2017 Year 9 Handbook

Live, Love, Learn
Leave a Legacy
Contents

Quality Teaching, Curriculum and Student Performance .................................. Error! Bookmark not defined.
Student Wellbeing ....................................................................................... Error! Bookmark not defined.
Parent and Community Involvement ......................................................... Error! Bookmark not defined.
Leadership ................................................................................................. Error! Bookmark not defined.
Course Structure ......................................................................................... Error! Bookmark not defined.

English .......................................................................................................... 3
Health & Physical Education ......................................................................... 9
High Performance Sport .............................................................................. 11
Mathematics .................................................................................................. 13
Science .......................................................................................................... 15
History- Semester 1 ....................................................................................... 17
Geography- Semester 2 ................................................................................ 18
Dance ............................................................................................................. 19
Drama ........................................................................................................... 22
Media Studies ............................................................................................... 25
Music ............................................................................................................. 28
Visual Art .................................................................................................... 31
High Performance Sport .............................................................................. 33
Languages (through Brisbane School of Distance Education) ...................... 35
Home Economics ........................................................................................ 37
Industrial Technology And Design ............................................................ 39

Sport .............................................................................................................. Error! Bookmark not defined.
Special Education Program ......................................................................... Error! Bookmark not defined.
Home Study ................................................................................................. Error! Bookmark not defined.
Components of homework .......................................................................... Error! Bookmark not defined.
Prescribed levels of homework for different age groups .............................. Error! Bookmark not defined.
Junior Secondary at Capalaba State College

Capalaba State College has been leading the way with P-12 education for the last decade. Situated in the heart of Capalaba, this dual campus site is separated into four sub schools:

- P-3,
- 4-6,
- 7-9 and
- 10-12.

Year 7 students are located on the senior site alongside Year 8 and 9 students. This provides opportunities for students to engage in innovative learning experiences within a supporting and challenging secondary context. This has proven an effective strategy for driving ongoing student engagement and a seamless transition from primary to secondary school.

The targeted sub schools allow for the personalisation of learning and targeted teaching to engage every child. On the Junior campus, there is a strong focus on attendance, reading and success. Similarly on the Senior site, the focus is on attendance, engagement and academic success. Within the Junior Secondary sub school, we believe in a holistic approach to Junior Secondary education. We understand that early teens need the opportunity to explore, challenge and grow. Our Junior Secondary program is underpinned by four key elements:

- reduced number of teachers
- additional literacy and numeracy time
- social and emotional support
- physical activity

Additionally, we offer extension and enrichment opportunities to our young learners.

Our College also enables primary and secondary teaching staff to work collaboratively to support Junior Secondary, resulting in a more holistic approach to student learning and wellbeing with a culture of shared responsibility for student outcomes.
This has been achieved through a focus on the following four key areas that align with the principles of Junior Secondary:

1. Quality Teaching, Curriculum and Student Performance
   A common pedagogical approach by all of the College’s teachers include:
   - setting clear learning objectives
   - reinforcing effort
   - use of supported effective feedback
   - providing recognition
   A demanding and meaningful curriculum is implemented where Junior Secondary students can access teaching expertise and resource from across the primary and secondary contexts. This supports engagement in authentic learning experiences, including core:
   - programs in English, Mathematics, Science, History, HPE and specialist programs in other curriculum areas.
   - collaborative learning as a facet of pedagogical instruction is used.
   - technology and eLearning approaches are integrated within the regular class curriculum.
   - student performance is monitored through data collection, interrogation and inference of the data to create individual and cohort
   - Differentiation plans.

2. Student Wellbeing
   - Home room teachers are established to mentor students and form productive relationships with parents.
   - Physically safe areas designated to year levels are introduced.
   - Pastoral lessons are delivered by a core group of teachers who use responsive programing to address student and cohort needs.

3. Parent and Community Involvement
   Professional and personal connections with families are developed through:
   - Parent information evenings
   - Parent/teacher interviews
   Open communication is developed with all stakeholders building confidence,
engagement and interest in school initiatives and student success.

4. Leadership

- Student leadership is a focus across all year levels including leadership development programs and identified student leadership roles.
- The student management team is actively engaged in leading school change.
- Students lead and coordinate school events, promotions and fundraising activities. A number of clubs and groups exist across the College which allow students to participate in rewarding activities.
- The College mission is to nurture positive values and a strong sense of self-worth in our students, enabling them to step into their future communities equipped as knowledgeable, resilient young people with a strong ethical foundation.
- Staff at Capalaba State College are confident they are providing the best education possible for every student in the Junior Secondary years.

