

**ROBINA STATE HIGH SCHOOL**

*Respectful Responsible Resilient Ready To Learn*



**ROBINA STATE HIGH SCHOOL**

**2023**

**Year 9  
Subject Selection  
HANDBOOK**

**Subject Selection Information  
(Version 1)**

Published in 2022

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## OUR SCHOOL MISSION STATEMENT

ROBINA SHS AIMS TO CREATE “FUTURE- PROOFED” STUDENTS IN A GLOBALLY-MINDED SCHOOL OF THE FUTURE – STEM PROGRAMS AND PARTNERSHIPS, LANGUAGE STUDY, DIVERSE SENIOR SCHOOLING PATHWAYS , FOCUS ON LITERACY, NUMERACY AND WELLBEING. ALL YOUNG PEOPLE THAT WALK INTO RSHS WILL BE INCLUDED, WILL BE SUPPORTED AND WILL BE PART OF OUR COMMUNITY

## MIDDLE SECONDARY – YEAR 9 CURRICULUM STRUCTURE

- All students must study 7 subjects in Year 9
- All students must study English, Maths, Science, Humanities and a Health & Physical Education type subject (HPE, Sports Academy – specialised or general)
- All students must study 2 electives
- All students will also participate in our Stronger Together program

## WHICH SUBJECTS?

**When selecting subjects, students need to consider:**

- Areas of strength and interest
- Year 10 - Senior Schooling options / pathways

**Changing Subjects:**

Students are encouraged to select subjects based on their area of interest and projected career pathway.

Should students find they need to change a subject for one of the following reasons:

- A continuing medical condition
- Family/personal change of circumstances
- Lack of success

They will need to consult with the Guidance Officer, Middle Schooling Head of Department or Deputy Principal.

## YEAR 9 CORE SUBJECT

**(studied by all students at an appropriate level)**

<p><b>English</b></p> <ul style="list-style-type: none"> <li>▪ Kingfisher Students</li> <li>▪ Extension</li> <li>▪ Intermediate</li> </ul> <p>Kingfisher Students will continue if their class groupings from Year 8</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>▪ Kingfisher Students</li> <li>▪ Extension</li> <li>▪ Intermediate</li> </ul> <p>Kingfisher Students will continue if their class groupings from Year 8</p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>▪ Kingfisher Students</li> <li>▪ Extension</li> <li>▪ Intermediate</li> </ul> <p>Kingfisher Students will continue if their class groupings from Year 8</p>	<p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>▪ Term 1 – Geography</li> <li>▪ Term 2 – History</li> <li>▪ Term 3 – History</li> <li>▪ Term 4 – Civics and Citizenship</li> </ul> <p>Extension classes by invitation, based on year 8 academic success.</p> <p>Kingfisher Students will continue if their class groupings from Year 8</p>	<p><b>Health &amp; Physical Education (HPE)</b></p> <p><b>OR</b></p> <p><b>SPORTS ACADEMY</b></p>
<b>Two Semesters</b>	<b>Two Semesters</b>	<b>Two Semesters</b>	<b>Two Semesters</b>	<b>Two Semesters</b>

## YEAR 9 ELECTIVE SUBJECTS

**(students choose two elective subjects)**

<p><b>The Arts</b></p> <ul style="list-style-type: none"> <li>▪ Dance</li> <li>▪ Drama</li> <li>▪ Music</li> <li>▪ Media Arts</li> <li>▪ Visual Arts</li> </ul>	<p><b>Business</b></p> <ul style="list-style-type: none"> <li>▪ Economics and Business</li> </ul>	<p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>▪ Materials and Technologies Specialisation</li> <li>▪ Engineering Principles and Systems</li> <li>▪ Food and Fibre Specialisation</li> <li>▪ Food Specialisations</li> </ul>	<p><b>Languages</b></p> <ul style="list-style-type: none"> <li>▪ Japanese</li> </ul>	<p><b>Digital Technologies</b></p> <ul style="list-style-type: none"> <li>▪ Digital Technologies</li> </ul>
<b>Two Semesters</b>	<b>Two Semesters</b>	<b>Two Semesters</b>	<b>Two Semesters</b>	<b>Two Semesters</b>

# YEAR 9 - STRONGER TOGETHER PROGRAM

## ROBINA STATE HIGH SCHOOL

### *Middle Secondary STRONGER TOGETHER Program*

We will meet the social and emotional needs of Middle Secondary students with a strong focus on pastoral care and wellbeing. Weekly pastoral care lessons will be provided that focus on self-regulation, gratitude, goal setting, positive behaviour for learning, wellbeing and a collaborative middle school charity project.

At the start of term 2 and 4, all middle school students will be guided through a **reflective goal setting** process that focuses on maintaining successful results and strengthening areas of need. Students are also introduced to senior schooling subjects and are supported by their teacher to make informed decisions when choosing their electives for year 10.

Each year level focuses on two specific **Wellbeing** topics. These form the focus of the learning experiences in STRONGER TOGETHER classes and the pastoral care mornings. Some of the topics that students explore include the Attitude Behaviour and Results model, growth mindset, stress triggers and markers, as well as stress management techniques and applying and practising gratitude.

The **Positive Behaviour for Learning (PBL)** focus changes every term and is guided by a reflective process involving key members of teaching and administration staff as well as the junior school leaders. The PBL focus is then discussed and explicitly communicated during STRONGER TOGETHER lessons weekly.

### Stronger Together Program

- Self-Regulation
- Gratitude
- Pastoral Care mornings
- Goal setting and reflective practises
- Interactive performances from BrainStorm productions
- Middle school Charity project
- Guided subject selections

### Year level Assemblies

- Weekly whole cohort assemblies every Monday
- Whole school assemblies for student leadership, year 12 farewell and subject awards
- House assemblies
- Special commemorative and celebrative assemblies for ANZAC Day, Harmony Week, NAIDOC Week
- PBL Assemblies

### Positive Behaviour for learning

- Respectful
- Responsible
- Resilient
- Ready to learn
- Weekly lesson bites
- Visual classroom PBL cycle focus

## SIGNATURE PROGRAMS

There are NINE Signature programs offered within the school. Each program has its own selection process and entry criteria. More information is available from our school website.

