2025 Year 9 Handbook

CAPALABA STATE COLLEGE

Live, Love, Learn
Leave a Legacy

Contents

Junior Secondary at Capalaba State College

Capalaba State College has been leading the way with P-12 education and this allows your child to have a seamless transition from a primary school setting to a secondary one. 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.

Junior Secondary represents a significant time of developmental change for young adolescents. Students in Years 7, 8 and 9 are provided opportunities to engage in innovative learning experiences within a supportive and challenging secondary school context. This has proven an effective strategy for driving ongoing student engagement.

Within Junior Secondary, we believe in a holistic approach to middle schooling education in order to develop the whole child. We understand that early teens need the opportunity to explore, challenge and grow. Our Junior Secondary program is underpinned by four key elements:

- Additional literacy and numeracy time
- Wellbeing
- Physical activity

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

Each one of our students are provided with a College iPad to allow them to engage with their learning using technology, communicate with their teacher regarding their work, and to complete and submit formative and summative assessment. Students should charge their iPad each night and bring it to school every day.

This has been achieved through a focus on the following four key areas that align with the principles of Junior Secondary:

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 Year 7 students can access teaching expertise and resources from across the primary and secondary contexts. This supports engagement in authentic learning experiences, including:

- Programs in English, Mathematics, Science, Social Science, 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, analysis and inference of the data to create individualised programs.

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.
- Wellbeing lessons are delivered by the student's teachers who use responsive programming to address student and cohort needs.

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.

Leadership

Student leadership is a fostered and developed 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 extra-curricular 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 Year 9 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
- Languages
- Sport
- iThrive

Students in Year 9 may also study two of the following subjects:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Digital Technologies
- Design and Technologies
- Food Specialisations
- Business and Economics

Extension Programs

Students who wish to be extended either academically or physically are able to apply for the following signature programs:

- Scholars program for academically gifted students
- High Performing Sport (Volleyball or Basketball)

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 implications and impacts. They evaluate how a variety of texts represent Aboriginal and Torres Strait Islander knowledge, peoples, cultures and events.

Course Outline (topics)

The areas of study include:

- Exploring speculative fiction
- Selling Australia
- Analysing representations of character
- Exploring representations of school

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. 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:

- Listening, speaking and creating
- Reading and viewing
- Writing and creating

Pathways

This course of study will prepare students for further study in English in Year 10.

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)

Fit for Fun STRENGTH and CONDITIONING	Nutrition TOUCH/RUGBY LEAGUE	First-Aid NETBALL	Personal Identity and Healthy Relationships VOLLEYBALL

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

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.

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 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

Both formal (summative) and informal (formative) assessment will be used to give students the best possible opportunity to succeed. These assessments 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 formal (summative) assessment across the units include:

- Term / Semester Exams
- Problem Solving and Modelling Tasks (PSMT)

Pathways

A strong foundation in mathematics is essential for Engineering, Digital Technologies, Design Technologies, Sciences, Business and Accounting.

Students achieving well in Junior Secondary years will be encouraged to enrol in either General Mathematics or Mathematical Methods 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 Chemical sciences, Physical Sciences, Biological sciences and Earth and Space Science.

Topics include:

Chemistry – Chemical sciences

- *Chemical reactions* – students will investigate chemical reactions involving acids; including acid-base neutralisation reactions, acid-carbonate reactions, and acid-metal reactions.
- *Isotopes* – students will explore atoms, subatomic particles, isotopes, radiation, radioactive decay, half-life and the impact, and use of radioisotopes in society.

Physics – Physical sciences

- *Light and sound waves* – students will investigate different types of waves, describe how waves travel through different mediums, describe the electromagnetic spectrum, explain how light produces colours, explain how light is reflected and refracted through different materials and how humans see and hear.
- *Energy* – students will investigate heat and electrical energy transfers through different mediums.

Biology – Biological sciences

- *The human body and homeostasis* – students will investigate the structural hierarchy of organisms, the essential requirements for life, compare diffusion and osmosis, explore the interdependence of body systems, explain how the body reacts to external stimuli through homeostasis, and describe how homeostasis is disrupted due to disease.
- *Ecosystems* – students will explore ecosystems, the interconnectedness and dependencies of species upon one another and human's responsibility towards sustainability.