Course Structure

All students in Junior Secondary will study the following subjects which may be studied in isolation or integrated together to create a more connected curriculum:

- English
- Health and Physical Education
- Mathematics
- Science
- History / Geography
- Sport

Students in Year 8 will also study one of the following subjects during a semester:

- Drama
- Art
- Music
- Media Studies
- Dance
• Industrial Technology and Design
• Home Economics
• Languages (Distance Education)

Extension Programs

Students who wish to be extended are able to apply for the following enrichment programs:

• Scholars program for academically gifted students
• High Performing Sport (Volleyball or Basketball)
• Traction Program
English

Brief Description of Subject

Our program aligns with the Australian Curriculum where students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. They recognise how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with particular implications and impacts. They evaluate how a variety of texts represent Aboriginal and Torres Strait Islander knowledge, peoples, cultures and events.

Students individually and collaboratively use higher order thinking to interpret and construct texts by understanding and manipulating language elements to position the audience and suit their subject matter and purpose. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their own and others’ language choices to achieve particular purposes, and how they can apply their learning in future applications.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs when interpreting and constructing texts.

Additionally, each week one lesson is focused on Literacy skills. Students are explicitly taught and assessed on reading, grammar and punctuation and writing.

Course Outline (topics)

The areas of study include:

- *Examining representations of Australia's peoples, histories and cultures* - Students listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity.

- *Exploring different perspectives* - Students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented.
• Exploring ethical issues in a drama text- Students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships.

• Evaluating characters in a novel- Students read extracts from a novel to understand how representations of characters and issues are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations in novels.

• Manipulating language for effect- Students listen to, read and view a variety of literary and non-literary texts to understand the ways that texts position an audience to accept particular perspectives about ethical and global issues.

Assessment

Assessment is continuous and is collected for formative and summative purposes, requiring the student's consistent effort. Overall achievement will be based on a folio of work displaying the fullest and latest information about the student's progress. Assessment will cover a balance of written and spoken text types.

Students demonstrate evidence of their learning over time in relation to the following criteria:

• language
• literature
• literacy

The assessment across the units includes:

• Written Narrative
• Persuasive Essay
• Analysis Exam
• Imaginative Written Interview Script
• Interview Transcript
• Persuasive Speech

Pathways

This course of study will prepare students for further study in English in Year 10 and either Authority English or English Communication in Years 11 and 12.
Health & Physical Education

Brief Description of Subject

Our program aligns with the Australian Curriculum and takes a strengths-based approach to Health and Physical Education. It focuses on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others’ health and wellbeing. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. Our program affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others’ health, wellbeing, movement competence and participation in physical activity.

The College focus of reading aligns with the Australian Curriculum for Health and Physical Education where students develop health literacy skills. Health literacy can be understood as an individual’s ability to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. Higher Order Thinking is promoted through our program as students make links between practical and theory components of the course. Technology and the media will continue to transform our lives and change the way we communicate. Some health issues will endure while new ones will emerge. Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.

Course Outline (topics)

<table>
<thead>
<tr>
<th>Fit for Fun</th>
<th>Nutrition</th>
<th>First-Aid</th>
<th>Relationship Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRENGTH and CONDITIONING</td>
<td>TOUCH/RUGBY LEAGUE</td>
<td>NETBALL</td>
<td>VOLLEYBALL</td>
</tr>
</tbody>
</table>
Assessment (description)

Tasks vary throughout the program and both the practical aspects and theoretical aspects of the course are assessed when making judgements on a student’s overall performance. Tasks include:

- written tests
- assignments
- practical performance

Students demonstrate evidence of their learning over time in relation to the following dimensions:

- knowledge and understanding
- performance and practical application

Pathways

Students can continue to study HPE in Year 10 and go on to study PE in years 11 and 12. Alternatively, students who choose a different pathway and want to focus mainly on the participation and recreational side of sport can select Recreation in Years 11 and 12.
High Performance Sport

Brief Description of Subject

High Performing Sport aims to provide young people talented in the sports of Basketball and Volleyball with the opportunity to pursue excellence in a supportive educational environment with the flexibility to accommodate sport and school commitments. Students are required to apply for either the High Performing Basketball or High Performing Volleyball program and, once accepted, are provided with the opportunity to further refine skills and represent the College at high levels with other likeminded athletic and talented students. A key focus of both programs is the provision of quality coaching and training sessions delivered to students from both highly qualified teaching staff and outside sporting professionals.

The philosophy of the High Performing Sport program is centred on not only sporting performance but the development of the whole athlete. This is to provide students the knowledge, training and support needed to develop into a high performing athlete. Students will gain knowledge and development in strength and conditioning, nutrition, skill acquisition and development as well as fitness testing and overall wellbeing. Students will also learn extra-curricular skills such as time management, communication and leadership.

