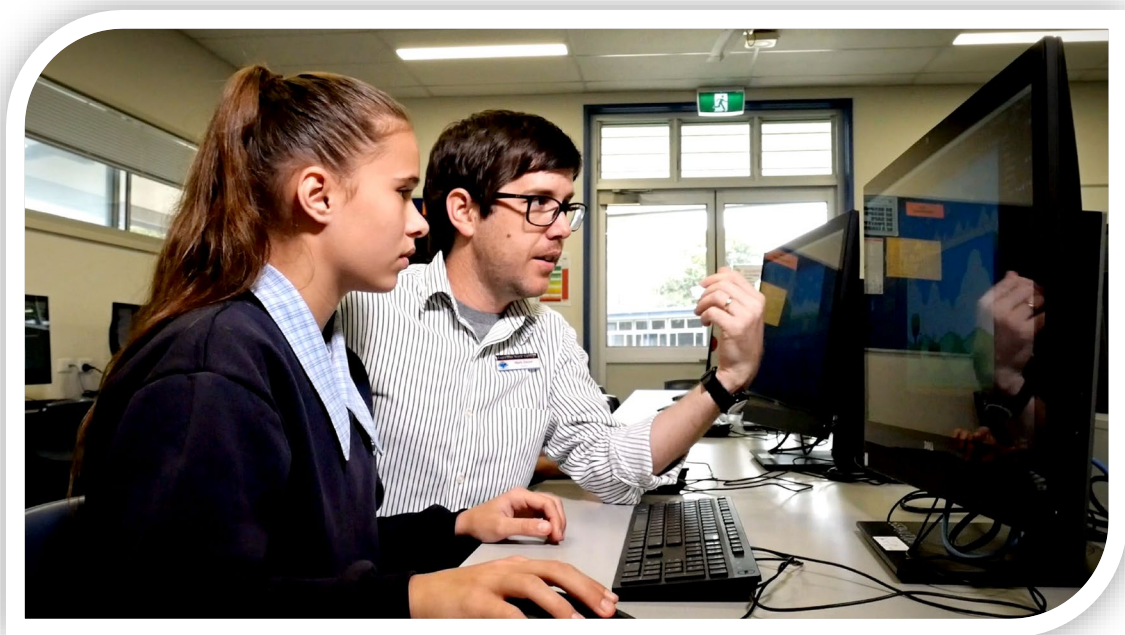


# 2024 Year 9 Handbook



Live, Love, Learn  
Leave a Legacy



## Contents

---

Contents.....	- 2 -
Quality Teaching, Curriculum and Student Performance.....	- 4 -
Student Wellbeing .....	- 4 -
Parent and Community Involvement.....	- 4 -
Leadership.....	- 5 -
Course Structure .....	- 5 -
English .....	- 7 -
Health & Physical Education .....	- 9 -
High Performance Sport .....	- 11 -
Mathematics .....	- 13 -
Science .....	- 15 -
History .....	- 18 -
Economics, Civics and Business .....	- 19 -
Dance .....	<b>Error! Bookmark not defined.</b>
Drama.....	- 21 -
Digital Technologies.....	- 24 -
Media Arts.....	- 26 -
Music.....	- 29 -
Visual Arts .....	- 32 -
Languages (through Brisbane School of Distance Education) .....	- 39 -
Food Specialisations.....	- 34 -
Design and Technologies .....	- 36 -
Interschool Sport .....	<b>Error! Bookmark not defined.</b>
Instrumental Music.....	- 38 -
Special Education Program .....	- 39 -
Homework.....	- 42 -
Components of homework .....	- 42 -
Prescribed levels of homework for different age groups.....	- 42 -

## 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 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 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, within lessons, a focus on Literacy skills is required. 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:

- Poster/multimodal presentation
- Imaginative Response
- Supervised assessment
- Imaginative written response
- Exam/Test
- Essay
- Persuasive response
- Oral

## 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)

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 apply 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.

## 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, Comedy
- 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-\$80. Incursions will cost less or may be paid through the Student Resource Scheme.
- 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
  - Students are required to bring their school iPad to all lessons. It is recommended that students also have access to internet at home.
  - 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.

### Pathways

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 Drama in Practice in Years 11 and 12. In addition to further study in the Creative Industries, the study of Drama can support students in careers where strong communication, creative and critical thinking skills are valued.

## Digital Technologies

---

### Brief Description of Subject

Learning in Digital Technologies in Year 9 focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

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.

### Course Outline

Students will analyse problems, and design, implement and evaluate a range of digital solutions, such as database-driven websites and software applications. Students will consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types.

Students develop modular solutions to complex problems using an object-oriented programming language where appropriate and evaluate their solutions and existing information systems based on a broad set of criteria.

### Assessment

The dimensions by which students will be judged on are:

- Knowledge and Understanding
- Processes and Production Skills

Assessment across Digital Technologies elective includes:

- Design, implement and evaluate a game project
- Develop a data-driven web app
- Research and report on aspects of digital technology

### Technology

- Students need to bring their charged iPad to every lesson. Students will use their device for wide reading/viewing, research and use available technologies for the creation, recording and self-evaluation of their assessment.
- Students need to demonstrate safe and responsible use of all technology and equipment.