Earth and space – Geological sciences

- *Plate Tectonics* – students will explore theories of continental drift and plate tectonics and describe how new evidence has changed our previous ideas about the structure of the Earth; students will investigate the geological process involved in Earth movement and the tectonic events that occur at plate boundaries, including creating volcanoes, earthquakes, hotspots, mountain ranges, mid-ocean ridges, oceanic trenches and creating and destroying the Earth's crust.

Assessment

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

- Science Understanding:
    - **Chemistry** – explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions.
    - **Physics** – describe models of energy transfer and applu these to explain phenomena.
    - **Biology** – analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfer and flows of matter.
    - **Geology (Earth and Space)** – explain global features and events in terms of geological processes and timescales.

- Science Inquiry Skills:
    - designing questions that can be investigated using a range of inquiry skills;
    - design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they consider ethics and safety;
    - analyse their methods and their quality of their data and explain specific actions to improve the quality of their evidence;
    - analyse trends in data, identify relationships between these variables and reveal inconsistencies in results

- Science as a Human Endeavour is taught throughout the term and is a part of student homework tasks, but is not formally assessed.

The assessment across the units includes:

- Term Exams
- Student Experiment Scientific Report
- Research Investigation Scientific Report

Pathways

Students will be encouraged to engage in all aspects of the course to pique their interest in enrolling in one of the senior science subjects in years 11 and 12 including: Biology, Chemistry, Physics, or Psychology.

History

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: Movement of People: 1750 - 1901
- Depth Study 2: World War One: Gallipoli

Assessment for History

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

Pathways

- Senior and Modern History
- Law
- Teaching
- Public Service

Economics, Civics and Business

Brief Description of Subject

Year 9 Business and economics gives students the opportunity to start to develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 9 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

Course Outline

The economics and business content at this year level involves two strands:

- Economics and business knowledge and understanding
- Economics and business skills.

These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, hands on activities, events and case studies.

Assessment

Students are assessed against the Australian curriculum standards. By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

A variety of assessment techniques are used to assess students' ability and understanding. These may include, presentations, creative assessments, short and/or extended responses, research assignments, reports and multimodal presentations.

Pathways

The Year 9 subject of Business and Economics will prepare students for Business Studies in Year 10 and senior Business in Year 11 and 12 as well as Certificate III in Business.

This pathway may lead to such careers as Business Owner, Business Manager, Human Resources Manager, Marketing Representative/Manager, Business Analyst, Workplace Health and Safety Officer.

Dance

Brief Description of the subject

Learning in Dance continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Dance: choreography, performance and responding. They continue to use dance-specific processes in purposeful and creative ways that are informed by their engagement with the work of living choreographers and performers from across local, regional, national and global cultures, times, places and/or other contexts, such as countries or regions in Asia.

Course outline

Students have 3 x 70-minute lessons per week across a semester.

The focus is on students:

- Building and extending creative practices for performance and choreography, considering prior learning, safe dance practice, experience and interests.
- Creating work to communicate ideas and intentions using the elements of dance, choreographic devices and form.
- Performing their work using technical and expressive skills and genre- or style-specific techniques to communicate their ideas and intentions to audiences

Pathway

Students who perform well in Year 9 Dance may choose to study Dance in Years 10. They may then choose to study General Senior Dance in Year 11 and 12, or they may choose to study Applied Arts in Practice in Years 11 and 12.

Special Requirements

Dance students should participate in the College Student Resource Scheme to access a number of textbooks and resources. Arts students will be invited to participate in excursions each semester. These may cost between $40-$80 dollars depending on ticket price and the cost of transport.

Drama

Brief Description of Subject

Learning in Drama continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.

Course outline

Students have 3 x 70-minute lessons per week across a semester.

The focus is on students:

- Exploring and responding to Drama works, performances, practices and contexts from a range of cultures, times and places
- Building and extending creative practices for creating and performing drama using the elements of drama
- Creating drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play building and devising, scripted drama/script interpretation

Pathway

Students who perform well in Year 9 Drama may choose to study Drama in Years 10. They may then choose to study General Senior Drama in Year 11 and 12, or they may choose to study Applied Arts in Practice in Years 11 and 12.