The subject will foster close relationships with the wider community including sporting associations and tertiary institutions. Students in the program may also be provided with access to performance enhancement agencies (physiologists, sports psychologists) and associated support agencies (sports medicine, physiotherapists). All students in the High Performing Sports program will satisfy the requirements for their stage of schooling as well as upholding the College values. In addition to this, all students in the program will have access to well-structured developmental programs of sports coaching and training by qualified staff with links to the local community as well as other regional and state level coaches. Students will only retain their position in the program by continuing to meet the requirements of their chosen sport, school subjects and conditions outlined in the High Performing Sport contract.

Course Outline

- History and Nature of the sport
- Fitness testing
- Injury prevention and management
- Nutrition
• Sports psychology
• Biomechanics
• Careers in sport

Assessment

Throughout the program, students will be assessed on both the practical and theoretical aspects of the course. While the course has a stronger emphasis on practical performance and the development of the athlete, students will complete modules of the theoretical aspects. Students will complete four modules per year in the program in 2017.

Pathways

Students achieving highly in year 7, 8 and 9 High Performing Sport will be directed to Health and Physical Education in year 10. Students will also have opportunities to continue to represent the school at a high level of competition as both an athlete and referee.
Mathematics

Brief Description of Subject

Students build on their existing understandings of mathematical concepts and can relate mathematics to real-life and purely mathematical situations. Through engagement in familiar and unfamiliar and simple and complex, mathematical investigations they understand that mathematics is a way of thinking, reasoning and working that is used to develop solutions to questions, problems and issues posed by themselves and others. They recognise the application of mathematics in a large number of fields that provide career opportunities.

Students develop their ability to work mathematically and build on their prior understanding by individually and collaboratively planning and conducting mathematical investigations; by posing and solving mathematical questions, problems and issues; and by challenging the reasoning and perspectives of others. They reflect on their learning and transfer thinking and reasoning to a range of real-life and purely mathematical situations.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within mathematical contexts.

Course Outline (topics)

The areas of study cover the content descriptions as outlined in the Australian Curriculum – Rates and Ratio, Area and Volume, Index Laws, Algebra, Trigonometry, Statistics and Probability.

Topics Include:

Rates and Ratio – students will complete problems on finding rates, simplifying ratios and solving word problems involving rates and ratio.

Area and Volume – students will solve real life problems using the relationships of area and volume.

Index Laws – students will simplify numbers using laws.

Algebra – students will investigate patterns and use algebra to represent number patterns, solve equations and write equations.
Trigonometry – students will solve triangles using the rules of trigonometry including word problems.

Statistics – students will use statistical measures to analyse data and display data using various methods.

Probability – students will investigate the chance of events occurring.

ICT’s are integrated into the course of study to enhance student understanding.

Assessment (description/draft and due dates)

Assessment will include a variety of methods which incorporate tests, assignments, investigations, presentations and observations. Students are expected to average thirty minutes homework per day which may include teacher set tasks or revision of work covered in class.

The assessment across the units includes:

- Exams
- Assignments

Pathways

Students achieving highly in Junior Secondary years will be encouraged to enrol in either Maths A or Maths B in senior school.
Science

Brief Description of Subject

This course was designed based on the Australian Curriculum where students use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They understand that science is a body of knowledge, developed through human observations and inferences that may reflect diverse values and beliefs. They understand that scientific knowledge is dynamic, and that theories are reviewed in the light of new evidence. They understand that science is a way of thinking and working, and they apply their scientific knowledge to make responsible and informed decisions about real-world issues. They recognise that science has a rich history and has evolved into a large number of increasingly overlapping fields that provide career opportunities.

Students develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings. They identify problems and issues, and design and conduct scientific investigations. They reflect on their learning and investigations to evaluate the influence that people and culture have on applications of Science. In Year 9 students will be provided with real life and lifelike problem solving situations to which they can respond.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within scientific contexts.

Course Outline (topics)

The areas of study cover the four content descriptions as outlined in the Australian Curriculum of Biological sciences, Chemical sciences, earth and space science and physical sciences.

Topics include:

*The Human Body & Homeostasis* – students will investigate the essential requirements for life, the body systems and how the body reacts to external stimuli.

