their own responses to texts and different interpretations presented by others.

ASSESSMENT

- A Science Fiction narrative
- A Reading Comprehension test
- A group task whereby students work together to write an additional scene for a play they’ve studied
- A novel study involving writing a character monologue and language analysis essay
- A persuasive speech about the message in a modern protest song

GENERAL INFORMATION

Students will be placed in Extension, Core or Communication classes based on their Year 8 results. Differentiated instruction will be given and assessment results will determine the standard (A-E) that a student achieves. There is room for movement from class to class if the student improves his or her result.
## Mathematics (Compulsory)

**Contact:** Mr B McAlister, Head of Department – TAFE A Block Staffroom

### AUSTRALIAN CURRICULUM

In 2012 all schools introduced the Australian Curriculum. The proficiency strands *Understanding*, *Fluency*, *Problem Solving* and *Reasoning* are an integral part of the mathematics content across the three strands: *Number and Algebra*, *Measurement* and *Geometry*, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

<table>
<thead>
<tr>
<th><strong>NUMBER &amp; ALGEBRA</strong></th>
<th>Real Numbers, Money &amp; Financial mathematics, Patterns &amp; Algebra, Linear &amp; Non-Linear Relationships, Rates and Proportion.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEASUREMENT &amp; GEOMETRY</strong></td>
<td>Using units of Measurement, Geometric Reasoning, Pythagoras &amp; trigonometry, Congruence and Similarity.</td>
</tr>
<tr>
<td><strong>STATISTICS &amp; PROBABILITY</strong></td>
<td>Chance, Data representation and Interpretation</td>
</tr>
</tbody>
</table>

### YEAR 9 ACHIEVEMENT STANDARD

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

### ASSESSMENT

One Assessment piece per term. These will be in the form of an exam or a problem solving Task. The format will match what is required of grades 11 and 12.

### GENERAL INFORMATION

Students will be placed in classes based on their Year 8 results. Extension classes will be offered in Semester 2 2018 to help prepare students for Australian Curriculum 10A course offered in Year 10. Students will be placed into these classes based on receiving a B5 or better in Semester 1. Extension classes will be assessed using more complex assessment instruments design to extend students mathematical reasoning. This course aims to better prepare students wishing to do Specialist Mathematics and Mathematics Methods in Year 11 and 12.

Students receiving lower than a B5 will be placed in core classes in Semester 2, All students will be covering the same content material, however, some classes will focus more on the C – standard work and some will focus on the A/B standard work. Differentiated instruction will be given and assessment pieces will determine the standard (A-E) that a student achieves. There is room for movement from class to class if the student improves his or her grade.
GENERAL INFORMATION

Year 9 is an exciting year in science for students whose experimental skills have improved in high school opening up more challenging and even more interesting experiments. The work difficulty increases slightly so students will need to develop effective listening skills in class and a regular and effective study method at home. All students will study the National Science Curriculum in our very modern facilities in our Science School of Excellence. High achieving Year 8 students will be placed in extension classes in Year 9 and will be extended beyond the National curriculum and do Higher Order Thinking Activities. Students who have not demonstrated a C level in Year 8 will receive extra consolidation activities in classes differentiated to help the students achieve higher grades in Year 9 Science. Students should use their science coursework plans, class notes and textbook as the basis for study for exams. Gifted science students may decide to choose the elective Science Academy which is outlined on the pages that follow.

SCIENCE SUBJECT MATTER AND ASSESSMENT

For more details visit the Trinity Bay website for Science coursework plans.

**TERM 1: Physics**
Students inquire into ways in which energy can be transferred through different materials. Students have opportunities to form hypotheses and investigate quantitative and qualitative variations to the transmission of electricity and heat energy. Students make informed decisions by quantifying resistance and insulation values. Data Loggers are used for sound investigations.

**ASSESSMENT: Written test** (Understanding and Skills criteria)

**TERM 2: Earth Science**
Students explore the historical development of understandings of atomic structure. Students model an atom according to currently accepted understandings. They identify the work of selected early researchers into natural radiation and examine the concepts of isotopes and half-life. They explore practical applications of natural radiation. Students reflect on the theory and practical limitations of carbon dating.

Students will explore the historical development of scientific theories via the investigation of earth movement. It introduces the technological developments that have aided scientists in the study of tectonic plate movement, and explores the impact on humans of events such as earthquakes, tsunamis and volcanoes related to geological activity.

**ASSESSMENT: Written test** (Understanding and Skills criteria)

**TERM 3: Biology**
In this unit, students build on their understanding of the human body systems and their ability to respond to change. Students also examine change and sustainability within an ecosystem.

**ASSESSMENT: Written test** (Understanding and Skills criteria)

**TERM 4: Chemistry**
In this unit students will explore and represent a variety of chemical reactions and their applications in daily life. Students will investigate chemical reactions for use as an energy source in a Heat-and-Eat meal container. They will explore and explain chemical reactions in a range of every day contexts such as food preparation, including detoxifying food, bushfires and remedies for relieving indigestion.