**ALL INVOICED FEES FOR THESE PROGRAMS MUST BE PAID BY 10 NOVEMBER 2022**

SPORTS ACADEMY	FACULTY	DIRECTOR OF SPORTS	TEACHER IN CHARGE	ENTRY	COSTS SCHOOL LEVY PLUS
<b>Golf Academy</b>	Robina Sports Academy	Mr Daniel Norton-Smith	Mr Daniel Norton-Smith	Expression of Interest available on school website or from Daniel Norton-Smith	<b>\$1620 per year</b> External rounds, golf pro tuition, green-keeping, golf cap and external gym access
<b>Baseball Academy</b>			Mr Jared Long		<b>\$570 per year</b> Professional coaching fees, grounds maintenance, equipment and external gym access, tournaments and transport
<b>General Sport Academy</b>			Mr Tim Davison		<b>\$200 per year</b> External training facility access, coaching, tuition and external gym access
<b>BOYS Futsal/ Football Academy</b>			Mr Alex Morrison		<b>\$340 per year</b> Tournaments, transport, equipment, coaching aides, coaches and external gym access
<b>GIRLS Futsal/ Football Academy</b>			Miss Teonie Rushton		<b>\$340 per year</b> Tournaments, transport, equipment, coaching aides, coaches and external gym access
<b>Triathlon Academy</b>			Mr Mitchell Roe		<b>\$670 per year</b> Professional coaching fees, equipment, swimming pool lane hire, external gym access
<b>Netball Academy</b>			Ms Alex Smit / Nicole Carnall		<b>\$390 per year</b> Professional coaching fees, equipment, external gym access, tournaments and transport

SPECIALIST ACADEMIC PROGRAM	FACULTY	HEAD OF DEPARTMENT	TEACHER	ENTRY	COSTS SCHOOL LEVY PLUS
<b>Academic Excellence Japanese Immersion Signature Program</b> Japanese Immersion is a Year 7 Entry program	Cross Curriculum	Mrs Sellina McCluskey	Ms Logan Mrs Sponder Mr Berry	Applications available on School Website	<b>\$350 per year</b> Translation services, Language Perfect subscription, tour subsidy, cooking activities
<b>Academic Excellence Kingfisher signature program</b>	Cross Curriculum	Mr Tim Thompson	Various	Applications available on School Website	<b>\$350 per year</b> Excursions (entry & transport), competition entries, Education Perfect & specialised testing

PERSONAL DEVELOPMENT PROGRAM	FACULTY	HEAD OF DEPARTMENT	TEACHER	ENTRY	COSTS SCHOOL LEVY PLUS
<b>Community Action Service (CAS) Program</b>	Cross Curriculum	Mr Carlisle	Mr Luke Higgins	Applications available on School Website	Y7 \$200 per year Y8&9 \$140 per year Rewards, excursions and Duke of Edinburgh Award registration (Bridge level - Year 7 only)

## FEE-PAYING SIGNATURE PROGRAM INFORMATION

Some of our Signature Programs on offer require payment to the school.

Once a student has been accepted into a Signature Program via the application process, further eligibility for selection of fee-paying Signature Program is dependent on the following criteria:

1. Where a student is currently studying at Robina State High School, the student's fees must be either paid in full or up-to-date.

Entry into the selected Signature Program will only be permitted once the following 2 criteria have been met:

1. Signature Program fee must be paid in full by the due date listed in the subject information of this booklet. This due date will also be reflected on the invoice for the Signature Program. Failure to make full payment of the Signature Program fee by this date will result in student not being placed into the Signature Program.
2. Participation in and payment of the Student Resource Scheme for the same school year the Signature Program will commence. Either full payment or first instalment of the Student Resource Scheme should be paid either at the same time or prior to the Signature Program fee being paid. A signed Student Resource Scheme Agreement must be received by the school at the same time.

Payment plans are not offered on any fee-paying Signature Programs.

**Refunds for Signature Programs are not available once the student has commenced the Signature Program.**



# BASEBALL ACADEMY

Successful students are invited or selected by application to the program.

The junior Baseball Academy is aimed at developing baseball skills to a high-performance level. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will align with the Australian Curriculum and sport related information will be implemented as well.

## **Topics studied**

- Skills and Game Play
- Fitness
- Tactics and strategies
- HPE Curriculum

## **Equipment required**

- Baseball Uniform (purchased separately from Uniform Shop)
- Baseball equipment
- Laptop

## **Why do this subject?**

- Have good skill and ability level in baseball
- Want to improve baseball standards

## **What you need to be successful**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

## **Expectations**

- Be available for early classes
- Play in tournaments
- Follow Sports Academy Athlete Agreement

## **Invoiced Fees**

- \$570 per year: *Professional coaching fees, grounds maintenance, equipment, gym membership, coaching aides*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE  
10 NOVEMBER 2022 ALONG WITH FULL/INSTALMENT PAYMENT OF 2023 STUDENT RESOURCE SCHEME TO ENSURE  
PLACEMENT INTO THE SUBJECT.**

**NON-REFUNDABLE AFTER COURSE COMMENCEMENT.**

**STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT  
ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

**OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

Successful students are invited or selected by application to the program.

The junior Golf Academy is aimed at developing golf skills to a high-performance level. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will follow the Australian Curriculum and sport related information will be implemented as well.

### **Topics Studied**

- Swing analysis
- Golf specific fitness
- Skill practice
- Stroke Correction
- HPE Curriculum
- Goal setting
- Nutrition
- TrackMan
- Game Play
- Shot Shaping

### **Equipment required**

- Clubs
- Golf Shoes
- Golf Shirt (purchased separately from Uniform Shop)
- Laptop

### **Why do this subject?**

- Have good skill and ability level in golf
- Want to improve golf standards

### **What do you need to do to be successful in this subject?**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

### **Expectations**

- Be available for early classes
- Play in tournaments
- Follow Sports Academy Athlete Agreement

### **Invoiced Fees**

- \$1620 per year: *Professional coaching fees, grounds maintenance, equipment, gym membership, coaching aides*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE THE FOLLOWING DUE DATES:**

**\$810 10 NOVEMBER 2022**

**\$810 11 MAY 2023**

**ALONG WITH FULL/INSTALMENT PAYMENT OF 2022 STUDENT RESOURCE SCHEME TO ENSURE  
PLACEMENT INTO THE SUBJECT.**

**NON-REFUNDABLE AFTER COURSE COMMENCEMENT.**

**STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN  
FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

## FUTSAL / FOOTBALL ACADEMY

Successful students are invited or selected by application to the program.