*Ecosystems* – students will explore ecosystems, the interconnectedness and dependencies of species upon one another and human’s responsibility towards sustainability.
Energy – students will investigate heat and electrical energy transfers through different mediums and describe chemical bonding in terms of atoms and energy transfer

Isotopes – students will explore atoms, subatomic particles, isotopes, radioactive decay and the impact, and use of, isotopes in society

Plate Tectonics – students will investigate the geological process involved in Earth movement and the tectonic events that occur at the plate boundaries

Chemical Patterns – students will investigate chemical reactions and chemical changes

Assessment (description/draft and due dates)
Students demonstrate evidence of their learning over time in relation to the following assessment focus:

- Science understanding: Biology, Chemistry, Physics and Earth and Space
- Science inquiry skills
- Science as a human endeavour

The assessment across the units includes:

- Short response test
- Assignment
- EEI

Pathways
Students will be encouraged to engage in all aspects of the course to peak their interest in enrolling in one of the senior science subjects including: Physics, Chemistry, Biology and Science in Practice.
History- Semester 1

Brief Description of Subject

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Course Outline

In regards to the national curriculum for history in Year 9, there are 2 depth studies in which the students will develop Historical Knowledge:

- Depth Study 1: Making A Nation - Australia
- Depth Study 2: World War One

Assessment for History

Students will undertake a variety of assessment types each semester: short response to stimulus, extended response to stimulus and a multimodal presentation.

Pathways

- Senior and Modern History
- Law
- Teaching
- Public Service
Geography- Semester 2

Brief Description of Subject

There are two units of study in the Year 9 curriculum for Geography: Biomes and food security and Geographies of interconnections.

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Course Outline

There are 2 units of study in the Year 9 curriculum for Geography:

- Unit 1: Biomes and Food Security
- Unit 2: Geographies of Interconnections

Assessment for Geography

Students will undertake a selection of assessment each semester involving a choice from: short response to stimulus, extended response to stimulus, multimodal presentation, and knowledge and understanding tests.

Pathways

- Town Planner
- Environmental Consultant
- Teaching
- Surveyor
Dance

Brief Description of Subject

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making. Learning in Dance is based on cognitive, emotional and sensory/kinaesthetic response to dance works and practices as students learn skills and processes that develop creativity, confidence and sophistication across their years of learning. The curriculum examines past, current and emerging practices in different dance styles across a range of cultures and places.

Dance aims to develop knowledge and understanding, as well as practical skills, to ensure that individually and collaboratively students:

- Build on their awareness of the body and how it is used in particular dance styles
- Extend technical skills, increasing their confidence, accuracy, clarity of movement and projection
- Draw on dances from a range of cultures, times and locations as they experience dance
- Explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance
- Evaluate dancers’ success in expressing the choreographers’ intentions and the use of expressive skills in dances they view and perform
- Understand that safe dance practices underlie all experiences in the study of dance
- Perform within their own body capabilities and work safely in groups.

Course Outline

Possible units include:
- Show Business
- Lights, Camera, Action
- Dance Fusions

Assessment and Achievement Standard in Dance

Throughout Year 9 students analyse the choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.
Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

The dimensions by which students work will be judged are:

**Making** in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing.

**Responding** in Dance involves students appreciating their own and others’ dance works by viewing, describing, reflecting, analysing, appreciating and evaluating.

Assessment across the units includes:
- Creating dance works
- Learning, rehearsing and polishing dance works
- Short written analytical responses under test or assignment conditions

**Course Requirements**

There are a number of requirements for students undertaking this course.

- **Creativity**
  - Students need to work both individually and collaboratively to plan, devise, produce and perform dance.
  - A desire to develop confident presentational skills in front of a range of audiences.
  - Students may have access to Dance Excursions to develop their knowledge, understanding and enjoyment of live dance. Approximate costs for dance excursions are $40-$60. Incursions will cost less, or may be paid through subject fees.

- **Reading**
  - Student Resource Scheme – It is highly recommended that students who select Dance participate in the Student Resource Scheme as we use many textbooks and resources that would otherwise be expensive to purchase.
  - Written, visual and performance texts will be analysed in this subject. Students are encouraged to develop broad reading and viewing habits.

- **Technology**
  - It is highly recommended that students participate in the BYO Device Program and have access to the internet at home. Students will use their device for wide reading/viewing, research and use available technologies for the creation and recording of their assessment and dance works.
  - Students require a personal SD card or USB which works with their devise.
Students need to demonstrate safe and responsible use of all technology and equipment.

Students must have permission to be filmed and photographed for the purposes of analysing and sharing works in progress and performances.

**Pathways**

Students who perform well and work safely in Year 9 Dance may choose to study Dance in Year 10. They may then choose to study the Authority Subject: Dance in Year 11 and 12.
Drama

Brief Description of Subject

The subject Drama is developed from the Australian Curriculum: The Arts. In Drama, students explore and depict real and fictional worlds through use of voice, body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama. Learning in Drama is based on cognitive, affective and sensory/kinaesthetic response to drama practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

Drama develops students’ higher order creativity and critical thinking skills and processes. It provides opportunities for students to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts. The collaborative nature of drama as an art form provides students with opportunities to learn the processes of drama and the interpersonal and intrapersonal skills required to work effectively, both individually and in groups.