**ASSESSMENT: Written scientific draft and final report** (Understanding and Skills criteria)
### SUBJECT INTRODUCTION

In year 9, Science Academy is a very popular elective Science subject chosen by students with a demonstrated interest and ability in Science. The year 9 course runs for the entire year and is often oversubscribed. Past high performance in Science combined with teacher feedback are the criteria for selection. Being a past science academy student may add to the chances of you being selected but not always. This is one of our extra offerings as a Science School of Excellence. Students from other schools who are joining the Science Academy as part of the Science must fill in an application. Now being a class, new places are available from the numbers in year 8 so consider applying.

Trinity Bay students do not need to fill in an application, just pick the subject as an elective and we will inform you if successful.

### TOPICS STUDIED

The topics studied revolve around student choice and interest:

Some of the topics studied include:

- A National Science competition unit designed to improve students thinking and test taking skills.
- Astronomy and Starlab unit.
- Extended experimental investigations into areas of individual student interest.
- Extended experimental investigations on teacher given fun Science topics.
- CREST Awards Program.
- Robotics
- Science parent nights based on the magic show.
- Preparations for the senior science classroom and laboratory.
- Science on the oval program.
- Wonders of science competition.
- Sleek Geeks Science video competition.

The assessment in the program is intentionally limited to allow for freedom of thinking. All Science Academy students study mainstream science also in extension classes where the assessment is more rigorous.

### GREAT OPPORTUNITIES IN SCIENCE

Parent nights, science week and visits from primary schools to participate in specially designed Trinity Bay High School Science programs are a regular occurrence. All of these events are a fun way to allow our students to showcase and share their knowledge and project work with the community. The course has a focus of making sure students get to meet and talk to real scientists working on real and often ground breaking research.

Overall many opportunities outside of the classroom also exist for the keen Science student such as the JCU Science Experience.

Students spend two 70 minute lessons a week in Science Academy.
All Year 9 students will study **ONE SEMESTER of HISTORY** followed by **ONE SEMESTER of GEOGRAPHY**. The required content material to be taught and the type of assessment to be used is taken from the Australian Curriculum.

The study of History is a window into the past that provides understanding of the present day, and how individuals, nations, and the global community might develop into the future.

### UNITS

1. **World War 1** – focusses on the causes, the impact and the significance of commemorating WWI
2. **Making a Nation** – analyses the origin, development, significance and long-term impact of European settlement on Aboriginal & Torres Strait Islander peoples, Japanese, Chinese, and South Sea Islanders in Australia between 1750 and 1918.

### ASSESSMENT

- Supervised Short Response Exam
- Response to stimulus
- In class essay

### EXTRA CURRICULAR ACTIVITIES

- National History Competition

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**Geography (Semester 2)**

**Contact:** Mrs B Duffy, Head of Department – G Block Staffroom

Geography is about, in and for the environment and society in which you live. It develops inquiry skills which are essential to knowing about people and places.

### UNITS

1. **Biomes and Food Security** – Investigates environmental challenges and constraints on expanding food production in Australia and across the world.
2. **Geographies of Interconnections** – examines connections between people and places through products people buy and development in transport and ICTs.

### ASSESSMENT

- Supervised Short Response Exam
- Supervised Response to Stimulus
- Multimodal Research Assignment

### EXTRA CURRICULAR ACTIVITIES

- National Geography Competition

### CRITERIA

The Criteria by which students will be assessed are:
- Knowing and Understanding
- Questioning and Researching
- Analysing and Interpreting
- Communicating

### GENERAL INFORMATION

All students will be streamed into three different levels according to their Year 8 results (Extension, Core & Foundation). All students will be covering similar content material. Differentiated instruction will occur in the classroom and students will be given the opportunity to achieve at A, B and C standard of work.
**Health & Physical Education** (Compulsory)

**Contact:** Mr J Stanton, Head of Department – J Block Staffroom

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### DESCRIPTION

Health & Physical Education is one of the Key Learning Areas (KLA’s) studied by all students in Year 8 and 9. Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health and physical activity are related. HPE offers students opportunities for making informal decisions about:

- the various dimensions of health and wellbeing
- developing skills and knowledge in physical activities
- enhancing personal development.

### YEAR 9 COURSE OUTLINE/ORGANISATION:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| **Physical Activity** | • Individual Skills  
                     |  • **Aquatics:** Stroke Improvement; Resuscitation, Water Safety  
                     |  • **Athletics:** Runs, Jumps, Throws, Strength and conditioning  
                     |  • **Sports Journalism:** Media and sport.  
                     |  • **Team Skills:** Tactics/ Knowledge of: Touch, Basketball, Netball, Speedball, Hockey, AFL, Softball, European Handball & Soccer.  |
| **Personal Development** | • **Values through Games / Sports:** Trust, Honesty, Communication, Conflict Resolution and problem solving.  |
| **Health**         | • **Resilience Education** – how to become resilient, communication skills, empathy, assertiveness.  
                     |  • **Nutrition:** Diet, Healthy life style, sports performance, dehydration, food and fitness.  
                     |  • **Sports Anatomy**  
                     |  • **Sex Education – Healthy Relationships**  |

### ASSESSMENT:

| **Theory** | Written Test and assignment to check knowledge and understanding, investigating and planning skills, applying and reflecting skills.  |
| **Practical** | Ongoing teacher observation skills and performance in a range of environments.  |
**Talented Athlete Academy** (By Application)

**Contact:** Mr J Stanton, Head of Department – J Block Staffroom

**DESCRIPTION**

The Talented Athlete Academy is an Excellence Program for elite and like-minded athletes to develop success in a broad range of sporting areas through exposure to a range of sports and expertise. Students will be provided with a challenging environment that enhances an athlete physically, academically, mentally, and socially. Students will gain exposure to community partners in a range of sporting areas useful for talent ID, and further build on their current skills and knowledge of their chosen sport utilising expert community coaches and facilities.