Special Requirements

Drama students should participate in the College Student Resource Scheme to access a number of textbooks and resources. Arts students will be invited to participate in excursions each semester. These may cost between $40-$80 dollars depending on ticket price and the cost of transport.

Digital Technologies

Brief Description of Subject

Learning in Digital Technologies continues to develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories. Students acquire, interpret and model complex data with databases and represent documents as content, structure and presentation. They design and validate algorithms and implement them, including in an object-oriented programming language. Students explain how digital systems manage, control and secure access to data; and model cyber security threats and explore a vulnerability. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects. Students apply privacy principles to manage digital footprints.

Course Outline

In Year 9, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

Pathways

Students who perform well in Year 9 Digital Technologies may choose to study Digital Technologies in Years 10. They may then choose to study General Subject: Digital Solutions, or Applied Information and Communication Technology in Years 11 and 12.

Course Requirements

Digital Technology students should participate in the College Student Resource Scheme to access several textbooks and resources. Students need to bring their charged iPad to every lesson. Students will use their device for wide reading/viewing, research and use available technologies.

Media Arts

Brief Description of Subject

Learning in Media Arts continues to build on each student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Course Outline

The focus is on students:

- Exploring and responding to ways in which media arts works
- Developing practices and skills building and extending creative practices for producing media arts using media languages
- Creating (producing) media arts works using production processes
- Presenting/screening/distributing media arts works they have produced to audiences, in informal and/or formal settings.

Units may include:

- Film Genres
- Animation

Pathway

Students who perform well in Year 9 Media Arts may choose to study Media Arts in Years 10. They may then choose to study General Film, television and New Media in Year 11 and 12, or they may choose to study Applied Media Arts in Practice in Years 11 and 12.

Course Requirements

Media students must participate in the College Student Resource Scheme to access college provided software and hardware. Arts students will be invited to participate in excursions each semester. These may cost between $40-$80 dollars depending on ticket price and the cost of transport.

Music

Brief Description of Subject

Learning in Music continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts such as countries or regions in Asia, including use of music in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers.

Course Outline

The units studied may include the following:

- Music Foundations in performing, traditional composition and performing
- Rock history, theory across the many genres/sub-genres of rock music, composing and performing as a soloist and band
- Composing for the 21st century using ICT technology to record and mix music

Pathways

Students who perform well in Year 9 Music may choose to study Musics in Years 10. They may then choose to study General Music in Year 11 and 12, or they may choose to study Applied Music in Practice in Years 11 and 12.

Special Requirements

Music students must participate in the College Student Resource Scheme to access college provided software and hardware. Arts students will be invited to participate in excursions each semester. These may cost between $40-$80 dollars depending on ticket price and the cost of transport.

Visual Arts

Brief Description of Subject

Learning in Visual Arts continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and

materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice. They work collaboratively with peers and teachers.

Course Outline

Suggested units of work may include:

- Hybrids 2D Folio
- Design and digital art

Pathways

Students who perform well in Year 9 Visual Art may choose to study Art in Years 10. They may then choose to study General Visual Art in Year 11 and 12, or they may choose to study Applied Visual Art in Practice in Years 11 and 12.

Course requirements

Art students must participate in the College Student Resource Scheme to access college provided Materials. Arts students will be invited to participate in excursions each semester. These may cost between $40-$80 dollars depending on ticket price and the cost of transport.

Food Specialisations

Brief Description of Subject

Food Specialisations is a sub-strand of Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create solutions to maintain and enhance individual and community health involves knowledge and understanding of what constitutes healthy and sustainable food systems to make informed food selection and preparation choices.

Course Outline

In the Food Specialisations course, students will create a hand-held savoury breakfast item that requires an edible wrap, and select and produce an international savoury dish. Students have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities.
Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Assessment

The criteria by which a student's work will be assessed are:

- Knowledge and Understanding – the use, development and impact of technologies and design ideas in food preparation context
- Processes and Production Skills – the skills needed to create designed solutions

Assessment types across the course includes:

- Projects including a folio and prototype

Pathways

This subject leads to the year 10 subject Food Specialisations, which leads to the Applied senior subject Hospitality Practices. This subject also leads to the year 10 subject Food and Fibre Production, which leads to the General senior subject Food and Nutrition.