The junior Futsal/Football Academy is aimed at developing futsal / football skills to a high-performance level. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will follow the Australian Curriculum and sport related information will be implemented as well.

### **Topics studied**

- Skills and Game Play
- Fitness
- Tactics and strategies
- HPE Curriculum

### **Equipment required**

- Shin pads
- Futsal/Football uniform (purchased separately from Uniform Shop)
- Futsal Boots
- Football Boots
- Laptop

### **Why do this subject?**

- Have good skill and ability level in futsal/football
- Want to improve futsal/football standards

### **What you need to be successful**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

### **Expectations**

- Be available for early and late classes
- Play in tournaments
- Follow Sports Academy Athlete Agreement

### **Invoiced Fees**

- \$340 per year - *Tournaments, transport, equipment, coaching aides, coaches, gym membership*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE  
10 NOVEMBER 2022 ALONG WITH FULL/INSTALMENT PAYMENT OF 2023 STUDENT RESOURCE SCHEME TO ENSURE  
PLACEMENT INTO THE SUBJECT.**

**NON-REFUNDABLE AFTER COURSE COMMENCEMENT.**

**STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT  
ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

# GENERAL SPORT ACADEMY

Successful students are invited or selected by application to the program. Students will be guided through a range of fitness, strength and conditioning activities to enhance their sporting performances. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will follow the Australian Curriculum and sport related information will be implemented as well.

## **Topics studied**

- Fitness Components
- Strength and conditioning
- Recovery and rehabilitation techniques
- Sport Psychology
- Training principles
- Biomechanics
- Nutrition

## **Types of class activities**

- Coordination
- Balance and Proprioception
- Body Weight Training
- Alignment
- Speed Training
- Strength and Conditioning
- Functional Movement Patterns

## **Equipment required**

- Good quality sports shoes
- Training shirt
- Laptop

## **Why do this subject?**

- Enhance sporting performance
- Work with like-minded students

## **What you need to be successful**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

## **Expectations**

- Be on time and prepared
- Strive to be better than you were yesterday

## **Invoiced Fees**

- \$200 per year: *External training facility access, coaching, tuition*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE  
10 NOVEMBER 2022 ALONG WITH FULL/INSTALMENT PAYMENT OF 2023 STUDENT RESOURCE SCHEME TO ENSURE  
PLACEMENT INTO THE SUBJECT.  
NON-REFUNDABLE AFTER COURSE COMMENCEMENT.  
STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT  
ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.  
VIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

Successful students are invited or selected by application to the program.

The junior Netball Academy is aimed at developing netball skills to a high-performance level. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will follow the Australian Curriculum and sport related information will be implemented as well.

### **Topics studied**

- Skill development – Passing, Shooting, Running
- Strategies
- Fitness
- Coaching
- Umpiring
- Game preparation
- HPE Curriculum

### **Equipment required**

- Good quality shoes
- Training uniform (netball singlet to be purchased separately from Uniform Shop)
- Laptop

### **Why do this subject?**

- Have good skill and ability level in netball
- Want to improve netball standards

### **What you need to be successful**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

### **Expectations**

- Be available for early classes
- Play in tournaments
- Follow Sports Academy Athlete Agreement

### **Invoiced Fees**

- \$390 per year: *Professional coaching fees, equipment, gym membership*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE  
10 NOVEMBER 2022 ALONG WITH FULL/INSTALMENT PAYMENT OF 2023 STUDENT RESOURCE SCHEME TO ENSURE  
PLACEMENT INTO THE SUBJECT.**

**NON-REFUNDABLE AFTER COURSE COMMENCEMENT.**

**STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT  
ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

# TRIATHLON ACADEMY

Successful students are invited or selected by application to the program.

The junior Triathlon Academy is aimed at developing triathlon skills to a high-performance level. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will follow the Australian Curriculum and sport related information will be implemented as well.

## **Topics studied**

- Swimming
- Cycling
- Running
- Race Strategies
- Fitness
- Equipment
- HPE Curriculum

## **Equipment required**

- Swimwear including goggles
- Bike (teacher will provide specifications)
- Running shoes
- Training uniform
- Laptop

## **Why do this subject?**

- Have good skill and ability level in triathlon
- Want to improve triathlon standards

## **What you need to be successful**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

## **Expectations**

- Be on time and prepared
- Strive to be better than you were yesterday
- Follow Sports Academy Athlete Agreement

## **Invoiced Fees**

- \$670 per year: *Professional coaching fees, equipment, swimming pool lane hire, gym membership*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE  
10 NOVEMBER 2022 ALONG WITH FULL/INSTALMENT PAYMENT OF 2023 STUDENT RESOURCE SCHEME TO ENSURE  
PLACEMENT INTO THE SUBJECT.  
NON-REFUNDABLE AFTER COURSE COMMENCEMENT.  
STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT  
ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.  
OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

## COMMUNITY ACTION SERVICE (CAS) PROGRAM

The CAS Program is offered to students in years 7, 8 and 9 and aims to enhance outcomes in academics, leadership, character building, community mindedness, and lifestyle choices. The program is designed for active, highly motivated young people and incorporates physical activity and community service as catalysts for teaching and learning. Graduates of this program will be equipped with the skills, knowledge and capabilities to be our future leaders.

### Description of Program for Year 9 Students

The CAS program involves students undertaking a range of challenge based activities enabling them to enhance their personal and interpersonal development via experiential learning. Students will participate in the end of term challenge days where they will lead Year 7 and 8 CAS students through the various challenges and therefore passing on the skills, knowledge and personal leadership attributes they have gained from the program.

The program also provides Year 9 students with opportunities for self-determination, collaboration with others and being proactive in the community fostering a sense of accomplishment amongst participants and providing a platform for future personal growth.

Year 9 CAS students are grouped together for Roll Class and Stronger Together classes.