**ENTRY TO ACADEMY**

A paper application (available from HPE department) is to be completed and previous academic history / attendance /behaviour is considered.

Successful applicants will sign a contract prior to entry to the Academy. Academy students will be expected to represent Trinity Bay in a range of carnivals, and sporting teams. Academy fee of approx. $190 will need to be paid upon acceptance into program. Fee includes venue hire, coach fees, and some travel.

If you have received a letter of offer from the Head of Department you will need to select TAC as a subject.

<table>
<thead>
<tr>
<th>YEAR 9 TALENTED ATHLETE ACADEMY COURSE OUTLINE:</th>
</tr>
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<tbody>
<tr>
<td><strong>UNIT</strong></td>
</tr>
<tr>
<td>Triathlon</td>
</tr>
<tr>
<td>Tennis &amp; Biomechanics</td>
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<tr>
<td>Touch</td>
</tr>
<tr>
<td>Volleyball</td>
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<tr>
<td>Netball</td>
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</tbody>
</table>
### Visual Art

**Contact:** Mrs J Williams, Head of Department – N Block Staffroom

**NOTE:** Students may not choose Visual Art AND Practical Art.

### DESCRIPTION

The Visual Art course is designed to develop confidence in students in the making and analysis 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.

### AREAS OF STUDY

The Visual Art course comprises practical and written tasks in all units of work. Units include:

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Drawing, Printmaking and Artwork Analysis</td>
</tr>
<tr>
<td>Term 2</td>
<td>Sculpture and Artwork Analysis</td>
</tr>
<tr>
<td>Term 3</td>
<td>Assemblage and Artwork Analysis</td>
</tr>
<tr>
<td>Term 4</td>
<td>Painting and Artwork Analysis</td>
</tr>
</tbody>
</table>

### ASSESSMENT

Students complete a wide range of practical and written assessment tasks including resolved artworks, developmental folios, visual diaries, critical analysis and personal reflections. Students will also take part in preparing their work for display in the Gallery. The emphasis on this subject is thinking creatively and thinking independently. Students need to be willing to 'risk take' with their work and try new media and materials to expand their knowledge of communicating creatively with others.

### PATHWAYS TO SENIOR STUDIES

Completing Year 9 Visual Art will prepare students who wish to select Introduction to Visual Arts in Year 10 and Visual Art in Year 11 and 12 which is a preparation for University Study. As such, this subject has a more academic emphasis and a focus on theory and analysis.

**Students who wish to participate in a more ‘hands-on’ teacher guided practical course should select Practical Art.**
**Practical Art**

**Contact:** Mrs J Williams, Head of Department – N Block Staffroom

**NOTE: Students may not choose Visual Art AND Practical Art**

**DESCRIPTION**
This subject is designed to cater for students who will enjoy a more ‘hands-on’ and practical course. 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, craftspeople from our community are invited to contribute their knowledge and talents to the course.

**AREAS OF STUDY**
Practical Art involves two lessons per week that consist mainly of teacher guided skill based activities. The four units of work covered throughout the year cover a number of practical areas: drawing and patterning, ceramics and illustration, reduction lino printing and digital artworks. In all units time is spent looking at related arts, crafts and designs from other cultures and eras.

**GENERAL ASSESSMENT INSTRUMENTS**
Students complete a wide range of practical assessment tasks including resolved artworks, developmental folios and short written reflections. Students will also take part in preparing their work for display in the Gallery. Students are taught relevant skills by teachers and then guided through the production of their artwork to support success for a wide range of students.

**PATHWAYS TO SENIOR STUDIES**
Practical Art prepares students for a workforce and TAFE arts pathway as they progress through their schooling. The course is designed to develop skills that students can apply in Practical Art in Year 10 and Visual Arts in Practice in Year 11 and 12. As such Practical Art has LESS emphasis on theory and written work, students who wish to challenge themselves and remain able to follow a University Pathway in Year 10-12 should select Visual Art in Year 9.
DESCRIPTION
Digital Art and Design is a course designed to develop skills in a range of digital art technologies. The subject explores many aspects of traditional and new media and students will gain understanding of the crucial role they play in our society. Students will have an opportunity to experiment with graphic design, photography, animation, film making and advertising. Students have access to an excellent computer room equipped with Mac computers, digital cameras and photographic lighting gear. Students will take the skills they learnt in Year 8 digital art units like “Hybrid Me” and expand on their Photoshop skills to create fantasy art works as well as commercial images that could be used in advertising and marketing. There is an emphasis on the ability to think “outside the box” and to be creative with digital art software.