Course Outline

Students have 3 x 70 minute lessons per week throughout the year. Units of work are organised based on terms or semesters. Students who have not studied Drama in Years 7 or 8 are encouraged to work with their teacher to develop foundation learning covered during those years.

The units studied may include the following:

- Scripted Drama: Theatre For Young People
- Playbuilding Processes: devising, improvising and scriptwriting
- Production Elements & Performance
- Dramatic Styles: Dramatic Realism, Visual Theatre
- Dramatic Forms: Collage Drama, Documentary Drama

Assessment - Australian Curriculum Years 9 and 10 Achievement Standard in Drama

Throughout Year 9, students develop knowledges, understandings and skills towards achieving the Band Years 9-10 Achievement Standard in Drama.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and
refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

The dimensions by which students work will be judged are:

- Making involves students working as artists
  - in the making of creative work as creative artists, eg improvising, devising and designing;
  - in rehearsing and polishing dramatic performances as actors, both individually and in groups;
- Responding – involves students critically analysing and evaluating their own dramatic work and the works of others including professional productions

Assessment across the units includes:

- Practical making tasks – devising, designing, improvising, scriptwriting
- Practical performance tasks
- Extended response assignments – written, oral or multi-modal
- Short response tests

**Special Requirements**

There are a number of requirements for students undertaking this course.

- Creativity
  - Students need to work both individually and collaboratively to plan, devise, produce and perform drama.
  - A desire to develop confident presentational skills in front of a range of audiences.
  - Students may have access to Drama Excursions to develop their knowledge, understanding and enjoyment of live theatre and/or for assessment purposes. Approximate costs for Drama excursions are $40-$60. Incursions will cost less, or may be paid through subject fees.
- Reading
  - Student Resource Scheme – It is highly recommended that students who select Drama participate in the Student Resource Scheme as we use many play scripts and textbooks that would otherwise be expensive to purchase.
Written, visual and performance texts will be analysed in this subject. Students are encouraged to develop broad reading and viewing habits.

- Technology
  - It is highly recommended that students participate in the BYO Device Program and have access to the internet at home. Students will use their device for wide reading/viewing, research and use available technologies for the creation and recording of their assessment and dramatic works.
  - Students require a personal SD card or USB which works with their devise.
  - Students need to demonstrate safe and responsible use of all technology and equipment.
  - Students must have permission to be filmed and photographed for the purpose of sharing and analysing works in progress, performances and production work.

- A subject fee may apply.

Pathways

Students who perform well in Year 9 Drama may choose to study Drama in Years 10. They may then choose to study Authority Senior Drama in Year 11 and 12, or they may choose to study Authority-Registered Drama in Practice in Years 11 and 12.
Media Studies

Brief Description of Subject
In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.
Learning in Media Arts is based on cognitive, affective and sensory/kinaesthetic response to media arts practices as students revisit increasingly complex content, skills and processes with developing creativity, confidence and sophistication across their years of learning. The curriculum examines past, current and emerging practices in different media forms across a range of cultures and places.

Media Arts aims to develop knowledge and understanding, as well as practical skills, to ensure that individually and collaboratively students:

- analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute.
- evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning.
- evaluate how social, institutional and ethical issues influence the making and use of media artworks.
- produce representations that communicate alternative points of view in media artworks for different community and institutional contexts.
- Manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style.
- Collaboratively apply design, production and distribution processes.

Course Outline
Units include:
- Game development
- Print advertising
- Short film making
- Film trailer design and analysis
Assessment and Years 9 and 10 Achievement Standard

During Year 9 and by the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

The dimensions by which students work will be judged are:

**Making**
- Exploring ideas and improvising with ways to represent ideas
- Manipulating and applying the elements/concepts with intent
- Developing and refining understanding of skills and techniques
- Structuring and organising ideas into form
- Sharing artworks through performance, presentation or display

**Responding**
- Analysing and reflecting on intentions
- Examining and connecting artworks in context

Assessment across the units includes:

- Making tasks, eg script writing, storyboarding, filmmaking, game design and development
- Practical tasks undertaken both individually and in groups
- Short written analytical responses under test or assignment conditions

**Course Requirements**

There are a number of requirements for students undertaking this course.

- Technology
  - Students must participate in the BYO Device Program to assist in the research and creation of media works.
- Student Resource Scheme – students who select 10 Media Arts **must** participate in the Student Resource Scheme in order to access college provided software and hardware.
- Students **require** a personal SD card for media recordings.

- **Reading**
  - Both written and visual texts will be analysed in this subject. Students are encouraged to develop broad reading and viewing habits.