### Students will also have access to:

- Duke of Edinburgh's Award
- Kokoda Challenge team membership
- Life skills development initiatives
- Personalised pastoral care programs



Community – Action - Service

### Invoiced Fees

- \$140 per year: This fee covers the 4 end of term Challenge Day excursions

**STUDENTS ALREADY ENROLLED IN THE YEAR 8 CAS PROGRAM WILL AUTOMATICALLY BE INCLUDED IN YEAR 9. STUDENTS WHO ARE NOT ALREADY ENROLLED IN CAS PRIOR TO YEAR 9 AND WISH TO BE INCLUDED IN THE YEAR 9 PROGRAM MUST SUBMIT AN EXPRESSION OF INTEREST PRIOR TO 24 JUNE 2022.**

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 10 NOVEMBER 2022 ALONG WITH FULL/INSTALMENT PAYMENT OF 2023 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT. NON-REFUNDABLE AFTER COURSE COMMENCEMENT.**

**STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

# 2023 JAPANESE IMMERSION PROGRAM



## CURRICULUM INFORMATION

Immersion = over 50% curriculum time not inc LANGUAGE = 11 periods

Head of Department

TBA

YEAR 7 2023		YEAR 8 2023		YEAR 9 2023	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
English	English	English	English	English	English
Maths	Maths	Maths (4)	Maths (4)	Maths (4)	Maths (4)
Science	Science	Science (3)	Science (4)	Science (4)	Science (4)
Humanities	Humanities	Humanities/ HPE/SPX	Humanities/ HPE/SPX	Humanities (3)	HPE (3)
Extension OR Accelerated Japanese	Immersion Japanese	Immersion Japanese (2)	Immersion Japanese (3)	Immersion Japanese (2)	Immersion Japanese (2)
Elective from below	Elective from below	Japanese Immersion DIGITECH (2)		ELECTIVE	ELECTIVE
HPE / SPX	HPE / SPX	ELECTIVE	ELECTIVE	<b>COUNTS AS IMMERSION</b>	<b>DOESN'T COUNT AS IMMERSION</b>
<p><b>NOTE:</b> Academic Excellence year 7 students will have the opportunity to study either:  EXTENSION JAPANESE ( for students with previous Japanese study experience) or ACCELERATED JAPANESE for students new to Japanese study.  Academic Excellence students who choose the Japanese Immersion program in Semester two will commence the study of Maths in Japanese and Immersion Japanese.  Students can select one option from the following during enrolment interviews:</p> <ul style="list-style-type: none"> <li>STEM (all year)</li> <li>Drama extension (audition only and all year)</li> <li>ETS / ARTs elective (Semester each)</li> </ul>		<p><b>NOTE:</b> In Year 8 Immersion students will study Immersion Japanese class covering content from Year 8 &amp; 9 mainstream Japanese.  TWO ELECTIVE SUBJECT CHOICE  Possible Choices</p> <ul style="list-style-type: none"> <li>Arts</li> <li>Food &amp; Fibre Specialisation</li> <li>Materials &amp; Technologies Specialisation</li> <li>Digital Technologies</li> <li>Dance</li> </ul> <p>NB: Actual elective choices will depend on staffing</p>		<p><b>NOTE:</b> In Year 9 Immersion students will study Immersion Japanese class covering content from Year 10 mainstream Japanese.  <b>IMMERSION &amp; SPORTS EXCELLENCE</b> Students who are enrolled in both Immersion AND a Sports Excellence program may not be able to access one of the weekly Japanese/Sports Excellence classes. We will develop an appropriate individualised program for anyone in Sport Excellence and Japanese Immersion.</p>	

### CURRICULUM CHALLENGE

The immersion course caters for academically able students. In all Immersion classes a challenging Curriculum is offered to students. Extension Maths, Extension Humanities, Extension Multimedia and HPE

### ASSESSMENT

Assessment in the Immersion Course is similar to other Extension Courses except it is mainly presented in Japanese. Student responses are usually in English. Immersion students are given extra time in exam situations to support time needed to decode the Japanese language used in the assessment.

### EXPECTATIONS

Students who choose to enrol in our Immersion Course are committing to a three year course.

### INVOICED PROGRAMME FEE

\$350 per year – Translation services, Language Perfect subscription, tour subsidy, cooking activities

**INVOICED FEES FOR YEARS 8 & 9 MUST BE PAID IN FULL ON OR BEFORE 10 NOVEMBER 2022 ALONG WITH FULL/INSTALMENT PAYMENT OF 2023 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE PROGRAM. YEAR 7 2023 STUDENTS MUST HAVE PAID THE ACADEMIC EXCELLENCE FEES FEES ARE NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW**



## YEAR 9 SUBJECTS

### YEAR 9 MATHEMATICS

There is ONE subject in the Mathematics Key Learning Area with TWO streams for achievement. These are not different subjects, but different levels for teaching and assessing to support students to get the best out of their Maths education.

Students are placed in flexible groups based on performance and aptitude to enable the work to be addressed in a manner appropriate to the group. Throughout the year, movement between groups may occur after assessment based on teacher recommendation.

Year 9 class placement	Year 8 Mathematics result	
<i>Intermediate Mathematics</i>	Intermediate / Extension	E, D, C, Low B
<i>Extension Mathematics</i>	Intermediate / Extension	High B or an A

#### **Senior Pathways**

- General Mathematics (General)
- Mathematical Methods (General)
- Specialist Mathematics (General)
- Essential Mathematics (Applied)

UNITS OF WORK	
• Whole Numbers	• Angles
• Fractions	• Co-ordinates
• Integers	• Money
• Ratio and proportion	• Percentage
• Analytical geometry	• Probability
• Deductive geometry	• Statistics
• 3-Dimensional shapes	• Algebra
• Geometry on a sphere	• Trigonometry
• Plane shapes	• Time
• Length	• Mass
• Area	• Volume
EQUIPMENT REQUIRED	
• Scientific Calculator (preferably the Texas Instruments TI-30XB)	• 5mm A4 grid pad stapled on the spine

The English curriculum is built around the three interrelated strands of Australian Curriculum: Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Literary texts that support and extend students as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters.

Students are placed in an Intermediate or Extension class, based on their exit result in Year 8, teacher recommendation and analysis of a range of diagnostic testing, Head of Department decision. These flexible class groupings provide a basis for differentiation strategies in teaching and learning. Throughout the year movement between groups may occur after assessment.