AREAS OF STUDY
In this subject students will gain an understanding of key concepts and skills in a range of digital art areas. Students will have an opportunity to develop skills in basic drawing and design, photographic animation, 2D graphic design, digital video production and short film making.

The course is comprised of 4 units of study:
- **Term 1**: Photoshop and Graphic Design
- **Term 2**: Stop-frame Animation
- **Term 3**: Advertising and Marketing Design
- **Term 4**: Short Film Design and Production

GENERAL ASSESSMENT ITEMS
Throughout the course students will be assessed in the areas of designing, producing and analysing. They will complete assessment items such as:

**Designing**: scripts, storyboards, treatments, proposals
**Producing**: graphic design folios, movie posters, magazine advertisements, animation, television commercials, short films
**Analysing**: short critical analysis, personal reflections.

PATHWAYS TO SENIOR STUDIES
Year 9 Digital Art and Design is designed to prepare students for three exciting Year 10 Subjects – Year 10 Graphic Design, Year 10 Film and Television and Year 10 Photography. Year 9 Digital Art and Design lays down the foundation for additional study in Year 11 and 12 both for University pathways as well as workforce pathways.
# Dance

**Contact:** Mrs J Gibbins, Head of Department – M Block Staffroom

## DESCRIPTION

Dance is an active, creative and challenging subject that lets students present, create and respond to dance in a range of contexts. Dance develops confidence and team work alongside an understanding of the body as a means of expression and communication.

## COURSE OUTLINE

Students learn to apply, manipulate and analyse dance components to create meaningful choreographic works. They learn physical, expressive and interpretive performance skills in a range of dance styles including musical theatre, cultural dances from around the world, social and artistic dances, Indigenous Australian and contemporary dance. Students develop literacy and ICT skills through dance appreciation, with the opportunity to analyse their own and professional dance works.

## ASSESSMENT

The assessment instruments used in this course are as follows:

### Creating
- Constructing dances in various dance styles with both teacher and student devised themes.
- Group tasks.

### Presenting
- Performance of teacher and student choreography
- A range of dance styles.
- Performed in groups but assessed individually
- An opportunity to perform for a large audience at the annual ‘Dance Night’.

### Responding
- 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 costumes for assessment and should expect to participate in group rehearsals outside of normal class time. A public performance at ‘Dance Night’ is also an expectation in this subject.

If a student is in the Junior CAD Dance Program, it is **ESSENTIAL** that they choose **Dance** as a classroom subject.
## Drama

### Contact:
Mrs J Gibbins, Head of Department – M Block Staffroom

### 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 various forms of drama.

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 form drama (creating), perform drama (presenting) and analyse drama (responding).

### ASSESSMENT INSTRUMENTS
Both practical and written tasks are weighted equally. Students complete assessment in each of the three areas:
- **Creating**: practical tasks such as improvisation and making stories.
- **Presenting**: performing scripted and non-scripted work.
- **Responding**: written responses analysing viewed drama works.

### VOCATIONAL PATHS
As well as being an introduction to Senior Studies in Drama (an Authority Subject), 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 theatre blacks (black shirt and pants) costumes for assessment, and should expect to participate in group rehearsals outside of class time (lunch times, etc). Students may also be asked to perform at Drama Night.

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

If a student is in the Junior CAD Drama Program, it is ESSENTIAL that they choose Drama as a classroom subject.
**NB: SUITABLE FOR STUDENTS WHO CAN READ MUSIC and PLAY AN INSTRUMENT OR SING**

**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 create, present and respond to 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, string orchestra and choir.

**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. Units focus on – Music Fusions, Keyboard Music and Rock n Roll.

**GENERAL ASSESSMENT INSTRUMENTS**
A variety of assessment strategies are used, such as formal and informal assessment:
Formal Assessment:
- **Creating** – composing music for keyboard, song writing.
- **Presenting** – performance of music studied
- **Responding** – written analysis exams.

**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.

**OTHER INFORMATION**
If a student is in the Junior CAD Music Program, it is ESSENTIAL that they choose Music as a classroom subject.
**DESCRIPTION**
This course is aimed at students who have **no music training** but have basic skills gained from Year 7 & 8 Music.

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 create, present and respond to 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.

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.

**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. Units focus on – Rock Music, Australian Rock Music, Keyboard Music, Music Fusions.

**GENERAL ASSESSMENT INSTRUMENTS**
A variety of assessment strategies is used, such as formal and informal assessment.

Formal Assessment:
- **CREATING** - composing music for keyboard, song writing
- **PRESENTING** - performance of music studied
- **RESPONDING** - written exams.