- **Creativity**
  - Students need to work both individually and collaboratively to plan, devise and produce media works.

- Safe and responsible use of equipment.
- Students must have permission to be filmed and photographed.
- A subject fee may be applied.

**Pathways**
Students who perform well and work safely in Year 9 Media Arts may choose to study Media Arts in Year 10. They may then choose to study the Authority Subject: Film, Television & New Media in Years 11 and 12.
Music

Brief Description of Subject

Year 9 Music is developed from the Australian Curriculum: The Arts. In Music, students create, perform and respond to musical experiences. Students interpret, rehearse and perform songs and instrumental music demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose. Music practice focuses on acquiring skills, using knowledge, understanding concepts about music and musicians. Students will be encouraged to develop their own creativity while working independently and collaboratively. Students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning. Music develops students’ higher order creativity and critical thinking skills and processes.

Course Outline

The units studied may include the following:

- Jazz; improvisation using the 12 bar blues and the blues scale
- Rock; Origins and progressions
- Composition using technology
- Record your own music
- Performance production
- Workplace health and safety
- The Stage Musical

Assessment – Australian Curriculum Standard Year 9 and 10 Achievement Standard

Throughout Year 9, students analye different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding to both compose and perform.
The dimensions by which students work will be judged are:

- Making involves students working as artists
  - in the making of creative work as creative artists, eg composing and improvising;
  - in rehearsing and polishing musical performances as musicians, both individually and in groups;

- Responding – involves students critically analysing and evaluating their own musical works and those of professional musicians

Assessment across the units includes:
- Practical making tasks – composing, improvising
- Practical performance tasks
- Extended response assignments – written, oral or multi-modal
- Short response tests

SPECIAL REQUIREMENTS
There are a number of requirements for students undertaking this course.

- Creativity
  - Students need to work both individually and collaboratively to compose and perform music.
  - A desire to develop confident presentational skills in front of a range of audiences.
  - Students may have access to Music or Musical Theatre Excursions. Approximate costs are 40-$60.

- Reading
  - Student Resource Scheme – It is highly recommended that students who select Music participate in the Student Resource Scheme.
  - Written, aural and visual performance texts will be analysed in this subject. Students are encouraged to develop broad listening and viewing habits.

- Technology
  - It is highly recommended that students participate in the BYO Device Program and have access to the internet at home. Students will use their device for wide listening/reading/viewing, research and use available technologies for the creation and recording of their assessment and musical works.
  - Students **require** a personal SD card or USB which works with their devise.
Students need to demonstrate safe and responsible use of all technology and equipment.

Students must have permission to be filmed and photographed for the purposes of analysing and sharing works in progress, performance and production work.

- A subject fee may apply.

Pathways

Students who perform well and work safely in Year 9 will have the opportunity to study Music as an elective in Years 10.
Visual Art

**Brief Description of Subject**

Year 9 Visual Arts is developed from the Australian Curriculum: The Arts. In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. They develop practical skills, creativity and critical thinking which inform their work as artists and audience. Students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

**Course Outline**

Students will engage in 4 units of study, each approximately one term in duration.

Suggested units of work may include:
- Hybrids 2D Folio (Drawing, Collage and Mixed media)
- Clay sculpture (3D folio modern take on Egyptian art)
- 2D Folio Painting and collage (exploring Surrealism)
- Design and digital art (exploring fantasy themes)

**Assessment – Years 9 Achievement Standard in Visual Arts**

Throughout Year 9, students will evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

The dimensions by which students work will be judged are:

**Making**
- Exploring ideas and improvising with ways to represent ideas
- Manipulating and applying the elements/concepts with intent
- Developing and refining understanding of skills and techniques
- Structuring and organising ideas into form
- Sharing artworks through presentation or display
Responding
- Analysing and reflecting on intentions
- Examining and connecting visual artworks in context

Assessment across the units includes:
- Making tasks, eg designing and realising completed arts works
- Short written analytical responses under test or assignment conditions

Course requirements
- See the stationery list.
- It would be advantageous for students to have a laptop/device, participate in the College’s BYO Device Program and have access to the internet at home. Students will use their device for wide reading/viewing, research and use available technologies for the creation and recording of their assessment and visual arts works.
- A subject fee may apply.
- Students may have the opportunity to participate in excursions at an additional cost.