### ***Units of Work***

- Documentary Study
- Narrative Writing
- Literary study – Novel
- Play Study – *12 Angry Men*

### ***Assessment***

- Written Persuasive Article
- Imaginative task - Creative Story
- Multimodal Persuasive Speech
- Analytical Essay – Exam

### ***Senior Pathways***

- Year 11 & 12 English (General)
- Year 11 & 12 Essential English (Applied)
- English & Literature Extension (Year 12 only) (General)

### ***Equipment Required***

- USB
- Stationery

## Biological sciences

### Key study topics:

Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.

The transmission of heritable characteristics from one generation to the next involves DNA and genes.

The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

## Chemical sciences

### Key study topics:

All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms.

Chemical reactions involve rearranging atom to form new substances; during a chemical reaction mass is not created or destroyed.

Chemical reactions including combustion and the reaction of acids, are important in both non-living and living systems and involve energy transfer.

The atomic structure and properties of elements are used to organise them in the Periodic Table

Different types of chemical reactions are used to produce a range of products and can occur at different rates.

## Physical sciences

### Key study topics:

The motion of objects can be described and predicted using the laws of physics.

## Earth Science

### Key study topics:

Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

## Assessment

- Exams
- Investigation
- Experimental Investigation

## Equipment & Resources

- 96 page exercise book, A4 document wallet (poly wallet)
- Red pen, blue pen, pencil, eraser, ruler, calculator
- Fully covered leather footwear
- Laptop

## Senior Pathways

- Chemistry (General)
- Physics (General)
- Biology (General)
- Psychology (General)
- Aquatic Practices (Applied)
- Certificate III in Health Services Assistance (VET)



## YEAR 9 HEALTH AND PHYSICAL EDUCATION

Students will continue on from Year 8 HPE as they expand their knowledge, understanding and skills to help them achieve successful outcomes in classroom, recreation, social, movement and online situations. Students will carry on learning how to take positive action to enhance their own and others' health, safety and wellbeing as they develop specialised movement skills and understanding in a range of physical activity settings.

### **Subject Overview**

<b>Term</b>	<b>Practical</b>	<b>Theory</b>
1	Games & Sports: End-Zone Games	Safety (CPR & First Aid)
2	Touch Football & Basketball	Drugs & Me
3	Lifelong physical activities: training & recreational fitness	Mental Health & Wellbeing
4	Games & Sports: Striking & Fielding	Respectful Relationships (Sexual Health)

### **Assessment**

- Assessment pieces vary each term and include: Research Reports, Exams (multiple choice, short & long response), Multi-Modal Presentations and Physical Performances.

### **Equipment & Resources**

- Laptop / personal device (BYOD)
- A4 exercise book (128 page) & appropriate writing stationary
- School Hat
- Appropriate Athletic Shoes
- Water Bottle

### **Why do this subject?**

- You have a love of physical activity and team sports
- To develop recreation and teamwork skills that will be used later in life
- An interest in new challenges

### **Year 10 Pathways**

- Physical Education: preparatory subject for senior Physical Education and Certificate III in Fitness (VET)
- Sport & Recreation: preparatory subject for senior Sport & Recreation and Certificate III in Fitness (VET)

### **Senior Pathways**

- Physical Education (General)
- Sport & Recreation (Applied)
- Certificate III in Fitness (VET)

# YEAR 9 HUMANITIES

## *Topics Studied*

### **SEMESTER 1:**

#### **Term 1: GEOGRAPHY OF INTERCONNECTIONS**

This unit focuses on how we are connected to places and people worldwide as consumers. Students will examine supply chains (the social, environmental and economic impacts) and will gain an understanding of what it means to be a global citizen.

#### **Assessment**

- Infographic and written report.

#### **Senior Pathways**

- Geography (General)
- Tourism (Applied)

#### **Term 2: WORLD WAR 1 (HISTORY)**

This unit focuses on the key aspects and the Australian experience of World War I, including the nature and significance of the war in world and Australian history

#### **Assessment**

- Exam/Combination Response

#### **Senior Pathways**

- Ancient History (General)

### **SEMESTER 2:**

#### **Term 3: STORIES OF SURVIVAL (HISTORY)**

This unit will focus on the studies of hope. Students will investigate the significant events of World War 2, including the Holocaust and use of Atomic bombs.

#### **Assessment**

- Podcast

#### **Senior Pathways**

- Ancient History (General)

#### **Term 4: CIVICS AND CITIZENSHIP – CITIZENSHIP, DIVERSITY AND IDENTITY**

This unit focuses on the features the sub-strand citizenship, diversity and identity. It explores the diversity of Australia as a multicultural society, what shapes identity, and obligations as citizens in a globalised world.

#### **Assessment**

- Exam

#### **Equipment Required**

- Laptop / personal device (BYOD)
- Exercise book/folder

#### **Senior Pathways**

- Social and Community Studies (Applied)
- Legal Studies (General)

## YEAR 9 VISUAL ART

Year 9 Visual Art builds upon art experiences in Year 7 and 8 and introduces them to a range of art styles and making techniques. Students in Year 9 Visual Art focus on developing their understanding of making artworks through studying professional artists' works and experimenting with mixed media and 3D mediums. Throughout the year students will develop their drawing, painting, printmaking and ceramics making skills and reflect on their own processes and works and that of others.

### **Topics Studied**

- Art analysis (elements and principles of design)
- Still life – drawing and composition techniques
- Function or fantasy – ceramic forms
- Self-portrait – painting
- The environment – printmaking

### **Types of Class Activities**

- Development of drawing and painting techniques and the use of a variety of drawing and painting media
- Analysis of artworks (own and other artists)
- Ceramics - techniques and construction of a piece
- Printmaking workshops
- Artist statements and essays

### **21st Century Skills**

- Creativity – producing own artworks from ideation to execution
- Problem-solving – working out solutions to problems, or other ways of achieving a goal
- Collaboration – working with others to achieve common goal

### **Equipment Required**

- Graphite pencils (2B, 4B, 6B)
- Coloured pencils and felt pens
- Eraser
- Visual arts diary
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### **Why do this subject?**

- A desire to gain 2D and 3D art skills
- An opportunity to be creative
- A love of a variety of art forms
- An opportunity to display work in art exhibitions
- To gain skills necessary for employment in the Creative Industries

### **What you need to be successful in this subject**

- Some artistic ability is an advantage
- The capacity to critically analyse work
- A creative flair
- A love of art

### **Additional Costs**

- Excursion costs where applicable

### **Senior Pathways**

- Visual Art (General)
- Visual Arts in Practice (Applied)
- Film, Television and New Media (General)
- Media Arts in Practice (Applied)
- Certificate II in Creative Industries (VET)
- Certificate III in Screen & Media (VET)

## YEAR 9 DANCE

Year 9 Dance allows students, male and female, to learn about and acquire skills in many aspects of dance. The course is organised around the three central areas of choreography, performance and responding to dance.