**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.

This course leads to Certificate II (Year 10) and IV (Year 11 & 12) in Music Industry and Senior 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.
**DESCRIPTION**

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

- ergonomic workstations
- efficiency in accessing technology
- electronic file management
- composition, design and analysis of business documents such as letters, invitations, emails, flyers, brochures and posters
- marketing strategies

**COURSE OUTLINE**

In particular, students will study:

- Desktop Publishing - to design letterheads, auto-page turning booklets and posters
- Advanced Word Processing – design of business documents, preparation and use of mail merge, multi-page documents and integrated tables
- Excel Spreadsheeting - to record inventory lists, calculate pay sheets, apply complex formulas for discounts and create client databases
- PowerPoint – to present information
- Integration of MSOffice software
- Basic marketing strategies – to incorporate in document design
- Keyboard Mastery/Speed & Accuracy development

Many students say “I know how to use a computer” but can only demonstrate basic skills. ABC is an INDEPTH study of these packages relevant to ‘real-world’ usage and the workplace.

**ASSESSMENT**

Three project style supervised exams of 1-2 weeks duration, and one project, are used to assess students at the completion of each term.

**TECHNOLOGY EXPERIENCE**

Students will use business software such as Microsoft Office (Word, Excel, PowerPoint) and Typing Tutorials throughout the course. Desktop ergonomics, electronic file management and developing efficiency (including shortcuts and ‘expert tricks’) in using this software in embedded in this course.

**SUBJECT PATHWAYS**

This subject develops skills that will be used in all careers and senior subjects but particularly business subjects Accounting, Business and Cert III in Business.
### Economics & Business

**Contact:** Mrs B Duffy, Head of Department – G Block Staffroom

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Economics and Business focuses on the business environment including resource allocation and making choices, consumer and financial literacy, work and work futures.</td>
</tr>
<tr>
<td>Students are exposed to and encouraged to develop enterprising behaviours such as using new technologies; seeking innovation; working with others; showing initiative, flexibility and leadership; planning and organising; embracing change; managing risk; and using resources efficiently.</td>
</tr>
<tr>
<td>Students are expected to learn the content through a study of contemporary issues, events and/or case studies and to apply their knowledge to an activity such as charity fundraising, product design and business ventures.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE OUTLINE</th>
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</thead>
<tbody>
<tr>
<td>The teacher and class will choose units from the options below:</td>
</tr>
<tr>
<td><strong>Resource allocation &amp; making choices</strong> - focuses on the process of using available, limited resources for competing alternative uses that satisfy society’s unlimited needs</td>
</tr>
<tr>
<td><strong>Consumer &amp; Financial Literacy</strong> - explores the role of making responsible and informed decisions about consumer issues and managing money and assets, and how these decisions affect the individual’s and the community’s quality of life, sense of security and awareness of future options.</td>
</tr>
<tr>
<td><strong>The Business Environment</strong> - examines the ways businesses operate and respond to opportunities and changing circumstances and conditions. It also examines the social, economic and environmental consequences of their decisions.</td>
</tr>
<tr>
<td><strong>Work &amp; Work Futures</strong> - focuses on work and the work environment and the contribution of work to individual and collective wellbeing. It explores the factors that influence the work environment now and into the future and the rights and responsibilities of participants in the work environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>The criteria used to assess students include:</td>
</tr>
<tr>
<td><strong>Economics and Business Knowledge and Understanding</strong>, and</td>
</tr>
<tr>
<td><strong>Economics and Business Skills</strong> (questioning and research, interpretation and analysis, decision making, communication)</td>
</tr>
<tr>
<td>Students will be required to complete a range of assessment types including: Research Reports, Extended Written Responses, Responses to Stimulus and Computer generated responses.</td>
</tr>
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<tr>
<th>PATHWAYS</th>
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<tbody>
<tr>
<td>This subject provides a broad understanding of the world in which we live, and the high-level skills people need to participate in the 21st century. It leads to the study of Senior Accounting and Business &amp; Cert III in Business.</td>
</tr>
</tbody>
</table>
### DESCRIPTION

This fashion subject is available to all students with a passion for fashion design. It focuses on learning how creative and functional textile products can be made by using innovative construction techniques and creative design on a variety of fabrics.

### COURSE ORGANISATION

<table>
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</thead>
<tbody>
<tr>
<td>This is for beginners with little or no previous experience. Students will build knowledge of fibres and fabrics to make decisions on construction of a textile article and embellishment techniques. Basic skills in sewing techniques and equipment operation will also be developed.</td>
<td>Students learn to read information on a commercial pattern to design an individual clothing item such as boxer shorts. They apply their knowledge and understanding about fibres and fabrics to make informed fabric choices to suit this item. The overlocker as a tool is introduced.</td>
<td>Students have the opportunity to be creative with designing a uniquely individual fashion item by modifying basic patterns, embellishments and/or adding decorative finishes.</td>
<td>The 21st century is about recycling textiles to save our future environment. Students can challenge their creative ability by repurposing a pre-loved textile article to give it a “second life”.</td>
</tr>
</tbody>
</table>

### GENERAL ASSESSMENT INSTRUMENTS

Students’ knowledge, understanding and skills will be assessed by:  
1) Written test each term  
2) Design Folio for each sewing project (a record of experiments and decisions made when solving problems during the design process)  
3) Practical textile item.

### VOCATIONAL PATHWAYS/FUTURE SENIOR STUDIES

Senior Fashion and employment opportunities in the niche craft markets that can be found in our tourist region. The knowledge and skills learned can translate into the fashion retail sector eg. Certificate in Retail or “work from home” making and selling craft and fashion.