Pathways
Students who perform well and work safely in Year 9 will have the opportunity to study Visual Arts as elective in Years 9 & 10.
High Performance Sport

Brief Description of Subject

Our program aligns with the Australian Curriculum where students understand the important requirements for optimally performing in sport. ‘High Performance Sport’ aims to provide young people talented in the sports of Rugby League and Volleyball with the opportunity to pursue excellence in a supportive educational environment with the flexibility to accommodate sport and school commitments. A feature of the subject will be the provision of high quality sports coaching and training provided to students. The subject is based around developing the whole athlete focusing on longevity and well-being of the student. The philosophy of the subject is based from expert research looking at the ‘window of development’ and ‘evolution of the young athlete’. This is to provide students the knowledge, training and support needed to develop into a high performing athlete.

Students will gain knowledge and development in strength and conditioning, nutrition, athletic performance and recovery specific to the two sports. The subject aims to provide a safe and healthy environment with high standard facilities and resources.

The subject will foster closer relationships with the wider community including sporting associations and tertiary institutions. ‘High Performance Sport’ students may also be provided with access to performance enhancement agencies (physiologists, sports psychologists) and associated support agencies (sports medicine, physiotherapists). All students in ‘High Performance Sport’ will satisfy the curriculum requirements for their stage of schooling as determined by the Queensland Studies Authority. In addition to this these students will also have access to well-structured developmental programs of sports coaching and training by qualified staff with links to the local community. Students will only retain their position in the subject by continuing to meet the requirements of their chosen sport and their school subjects. All students will be required to sign a contract outlining their responsibilities.

Course Outline

- Training Principles
- Specific Training Methods
- Sport Coaching
- Sports Nutrition
Assessment

Tasks vary throughout the program and both the practical aspects and theoretical aspects of the course are assessed when making judgements on a student’s overall performance. Tasks include:

- training journal
- training design
- written tests & essays
- oral Presentation
- practical performance

Students demonstrate evidence of their learning over time in relation to the following dimensions:

- knowledge and understanding
- performance and practical application

Pathways

Students achieving highly in year 7, 8 and 9 HPS will be directed to Health and Physical Education in Year 10. From there students will have two pathways for senior students. OP eligible students may choose to study Senior Health and Physical Education while other students may be more interested in developing their practical and coaching skills and can choose Recreational Studies.
Languages (through Brisbane School of Distance Education)

Brief Description of Subject – 9 Languages

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students

- communicate in a target second language
- understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators

Mode of study

Students wishing to continue studying a language in Year 9, will need to do so via the Brisbane School of Distance Education. Available languages are Chinese*, French, German, Indonesian, Japanese* and Spanish.

*Students who select Chinese or Japanese need to demonstrate that they can already read script in these languages.

Assessment

The dimensions by which students work will be judged are:

- Communicating – socialising, informing, creating, translating, reflecting
- Understanding – systems of language, language variation and change, the role of language and culture

Assessment across the units includes tests in reading, listening, speaking and writing.

Pre-requisites

- Students need to have proven ability as independent learners.
- Students need to have achieved an A or B in the language by the end of Year 8.

Workload

Students studying a subject/s via Brisbane School of Distance Education need to be independent, task-focussed learners. Students and their carers need to note that the BSDE times may clash with other subjects. Students need to communicate and work cooperatively with both their College and BSDE teachers to access the curriculum and complete all assessment by due dates.
BSDE subjects are based on 55 hours of learning per semester. Students will have two live lessons of 60-70 minutes. The remaining learning must be done either at home or during a student’s ‘Study’ lessons if the language is studied as an elective.

**Pre-requisites**

- It is highly recommended that students who select to study a language via BSDE participate in the Student Resource Scheme as BSDE use textbooks and workbooks which would otherwise be expensive to purchase. Textbooks and workbooks are listed online in BSDE Course Outlines.
- The College is invoiced by BSDE for each enrolled student. This fee will be covered by the College if the student participates in the Student Resource Scheme.
- Home broadband internet is essential.
- JAVA software is essential for accessing live and recorded lessons and materials via web-conferencing. For students working outside the college network, JAVA must be enabled through the firewalls.
- Students require a laptop with CD capability, a headset with microphone and participate in the College’s BYO Device Program.
- For students studying Chinese, Global IME (Input Method Editor) free from the Microsoft site.
- Students may have access to language and cultural activities such as attending BSDE Immersion Days or an International Film Festival. Approximate cost would be $10-$20. Students may also be asked to bring in food to share for a cultural event.

**Pathways**

Increasingly universities and employers are interested in bi-lingual and multi-lingual applicants and those who demonstrate intercultural capabilities. Students who perform well in Year 9 Languages may choose to continue their language study via Brisbane School of Distance Education in Years 10-12. Diverse exchange programs are available to students wishing to experience living and learning in other countries.
Home Economics

Brief Description of Subject

Home Economics has been developed from The Australian Curriculum: Design and Technologies. Students use design thinking to produce designed solutions to identified needs or opportunities.