Choreography is the making of dances and students gain skills in experimenting with the elements of dance to construct movement sequences. Through the study of performance, students develop physical and expressive skills required when dancing in a variety of styles. To enhance performance ability, students will also be given the opportunity to perform in front of live audiences at various events. The responding aspect of the subject encourages students to view live and/or recorded dances with a critical eye to gain an understanding of how dance components work together to create impact. Students will also be required to reflect on both self-produced dance works and the work of their peers.

The study of Dance heightens students' personal and physical well-being, improving self-confidence and fostering their creative and problem solving abilities. Students do not have to be experienced dancers. Instead they should be enthusiastic, willing to experiment, learn and be committed to the course.

**(NB. It is NOT necessary for students to have studied dance prior to participating in this subject)**

### ***Topics Studied***

- Unit 1 – Poetry in Motion – Contemporary dance using poetry as stimulus for movement
- Unit 2 – Take It to the Streets – Hip Hop dance/Urban culture Performance
- Unit 3 – It's Showtime – Dance in Musical Theatre
- Unit 4 – Murri Dreaming – Indigenous dance studies with a contemporary focus

### ***Types of Class Activities***

- Performance: Performing movements using basic dance techniques and skills appropriate to the chosen concept and dance genre.
- Choreography: Creating movement phrases and sequences appropriate to the chosen concept and dance genre (group work).
- Responding: Written essay/feature article that analyses and evaluates a dance work in relation to how the dance components were utilised to provide impact and realise choreographic intent; ongoing self-reflection tasks.

### ***21st Century Skills***

- Creativity – producing own work from ideation to execution
- Problem-solving – working out solutions to problems, or other ways of achieving a goal
- Collaboration – working with others to achieve common goal

### ***Equipment & Resources***

- Water bottle for class
- Black tights/pants (or sports uniform)
- Dance book (A4 size is best)
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### ***Senior Pathways***

- Dance (General)
- Dance in Practice (Applied)
- Certificate IV Dance

## YEAR 9 DRAMA

Year 9 Drama builds upon student experiences in Year 7 and 8 and introduces them to a range of theatre styles and acting techniques. Students in Year 9 Drama focus on developing their acting skills, in particular vocal work, movement and character work and stage craft. Students work in pairs and small groups and work across making and of play texts and performances. Students will also develop their skills in analysis and evaluation through ongoing study of play texts both live and published.

### **Topics Studied**

- Improvisation
- Voice and movement
- Character and script work
- Elements of drama
- Mask and movement
- Realism
- World Theatre and Surrealism
- Monologues

### **Types of Class Activities**

- Drama games
- Improvisations
- Movement and voice workshops
- Character development
- Scenario and script writing
- Performance of short scenes from published scripts and own texts
- Study of theatrical styles (Elizabethan, Commedia dell Arte, T.I.E., Realism etc.)
- Analysis of live performances

### **21st Century Skills**

- Creativity – producing own work/s from ideation to execution
- Problem-solving – working out solutions to problems, or other ways of achieving a goal
- Collaboration – working with others to achieve common goal

### **Equipment Required**

- Theatre blacks
- Stationery (A4 notebook)
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### **Why do this subject?**

- You like performing
- You develop interpersonal skills and gain confidence
- You learn a variety of acting techniques and theatre styles
- A great way to develop creative expression

### **What you need to be successful in this subject**

- An ability to work independently and in a group
- Confidence to perform in front of classmates
- A desire to be creative
- Reliability (Group work depends on this)

### **Additional Costs**

- Excursion costs where applicable

### **Senior Pathways**

- Drama (General)
- Drama in Practice (Applied)



## YEAR 9 MEDIA ARTS

Year 9 Media Arts is an introduction to studies of film and multi-media and covers a range of genres including print journalism, advertising, photography, digital video and multi-media. The course allows students to explore a wide range of topics and gain both practical and design skills and is a precursor to Film Television and New Media or the Certificate II in Creative Industries offered in Year 10.

### **Topics Studied**

- Media Rocks (Photography, Photoshop)
- The Beauty Myth
- Digital Video Production
- Genre Film launch package

### **Types of Class Activities**

- Basic digital photography processes
- Image manipulation using Adobe Photoshop
- Film study and analysis
- Design and creation of digital video productions

### **21st Century Skills**

- Creativity – producing own work from ideation to execution
- Problem-solving – working out solutions to problems, or other ways of achieving a goal
- Collaboration – working with others to achieve common goal

### **Equipment Required**

- Stationery
- Notebook
- USB drive (8 Gig minimum)
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### **Why do this subject?**

- A keen interest in the media industry
- A desire to develop multi-media and graphic art skills
- A love of film
- An interest in photography
- It provides a myriad of pathways for senior subjects

### **What you need to be successful in this subject**

- An ability to work independently and in a group
- An interest in digital technology
- A creative flair

### **Additional Costs**

- Excursion costs where applicable

### **Senior Pathways**

- Film Television and New Media (General)
- Media Arts in Practice (Applied)
- Cert II in Creative Industries (Photography Year 10) (VET)
- Cert III in Screen & Media (VET)

## YEAR 9 MUSIC

Year 9 Music incorporates both practical and analytical music experiences. Throughout the year, students develop their skills on guitar, piano, drums and voice and learn how to use music technology. Students work individually and in groups to perform and compose music from a range of styles. Students learn to evaluate the effect of different musical elements on the mood of the listener and they will learn music notation.