### SOME COMMON MISCONCEPTIONS

While this course offers a lot of practical work, students must realise that the theory work underpins and informs the decisions required to plan and construct of articles.

**Practical Projects**: It is the responsibility of the students and their families to provide the fabric and sewing notions required for ‘practical assignments’. These are essential elements of the course and materials need to be purchased and brought to school by the due date. **Parents may contact the Teacher to discuss solutions if there are any difficulties in the provision of these materials to ensure full participation in the subject.**
# Food & Nutrition

**Contact:** Ms V Scalia, Subject Coordinator - B Block Staffroom

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>Food &amp; Nutrition explores the world of the modern family and how they select, prepare and eat food today. It investigates the nutrition in home cooked meals, meals based on convenience products and the fast food industry. These changes in eating patterns have impacted on the health of Australians. This course aims to give students the skills and knowledge to make wise food choices in the 21st century where convenience and time is important.</th>
</tr>
</thead>
</table>
| COURSE ORGANISATION | **Semester 1: Nutrition** – The Australian Dietary Guidelines and nutrition facts will provide the basis for building student knowledge about the importance of nutrition for good health. Students will investigate the wide variety of pre-prepared and packaged foods and their nutritional value. Energy value, salt and fibre content along with labelling and nutritional claims will all be put under the microscope to determine “Should I eat this?” Processed food poses some nutritional challenges today and; students will explore the positive and negative aspects of using these foods as a major part of their diet.  

**Semester 2: Food Science** – This unit focuses on the functional characteristics of ingredients and how they are used in food processing of modern convenience and fast foods commonly found in our diets today. It involves experimenting and testing foods to discover the processes used by food manufacturers to create a convenient food supply. The practical experiments are used to discover how these food processes impact on the nutritional health of Australians. Students will test and experiment with foods and processes to solve food problems. |
| GENERAL ASSESSMENT INSTRUMENTS | Students' **knowledge, understanding and skills** will be assessed by:
1) Written Tests
2) Experimental reports
3) Practical products |
| VOCATIONAL PATHWAYS/FUTURE SENIOR STUDIES | Senior Food Nutrition, Certificate courses in Hospitality, Dietician, Food Industry careers. |
| TECHNOLOGY EXPERIENCES | Student will use current Kitchen Technology and appliances relevant to food preparation and service. They will investigate, devise solutions, test solutions and create new solutions to food problems. |
| SOME COMMON MISCONCEPTIONS | While Food & Nutrition is a lot of practical work, students must realise that the theory work underpins and informs the decisions required to select and prepare food products. |

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.  

**NOTE:** Students will be required to bring a container most weeks to take their cooked products home.
**Coding**

**Contact:** Ms Carol Cunningham, Acting Head of Department – G Block Staffroom

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**DESCRIPTION**

This subject is for students who want to learn to code in a range of digital systems.

*Coding is one of the essential skills of the future.*

The subject is aligned to the new Digital Technologies Australian Curriculum. Students will develop new skills in digital literacies as well as using traditional literacy and numeracy skills.

---

**WHY STUDY A DIGITAL TECHNOLOGIES SUBJECT?**

In a world that is becoming increasingly digitised and automated, studying digital technology subjects helps students to engage with these technologies and create preferred futures for themselves. Participating in a knowledge-based society requires new skills such as computational thinking.

Studying Digital Technologies helps students to become:

- innovative creators of digital solutions
- effective users of digital systems
- critical consumers of information conveyed by digital systems.

*In this subject students develop these skills in the context of coding mobile apps and games. Students will also learn valuable innovation and entrepreneurial skills when they undertake the TBay Innovation Challenge in Term 4.*

---

**SUBJECT PATHWAYS**

Students who do well in this subject usually continue into the new Year 10, 11 and 12 subjects called Digital Solutions.

---

**COURSE OVERVIEW**

[Diagram showing Coding, Coding Mobile Apps, Coding Games, Coding Skills, TBay Innovation Challenge]

---
**Description**

This subject is for students who want to learn about the coding and digital technologies behind robotics and drones.

**Robotics and drones are emerging areas of work and recreation for students.**

The subject is aligned to the new Digital Technologies Australian Curriculum. Students will develop new skills in digital literacies as well as using traditional literacy and numeracy skills.

**Why Study a Digital Technologies Subject?**

In a world that is becoming increasingly digitised and automated, studying digital technology subjects helps students to engage with these technologies and create preferred futures for themselves. Participating in a knowledge-based society requires new skills such as computational thinking.

Studying Digital Technologies helps students to become:
- innovative creators of digital solutions
- effective users of digital systems
- critical consumers of information conveyed by digital systems.

**In this subject students develop these skills in the context of robotics and drones.** Students will also learn valuable innovation and entrepreneurial skills when they undertake the TBay Innovation Challenge in Term 4.

**Subject Pathways**

Students who do well in this subject usually continue into the new Year 10, 11 and 12 subjects called Digital Solutions.