The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. Home Economics encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles. Home economics is an interdisciplinary study drawing on the fields of nutrition and dietetics, textiles and fashion.

In Year 9, Home Economics focuses on Food and Nutrition, and Textiles and Design.

Home Economics aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

Students are encouraged to focus on the future and take into account ethics; legal issues; social values; economic, environmental and social sustainability factors when using foods and textiles.

They will use their reading and writing skills to investigate issues and use technology to design solutions.

Course Outline

In Home Economics the areas of study are:

**Food and Nutrition:**
- selecting and preparing nutritious foods from complex and changing food markets
making informed, responsible and ethical consumer decisions about new products that become available because of changing technologies and lifestyles

Textiles and Design:
- making informed, responsible and ethical consumer decisions about new products that become available because of changing technologies and lifestyles
- designing products to meet specific purposes
- producing textile items

Assessment

Students will be assessed using the following dimensions:
- Knowledge and understanding
- Processes and production skills - creating design solutions by Investigating, generating, producing, evaluating, collaborating and managing

Assessment will be in the form of
- Written tests (short response)
- Written plans
- Design journals
- Practical performance – food production and textiles construction

Pathways

It is recommended that students who are successful in Year 9 Home Economics will study Home Economics in Year 10.
Industrial Technology And Design

Brief Description of Subject
ITD has been developed from the Australian Curriculum: In Year 9 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

ITD aims to develop the knowledge, understanding and skills to ensure that individually and collaboratively, students:

- Investigate how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions
- Make informed judgments and ethical decisions on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
- Engage confidently with and responsibly select and manipulate appropriate materials, tools and equipment when designing and creating solutions
- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved

Course Outline (topics)
The areas of study include:

- Woodworking
- Plastics
- Surface Finishing
- Project Design and Planning
- Sheet Metal Fabrication
- Metal and Wood Turning
Basic Electrics

Assessment

The dimensions by which students will be assessed are

Knowledge and understanding:
- critically analysing, including ethical sustainability, complex design and production processes
- explanations and considerations on design decisions
- investigations and judgements relating to materials, force motion and energy.

Processes and production skills:
- develop and plan projects, select materials
- safely test and justify technological choices and evaluate desired results.

Assessment across the unit includes:
- Projects and workbooks
- Tests

Pathways

It is recommended that students who excel in year 9 ITD continue in the following course of ITD in year 10.
Interschool Sport

Students are encouraged to participate in the interschool sports program offered by the College. Year 9 students who pay to participate in the Inter School Sport program will compete against other schools every Tuesday afternoon.

Students are expected to wear sports uniform, a hat and sunscreen during outdoor activities. It is also recommended that the students bring water in a drink container.
Special Education Program

Students who have been identified as having a disability and are eligible for support from the Special Education Program (SEP) will have the same access to all subjects that are offered to all students. Staff will work in conjunction with subject teachers to plan units of work that have the relevant adjustments that ensure student success. Classwork and assessment tasks within the subjects are tailored to meet individual needs. Parents of students supported by the SEP are encouraged to consult with Program Managers and the Head of Special Education Services to discuss their child’s progress.
Home Study

Homework is an integral part of schooling, developing study habits, skills for independent work and self-directed learning. All these aspects have applications necessary for vocational and personal development through life.

Components of homework

A reasonable homework program should incorporate three parts:

- **Revision of work done during the day.** According to research into learning, approximately 5-10 minutes per subject should be devoted to this aspect after every College day. This could include re-working of some problems and procedures undertaken during the day, reading and studying notes taken down during class, and some self-testing (e.g. vocabulary, spelling, formulae).

- **Complete work set by teachers.** This will be work which the student has the necessary skill to undertake, but which requires further application and practice. It may not be set to a regular pattern, but as needs dictate. Some subjects with a large practical component may have little or no set homework. In subjects such as Drama, students may be required to attend some out-of-class rehearsals, as a public performance approaches. It is essential that any set homework be completed as it is a purposeful part of a course of study and will be checked by teachers. Some of this set work will be part of on-going subject programs such as completion of projects and assignments commenced in class time. This aspect of homework should also include preparation for classroom learning (collecting relevant materials, items information).

- **Such other work or revision as the student determines.** This may be nothing on some nights, depending on the amount of set work for that night. However, students are encouraged to have a planned program of long-term revision concentrating on one or two different subjects each night. Books are available from the College library in most subjects for those students who wish to do further work for themselves in an area of interest.

Reading

At all ages it is very advantageous for students to read regularly. This can include a range of texts from novels, magazines to Internet research.

Prescribed levels of homework for different age groups

- Years 6 and 7: Could be up to be up to 3 or 4 hours each week
- Years 8 and 9: Could be up to be up to 5 hours each week