**(N.B No prior music experience is necessary to be successful in this course)**

### ***Topics Studied***

- Blues to Rock Music
- Music recording and editing software
- World Music

### ***Types of Class Activities***

- Music appreciation - listening to, analysing and evaluating various music styles
- Developing skills on guitar, piano, drums and voice
- Working in rock bands and other ensembles
- Performing songs from different genres
- Composing songs in different styles
- Developing skills using different music technology

### ***21st Century Skills***

- Creativity – producing own music from ideation to execution
- Problem-solving – working out solutions to problems, or other ways of achieving a goal
- Collaboration – working with others to achieve common goal

### ***Equipment Required***

- A 96 pg Music Book – this contains manuscript lines (for music notation) and normal lined paper
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### ***Why do this subject?***

- You love music
- You have an interest in many styles of music
- To develop your understanding and appreciation of music in a range of styles
- You are interested in performing and writing your own music
- To learn important concepts about music so that you can enjoy it more

### ***What you need to be successful in this subject***

- Have a love of music and an open mind to different styles of music
- An ability to work independently and in a group
- A positive attitude
- Some musical ability is an advantage but not necessary

### ***Additional Costs***

- Excursion costs where applicable

### ***Senior Pathways***

- Music (General)
- Music Extension – Year 12 only (General)
- Music in Practice (Applied)
- Certificate IV in Music Industry (VET)

## YEAR 9 FOOD & FIBRE SPECIALISATION

Students will expand their knowledge and production skills to enable them to become active and informed producers and consumers with a focus on design technologies in food and textiles specialisation.

### **Topics Studied**

A range of topics essential to developing design technology solutions for school and beyond are delivered in this course within two areas of specialisation:

- Food unit – the impact of technology in the kitchen in response to design challenges to produce quick, nutritious meals
- Textile materials units – design modification and development to produce textile items for a specific end use

### **Types of Class Activities**

Students in this class will use an array of specialised resources to complete a number of tasks including:

#### **Food Specialisations**

- Practical cookery
- Research on the use of technology in the kitchen
- Documenting the implementation of the Technology Process to respond to design challenges
- Independent and group activities

#### **Textile Specialisations**

- Production of textile items that respond to design challenges that may be wearable or otherwise functional eg small case, an item of sleepwear etc
- Essential safe use and application of specialised equipment
- Development of skills in sewing machine applications
- Textile construction, application and sustainability

### **Other activities include**

- Maintaining design folios for design tasks
- Evaluating existing issues relating to technologies and sustainability

### **Equipment Required**

- Weekly ingredients and take-home container for practical cookery (1 semester)
- Resources for textile practical work including fabric and some notions (1 semester)
- Leather shoes with leather upper for practical lessons (N.B. no mesh in upper or tongue)
- Laptop for research and project folio

### **Why do this subject?**

**To create today's design technology effectively, students require the ability to**

- Identify and find solutions to identified needs
- Plan and manage projects
- Develop food and textile design and production skills
- Understand and apply effective design principles: investigation, analysis, and evaluation
- Understand environmental impact when designing or modifying products for a preferred future

### **What you need to be successful in this subject**

- Commitment to bring practical resources to classes
- Ability to work independently and in groups
- Ability to use your initiative to solve design problems
- Willingness to plan and manage design projects
- Willingness to try new techniques to develop effective solutions
- Ability to manage time to complete tasks

### **Senior Pathways**

- Food and Nutrition (General)
- Hospitality Practices (Applied)
- Certificate II in Hospitality (VET)

## YEAR 9 FOOD SPECIALISATIONS

Food Specialisations is a subject which allows students to develop design technology knowledge and skills in the areas of food safety, food preparation and presentation. Students will use the technology process in response to needs identified in various design situations.

### **Topics Studied**

- Kitchen Basics (Kitchen and food safety, basic food preparation and presentation skills).
- Hello Eats (Food patterns in Australia and the contributing factors that impact what we eat and easy nutritious meals that follow the current healthy eating models ).
- Snack Founder (Design process employed by the snacks industry and the production of healthy snack for a specific purpose).
- Cultural Celebrates (Food preparation and presentation for celebrates from different cultures and how to keep it safe).

### **Types of Class Activities**

- Food Preparation on a weekly basis
- Independent activities and group activities that encourage collaboration
- Research and investigation of factors that influence food choices
- Investigation of the properties of foods, preparation and presentation skills
- Generation of ideas to propose design solutions and the evaluation of solutions

### **Equipment Required**

- Ingredients for practical cookery (approx. 6-8 practical lessons per term)
- A variety of take home containers to suit a range of dishes and food items

### **Why do this subject?**

#### **To create today's design technology effectively, students require the ability to**

- Identify and find solutions to identified needs
- Plan and manage projects
- Develop food design and production skills
- Understand and apply effective design principles: investigation, analysis, and evaluation
- Understand sustainable practices in relation to food production and consumption

### **What you need to be successful in this subject**

- Commitment to bring practical resources to classes
- Ability to work independently and in groups
- Ability to use your initiative to solve design problems
- Willingness to plan and manage design projects
- Willingness to try new techniques to develop effective solutions
- Ability to manage time to complete tasks

### **Senior Pathways**

- Food and Nutrition (General)
- Hospitality Practices (Applied)
- Certificate II in Hospitality (VET)

# YEAR 9 ECONOMICS AND BUSINESS

## *Topics Studied*

### **SEMESTER 1:**

#### **UNIT 1: FINANCIAL REWARD AND RISK**

Students investigate financial risks and rewards, with a specific focus on scam reduction strategies.

#### **Assessment**

- Report

#### **UNIT 2: PERSONAL FINANCE**

Students investigate budgeting and basic financial management to maximise financial rewards and minimise financial risks.

#### **Assessment**

- Exam/Report

### **SEMESTER 2:**

#### **UNIT 3: PROMOTING AND SELLING/BUSINESS COMPETITIVE ADVANTAGE**

Students explore the idea of innovation when promoting and selling in order to gain a competitive advantage.

#### **Assessment**

- Report

#### **UNIT 4: AUSTRALIAN ECONOMY**

Students explore the basic composition and interdependence of sectors in the Australian economy and make connections to its current performance.