**Course Overview**

<table>
<thead>
<tr>
<th>Coding with Robotics</th>
<th>Robotics Challenges</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Robotics</strong></td>
</tr>
<tr>
<td>Drone Challenges</td>
<td><strong>TBay Innovation Challenge</strong></td>
</tr>
</tbody>
</table>
**Design**

**Contact:** Ms C Cunningham, Acting Head of Department – G Block Staffroom

### DESCRIPTION

Gain the skills and knowledge to design and create original projects.

This course combines Research, Design and practical skills to provide you with the opportunity to develop skill sets in design thinking, problem solving and product manufacture.

You will learn to realise designs into products, read plans, produce sketches and communicate ideas and solutions to problems.

Design is a subject suited to both male and female students as each project retains sufficient flexibility in design to cater to the interests of all participants.

Examples of projects undertaken by the students may include:
- aquarium
- wooden toy
- box construction
- whirly gig
- boat design / manufacture

Year 9 Design leads to Year 10 Design

### COURSE OUTLINE

The course will cover a number of technologies such as:

<table>
<thead>
<tr>
<th>Term</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Design and construction of an aquarium</td>
</tr>
<tr>
<td></td>
<td>Introduction to design process</td>
</tr>
<tr>
<td>Term 2</td>
<td>Design/construction wooden toy</td>
</tr>
<tr>
<td>Term 3</td>
<td>Design/construction box construction for a purpose</td>
</tr>
<tr>
<td>Term 4</td>
<td>Garden ornament – whirly gig</td>
</tr>
</tbody>
</table>

### GENERAL ASSESSMENT INSTRUMENTS

Assessment will be carried out on:
Practical classroom projects and design folios. These involve the knowledge, process and communication of applying design process and thinking in real world situations.

### TECHNOLOGY EXPERIENCE

A broad range of production techniques will be applied to produce innovative projects that solve a user centred design brief.
**Industrial Graphics**

Contact: Ms C Cunningham, Acting Head of Department – G Block Staffroom

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**DESCRIPTION**

This course enables students to learn about a broad range of technical drawing skills and terminology. It is an introduction to the world of Graphics and design where students develop skills in using computer software such as Inventor, Revit and 3D printing, as well as traditional freehand sketching techniques. This will enable students to design and create drawings in both 2 and 3 dimensions through a variety of processes including sketching, freehand rendering and Computer Aided Drafting (CAD). You will study the basic elements and principles of design, discover concept development strategies and explore the techniques used by successful designers.

9 Industrial Graphics is a subject suited to both male and female students as each project retains sufficient flexibility in design to cater to the interests of all participants.

Students will develop skills and knowledge in the following:

- drawing to Australian standards
- freehand sketching
- drafting software for computers
- two and three dimensional drawings
- engaging in design processes and problem solving
- presentation of finished solutions and folios.

This course leads to Year 10 Industrial Graphics.

---

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Introduction to drafting in the furnishing industry</th>
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</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Introduction to drafting in the building industry</td>
</tr>
<tr>
<td>Term 3</td>
<td>Introduction to drafting in the engineering industry</td>
</tr>
<tr>
<td>Term 4</td>
<td>Re engineering drafting for product development</td>
</tr>
</tbody>
</table>

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**GENERAL ASSESSMENT INSTRUMENTS**

Students’ knowledge and understanding will be assessed using the following techniques

- Classwork folios
- Examinations
- Projects.

---

**TECHNOLOGY EXPERIENCE**

Students will be exposed to the latest CAD software programs that are used in the drafting industry to produce professional drawings. 3D printers will be employed to produce components that have been drawn on CAD.
**Industrial Technology Skills**

**Contact:** Ms C Cunningham, Acting Head of Department – G Block Staffroom

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Gain the skills and knowledge to create wooden craft projects. This is a dynamic and engaging course where students develop skills and use a combination of both hand, battery, pneumatic and electrically powered tools and machines in woodwork construction. The course offers the opportunity to build a variety of wood based projects focusing on accuracy and joinery. Students are taught to work safely and sustainably in a workshop environment. Industrial Technology Skills is a subject suited to both male and female students as each project retains sufficient flexibility in design to cater to the interests of all participants. Examples of projects undertaken by the students may include:</td>
</tr>
<tr>
<td>• folding campstool</td>
</tr>
<tr>
<td>• toy jeep</td>
</tr>
<tr>
<td>• step stool</td>
</tr>
<tr>
<td>• picture frame</td>
</tr>
<tr>
<td>• Jewellery Box</td>
</tr>
<tr>
<td>This course leads to Year 10 Industrial Technology Skills.</td>
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</tbody>
</table>

<table>
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<tr>
<th>COURSE OUTLINE/ORGANISATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each term the student will undertake a different project. Timber is the primary material used but may also incorporate plastics and metal to some degree.</td>
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<table>
<thead>
<tr>
<th>GENERAL ASSESSMENT INSTRUMENTS</th>
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<tbody>
<tr>
<td>Assessment is continuous throughout the year on the completion of each class project and on theory which is done online. These results are profiled to get the students final result at the end of each semester.</td>
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</table>

<table>
<thead>
<tr>
<th>TECHNOLOGY EXPERIENCE</th>
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<tbody>
<tr>
<td>Students will be exposed to a broad range of technologies related to the wood and plastics industry. The theory component will be conducted online using a product called oneguard safety. Through practical projects students will use a variety electric, pneumatic and battery powered drills, sanders, band saws and routers.</td>
</tr>
</tbody>
</table>
**DESCRIPTION**

Students who studied Mandarin Chinese in Years 7 & 8 may elect to continue with their studies in Year 9. The Year 9 course allows students to continue to develop the ability to communicate through speaking, listening, reading and writing in both the Pinyin (Romanised) script and Chinese characters. Additionally, as part of the course, students further develop their understanding of Chinese culture.