Engineering Principles and Systems

Brief Description of Subject

Engineering Principles and Systems is a sub-strand of Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create engineered solutions involves knowledge and understanding of scientific and mathematical principles and concepts through the application of engineering design processes and practical skills.

Course Outline (topics)

Students have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities.
Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Assessment

The dimensions by which students will be assessed are:

- Knowledge and Understanding – the use, development and impact of technologies and design ideas in an engineering context
- Processes and Production Skills – the skills needed to create designed solutions

Assessment for Engineering Principles and Systems includes design folios and Laser cut or 3d printed products to given design problems.

Special Requirements

Engineering Principles and Systems involves extreme risk workshop activities. Parent/carer permission is required, and students must adhere to safety requirements at all times.

Pathways

Engineering Principles and Systems leads to year 10 Engineering Principles and Systems, year 10 Materials and Technologies Specialisations, and year 10 Certificate II in Engineering Pathways (VETiS funded for eligible students), as well as the senior Applied subject of Industrial Technology Skills, and Certificate III in Aviation (Remote Pilot) (VETiS funded for eligible students).

Materials and Technologies Specialisations

Brief Description of Subject

Materials and Technologies Specialisations is a sub-strand of Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create solutions involves knowledge and understanding of characteristics and properties of a range of materials, components and production technologies.

Course Outline (topics)

Students have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities.
Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Assessment

The dimensions by which students will be assessed are:

- Knowledge and Understanding – the use, development and impact of technologies and design ideas in an materials and technologies context
- Processes and Production Skills – the skills needed to create designed solutions

Assessment for Materials and Technologies Specialisations includes design folios and Laser cut or 3d printed products to given design problems.

Special Requirements

Materials and Technologies Specialisations involves extreme risk workshop activities. Parent/carer permission is required, and students must adhere to safety requirements at all times.

Pathways

Materials and Technologies Specialisations leads to year 10 Materials and Technologies Specialisations, year 10 Engineering Principles and Systems, and year 10 Certificate II in Engineering Pathways (VETiS funded for eligible students), as well as the senior Applied

subject of Industrial Technology Skills, and Certificate III in Aviation (Remote Pilot) (VETiS funded for eligible students).

Instrumental Music

Instrumental Music is an elective program offered to students at Capalaba State College. The program provides students with skills and experiences that promote musicianship, personal development and enjoyment, but also are held in high regard by employers and the community.

The program operates through the co-operative effort and support of Education Queensland, the School, Parents/Carers and Students. Education Queensland provides the Instrumental Teacher and the establishment kit of instruments. The School provides the organisation, facilities and resources. The students, as musicians, are our core business.

Students have the opportunity of playing one of the following instruments: flute, clarinet, bass clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba or percussion (orchestral drums).

The Instrumental Music Program consists of two parts:

(A) Instrumental lessons conducted during normal school hours. These are worked on a rotational basis so students miss only half of one lesson of a particular class.
(B) Concert and Big Bands rehearsals and performances require a time commitment by students, predominantly outside school hours.

An emphasis is placed on public performance e.g. school events, official functions, Education Week, concerts, competitions and appearances at surrounding Primary Schools.

Capalaba State College has a high quality Instrumental Music Program built on a fine tradition, and is one of which parents and students can be justly proud.

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, 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 and will need to successfully complete a diagnostic test prior to being accepted by BSDE.
- 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 headset with microphone.
- 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 $20-$40. 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.

Special Education Program

Students who have been identified with 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.

Homework

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 4 hours each week
- Years 8 and 9: Could be up to be up to 5 hours each week

Notices and Communication

Students are expected to remain up to date with college and class events and information through out student notices. DayMap will be the primary program used by staff to communicate important dates, events, learning and assessment with students and parents/carers. Students will be explicitly taught how to use and navigate this program and communication will be sent to families regarding DayMap.

If you need any support with DayMap please contact our administration team.