### Pathways

The Year 9 subject of Digital Technologies will prepare students who perform well and work safely for entry into Year 10 Digital Technologies. They may then choose to study



the General Subject: Digital Solutions, or Applied Information and Communication Technology in Years 11 and 12.

## Media Arts

---

### 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:

- Media Arts Basics
- Narrative Structures
- Film Genres
- Animation

## 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 are required to bring their charged iPad to all lessons. It is recommended that students also have access to internet at home. Students will use their device for wide reading/viewing, research and use available

applications/programs for the creation and recording of their assessment projects.

- Student Resource Scheme – students **must** participate in the Student Resource Scheme in order to access college provided software and hardware.
- 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.

### 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 General Subject: Film, Television & New Media or Applied Media Arts in Practice 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:

- Music Foundations in performing, traditional composition and performing
- Holistic practise with chosen instrument to assist in overcoming the challenges of performing live.
- Rock history, theory across the many genres/sub-genres of rock music, composing and performing as a soloist and band
- Composing for the 21<sup>st</sup> century using ICT technology to record and mix music

### Assessment – Australian Curriculum Standard Year 9 and 10 Achievement Standard

Throughout Year 9, students analyse 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-\$80.
- Reading
  - Student Resource Scheme – It is highly recommended that students who select Music participate in the Student Resource Scheme.
  - Students who participate in this will be able to access the online program “MusicEDU.”
  - Written, aural and visual performance texts will be analysed in this subject. Students are encouraged to develop broad listening and viewing habits (music listening apps such as Spotify will be helpful in this above endeavour).
- Technology
  - It is recommended that students have corded headphones with access to a ‘jack’ to plug into our keyboards (non-bluetooth).
  - It is highly recommended that students have access to the internet at home.

- Students will use their iPads for wide reading/viewing, research and use available technologies for the creation and recording of their assessment.
- 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.

### Pathways

Students who perform well and work safely in Year 9 will have the opportunity to study Music as an elective in Year 10. In Years 11 and 12 students may elect to study General Music (Years 11 and 12); Extension Music (Year 12 only); or Applied Music in Practice (Years 11 and 12).

## Visual Arts

---

### 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.
- Students are required to bring their charged iPad to all lessons as they submit their practical and theoretical assessment work by uploading digitally via Daymap.
- Students' art works remain on campus for exhibition purposes in the College Gallery or Library for events such as Arts Night.
- It is recommended that students also have access to internet at home. Students will use their device for wide reading/viewing, research and use available applications/programs for the creation and recording of their assessment projects.
- Students may have the opportunity to participate in excursions at an additional cost.

## Pathways

Students who perform well in Year 9 will have the opportunity to study Visual Arts as electives in Year 10. In Years 11 and 12, students may elect to study either General Visual Art, or Applied Visual Arts in Practice.

## Food Specialisations

---

### Brief Description of Subject

Food Specialisations 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 Specialisations is the wellbeing of people within their personal, family, community and work roles. Food Specialisations encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition. Food Specialisations is an interdisciplinary study drawing on the fields of nutrition and dietetics.

In Year 9, Food Specialisations 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.

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

## Course Outline

### 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

To this end, the units studied include:

- Safety and Smart Food Choices
- School Lunches and dietary requirements
- Dinners and Culture
- Celebrations

## 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

- Design journals
- Practical performance – food production

## Pathways

Students who perform well in Year 9 Food Specialisations may choose to study Food Specialisations in Year 10. Students may then choose to study Food & Nutrition, Hospitality Practices or Certificate II in Hospitality in Years 11 and 12.

## Design and Technologies

---

### Brief Description of Subject

The Design and Technologies curriculum aligns with the Australian curriculum.

Year 9 Design and Technologies uses skills in Knowledge and Understanding, Processes and Production Skills and creative design thinking to produce designed solutions to an identified need or problem. In using design ideas students work through problems of an identifiable need to produce a solution to the original problem. Students work independently and collaboratively to problem-solve the complexities of problems and make connections to related specialised occupations. As students' progress creativity, innovation and enterprise skills will be increasing used as confidence, independence and collaboration grows to design a solution to a given design problem using a range of taught skills in designing, sketching, use of CAD software, laser cutting, 3D printing and using other various specialised tools.

### Course Outline (topics)

Students will be producing design folios in PowerPoint to work through given design problems following the process of - Investigation of the problem, Generating ideas to solve the problem, Producing the product to finally Evaluate the solution. Using a range of technologies including a variety of sketched graphical techniques to communicate original ideas in a three-dimensional representation, using CAD software, to produce products with 3D printers and Laser cutter. In using these machines students produce and assemble their products and demonstrate via evaluating the product produced to the original design problem. For students to be successful in design, an open mind to creativity and safety is required.

### Assessment

The dimensions by which students will be judged on are:

- Knowledge and Understanding
- Processes and Production Skills

Assessment for Design and Technologies elective include:

- 4 x PowerPoint Design Folio and Laser cut or 3D printed products to given design problems.

### Resources

Student will require a USB drive for in class 3D printing, as well as access to a computer device at home to complete design work as homework.

## Pathways

Design Technologies leads students to further study in Design, Engineering, Aerospace and Trade Vocational Educational Training (VET) pathways. This course of study may help prepare students for Maths, English, Science, Art, Aerospace, Design, Engineering, Industrial Technology Skills pathways and other external VET Pathways.

## 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.