The course is based around a functional approach to language learning, rather than grammar translation. Resources such as videos, voice recordings, digital-based activities, written texts, native speaker assistance and games set in “real life” contexts are utilised in learning.

Cooking, eating and discussing Chinese food, interacting with visiting Chinese high school students, reading menus, brochures and materials used in the tourist industry etc. form part of the course. These learning activities are aimed at encouraging students to use their language skills rather than simply studying new work.

**COURSE OUTLINE**

- **Semester 1** - Future plan and social media
- **Semester 2** - Environment and global connections.

**GENERAL ASSESSMENT INSTRUMENTS**

Assessment is carried out at regular intervals throughout the year. Speaking, listening, reading and writing is assessed in a variety of forms including written tests, oral presentations, written assignments, booklet completion and computer work.

**FUTURE PATHWAYS**

Studying Chinese in junior can allow students to enrol in Chinese for senior if they should wish to. In senior, Chinese is a general subject contributing to students’ ATAR scores for university. It is a well-known fact that knowledge of an Asian language makes Australians more employable.

Research shows that a second language helps you with your own language and that employers prefer employees who can understand another language and culture even if it is not directly related to their job. Whatever your future career goal is, studying Chinese will give you an advantage.

**TECHNOLOGY EXPERIENCE**

Technology based activities form part of the students’ Chinese course. Students are educated in the use of voice recording, iPads, desktop computers, digital ‘self-teach’ programs and word processing in Chinese.

**OTHER INFORMATION**

It is strongly recommended that any student wishing to study Mandarin Chinese in Year 9 be achieving a ‘C’ or above in year 8 Mandarin Chinese.

It is also important to note that only students who have studied Mandarin Chinese in Year 8 can elect to study it in Year 9 and once they exit from the course are unable to re-join in Year 10, 11 or 12 if they change their mind.

Exceptions to this policy will be considered depending on background circumstances.
**Japanese**

**Contact: Mrs C Clark, Head of Department – A Block Languages Staffroom**

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Students who studied Japanese in Years 7 &amp; 8 may elect to continue with their studies in Year 9. The Year 9 course allows students to continue to develop the ability to communicate through reading, writing, listening and speaking activities. Additionally, as part of the course, students further develop their understanding of Japanese culture.</td>
</tr>
<tr>
<td>The course is based around a functional approach to language learning, rather than grammar translation. Resources such as videos, voice recordings, digital-based activities, written texts, games etc. set in “real life” contexts are utilised in learning.</td>
</tr>
<tr>
<td>Cooking, eating and discussing Japanese food, interacting with visiting Japanese high school students, reading menus, brochures and materials used in the tourist industry, writing letters to students in our sister city etc. form part of the course. These learning activities are aimed at encouraging students to use their language skills rather than simply studying new work.</td>
</tr>
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<table>
<thead>
<tr>
<th>COURSE OUTLINE</th>
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</thead>
<tbody>
<tr>
<td>1. Going Places (travel language)</td>
</tr>
<tr>
<td>2. Introduction to Katakana</td>
</tr>
<tr>
<td>3. Eating Out (food, restaurants, money and amounts)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL ASSESSMENT INSTRUMENTS</th>
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<tr>
<td>Assessment is carried out at regular intervals throughout the year. Speaking, listening, reading and writing is assessed in a variety of forms including written tests, oral presentations, written assignments, booklet completion and computer work.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FUTURE PATHWAYS</th>
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<tbody>
<tr>
<td>Japanese is offered through to Year 12 and in senior is a general subject contributing to students’ ATAR scores for university.</td>
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<tr>
<td>It is a well-known fact that knowledge of an Asian language makes Australians more employable. Research shows that a second language helps you with your own language and that employers prefer employees who can understand another language and culture even if it is not directly related to their job. Whatever your future career goal is, studying Japanese will give you an advantage.</td>
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<tr>
<th>TECHNOLOGY EXPERIENCE</th>
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<tr>
<td>Technology based activities form part of the students’ Japanese course. Students are educated in the use of voice recording, iPads, desktop computers, digital ‘self-teach’ programs and word processing in Japanese.</td>
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<tr>
<th>OTHER INFORMATION</th>
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<tr>
<td>It is strongly recommended that any student wishing to study Japanese in Year 9 be achieving a ‘C’ or above in Year 8 Japanese.</td>
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<tr>
<td>It is important to note that only students who have studied Japanese in Year 8 can elect to study it in Year 9 and once students exit from the course they are unable to re-join in Year 10, 11 or 12 if they change their mind.</td>
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<tr>
<td>Exceptions to this policy will be considered depending on background circumstances.</td>
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