Assessment: Response to Stimulus Exam

#### **UNIT 5: PARTICIPATING IN THE AUSTRALIAN WORKPLACE**

Students examine the changing roles and responsibilities of participants in the Australian workplace

#### **Assessment**

- Report

#### **Equipment Required**

- Laptop / personal device (BYOD)
- Exercise book/folder

#### **Senior Pathways**

- Accounting (General)
- Business (General)
- Economics (General)
- Legal Studies (General)
- Business Studies (Applied)
- Diploma of Business (VET)

## YEAR 9 DIGITAL TECHNOLOGIES

### **Topics Studied**

A range of topics essential to developing digital solutions for school and beyond are delivered in this course:

- Essential computing concepts
- Animation and image manipulation
- Appropriate online computing practices
- 2D game development concepts
- Information system development
- Programming concepts
- Robotics
- 3D modelling

### **Types of Class Activities**

Students in this class will use an array of software development products to complete a number of tasks including:

- Developing animations, 2D and 3D designs using a range of applications
- Design and develop websites using HTML, CSS and JavaScript
- Construct and control game elements through Animate programming
- 2D Game development
- Robotics programming
- Modelling 3D objects for use in game design and multimedia

### **Other activities include**

- Maintaining design folios for design tasks
- Evaluating existing print and electronic media

### **Equipment Required**

- USB Stick

### **To create today's technology effectively students require the ability to**

- Plan and manage digital projects using an iterative approach
- Define and decompose complex problems in terms of functional and non-functional requirements
- Understand and apply the Effective Design Principles
- Take account of privacy and security requirements when selecting and validating data
- Evaluate systems and their solutions in terms of risk, sustainability and potential innovation

### **What you need to be successful in these subjects**

- Ability to work independently and in groups
- Ability to use your initiative to solve problems
- Willingness to try new techniques and redo tasks
- Ability to manage time to complete tasks
- Minimum B in Year 8 Digital Technologies is advisable

### **Senior Pathways**

- Digital Solutions (General)
- Certificate III in Screen and Media (VET)

# YEAR 9 ENGINEERING PRINCIPLES AND SYSTEMS

## **Overview**

Engineering Principles and Systems aim to develop the skills and abilities of students to manipulate CAD software to communicate design solutions. Everyday products, buildings and business related graphics are all studied and students must design, develop and present solutions in an electronic folio using a variety of software. Some solutions are now reproduced on the color sticker cutter, 3D printer or laser cutter to incorporate emerging technologies across the curriculum and produce “real life” objects from the design brief.

## **Topics Studied**

- 3D printing and laser cutting
- Computer aided design (CAD)
- Production Graphics (working drawings)
- Business Graphics (logos-produced on the color sticker cutter and graphs)
- Built Environment (architectural drawings)
- Rendering (colouring drawings)

## **Types of Class Activities**

- 3D print CAD objects generated from student designs
- Manufacture objects that are laser cut from state of the art technologies
- Design (using CAD) real life and abstract objects
- Draw and print colour stickers and logos from the business graphics unit
- Research projects on a given theme involving presentation of a completed package
- Marketing, packaging and displaying products
- Drawing up complete working drawings of houses or buildings
- Sketching and scanning all work to produce electronic folios
- Compiling and presenting all class work in PowerPoint

## **Equipment Required**

- CAD software that can be downloaded free of charge

## **Why do this subject?**

- Students want to use ‘future technologies’
- Students have an interest in computer aided design
- Enjoyment comes from design work out of given problems
- To pursue a career in a related vocation
- A desire to work mainly with computers
- You like to draw and produce folios of your work

## **What you need to be successful in this subject**

- Medium to high computer skills
- Ability to work independently
- Ability to think logically and with abstract concepts
- Capability to visualise and put ideas on to paper
- High Mathematics ability
- Good spatial skill

## **Senior Pathways**

- Design (General)
- Furnishings Skills (Applied)
- Industrial Technology Skills (Applied)
- Industrial Graphics (Applied)
- Certificate I Construction (VET)
- Certificate II Engineering Pathways (VET)

\*Graphics is useful for the reading and interpreting of plans and design for all design subjects

## **Overview**

Design Technology through its diverse range of theoretical and practical experiences develops a student's skills in solving practical problems through a structured design process. This subject enables students to design, realise and evaluate solutions using a synthesis of knowledge and skill - a blend of theory and practice. These essential learning experiences contribute to the aims of a sound general education and prepare individuals to live in and cope effectively in a technological society. Hand skills become more prominent as we prepare students for the senior school while using emerging technologies such as the laser cutter to embellish students projects.

## **Topics Studied**

- Timber characteristics and uses
- Working with plastics
- Product design and manufacture
- Electronics
- Mechanical systems
- Project evaluation

## **Types of Class Activities**

- Design and construction of projects made from:-
  - a) wood (joint construction and lathe work)
  - b) plastics (bending, forming and shaping plastics)
- Laser cutting and engraving
- Evaluation of completed projects
- Research of materials and techniques
- Costing and preparing cutting lists

## **Equipment Required**

- Substantially protective footwear
- Safety glasses optional (supplied)

## **Why do this subject?**

- Students gain practical hand skills and enjoy making projects
- To develop skills that may lead to a job in a related industry and/or be handy around the home
- For people who enjoy finding solutions to problems (design)

## **What you need to be successful in this subject**

- An ability to work cooperatively
- Reasonable hand skills
- Capability to critically evaluate work of your own and others
- Be able to think laterally

## **Senior Pathways**

- Design (General)
- Furnishings Skills (Applied)
- Industrial Technology Skills (Applied)
- Industrial Graphics (Applied)
- Certificate I Construction (VET)
- Certificate II Engineering Pathways (VET)



## **Topics Studied**

- Party Planning
- Marine Tourism
- Retail Therapy
- Fairytales

## **Types of Class Activities**

- Tasks associated with integrating technology and language (Global IME)
- Language games to enhance learning
- Role plays/ interviews/pair work activities
- Memory tasks
- Group activities
- Intercultural awareness activities

## **Equipment Required**

- Stationery
- 1 x 196 page notebook with hard cover
- 1 x document wallet

## **Why do this subject?**

- To gain communicative proficiency in Japanese
- To develop skills in languages for future job opportunities
- To develop memory skills and useful learning techniques
- To develop an understanding and appreciation of Japanese culture
- For opportunities to participate in language speaking contests, competitions, excursions and special events
- To visit authentic Japanese restaurants
- To enjoy interactive learning activities in class
- For chances to interact with Japanese visitors and Sister Schools
- To develop competencies to support future travel to Japan

## **Senior Pathways**

- Japanese (General)

## **What you need to do to be successful in this subject**

- Motivation to do independent and diligent study at home
- An ability to cope with challenges
- A desire to meet your potential

## **Additional Costs**

- \$30 per year for a license to use our on-line Japanese Learning Program (Language Perfect) - Optional

