



HELENSVALE STATE HIGH

Subject Selection Handbook:

Year 9

2018

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This document is correct at time of publication

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THE PURPOSE OF YEAR 9

Year 9 is the final year of Junior Secondary at Helensvale State High School. The Junior Secondary model at HSHS develops individual student's capacity to become successful independent learners.

Year 7	<p>In Year 7, students are in Roll Mark class and remain with this group of students for English, History, Maths, Science and Futures. They also have a home classroom in Discovery Place.</p> <p>Students have the same teacher for English/History and for Maths/Science. Students study 1 Design Elective each semester (this is not a choice). The aim of Year 7 is to settle students into high school and to build on their foundation literacy and numeracy skills and social behaviours in a supportive environment.</p>		
Year 8	<p>In Year 8, students are in Roll Mark class and remain with this group for English, History, Maths, Science and Futures. Some classes have a home room and where possible, students have the same English/History and Maths/Science teacher. Students study 1 Design Elective each semester (this is not a choice). The aim of Year 8 is to continue to build on students' academic and social behaviours in preparation for Year 9.</p>		
LESSONS PER WEEK			
Year 9	English	3	<p>In Year 9, students are not grouped with one specific class group (as in Year 7 & 8) and they have much more choice regarding the subjects they study. Students study English, Maths and Science for the entire year. Students study BAM for a semester and History for a semester. Students choose 4 electives to study for a semester each. The aim of Year 9 is to continue to build on students' academic and social behaviours in preparation for Year 10, 11 and 12.</p>
	Maths	3	
	Science	3	
	BAM/History	3	
	Elective x 4	3	
	Futures	1	

SELECTION RULES

- * If you are in Sports Academy (12 month elective) you CANNOT choose Recreational Fitness as an additional elective (but you will do BAM because it is compulsory).
- * If you are in the Arts Academy Program (12 month elective) you CANNOT choose a six month elective of the same subject. Eg. Arts Academy Dance students cannot choose a Dance elective but could choose a Drama elective.
- * If you are in the Japanese Academy Program (12 month elective) you CANNOT choose Japanese as an additional elective.

CONSIDER THE FOLLOWING WHEN CHOOSING YOUR ELECTIVE SUBJECTS

- * What subjects sound interesting and I think I would like to try before I get to Year 10, 11 and 12?
- * Have I selected some subjects that I think I will enjoy?
- * Do I need to build strengths in certain areas?
- * Should I choose certain subjects that might relate to my career aspirations and my strengths?

All Academy students are required to pay a \$200.00 Academy Program levy to cover extras in their course of study including but not limited to excursions, competitions and guest speakers.

Disclaimer

*The subjects offered in this booklet are subject to:
Sufficient numbers of students choosing the subject and appropriate physical
and human resources being available.*



- Students will study the **CORE** subjects English, Mathematics and Science for **ONE Year** (Two Semesters); And **CORE** subjects History and BAM for **ONE Semester** each.
- **CORE Foundation** subjects are open to eligible students who have an identified learning difficulty or disability.

Foundation (FLIP)

Foundation is a core subject in Year 9 and is designed to improve literacy and numeracy skills and outcomes through targeted intervention aimed at the individual needs of the student. Students in foundation classes are accessing Australian National Curriculum at or below their same age cohort. Participation in this subject requires FLIP Coordinator approval as students are in foundation classes for all four core subjects (English, Maths, Science and History).

Functional Literacy Skills (SWD)

Function is a core subject in Year 9 and is designed to improve literacy and numeracy skills and outcomes through targeted intervention aimed at the individual needs of the student. Students in functional classes are accessing Australian National Curriculum significantly below their same age cohort. Participation in this subject requires Head of Special Education approval.

- Academy subjects Art, Sport, Dance, Drama, Music and Japanese are also studied for **ONE Year** (Two Semesters). These subjects are by invitation only after a rigorous selection process.
- The elective component of the student's course will be made up of **ONE Year** (Two Semesters) subjects and/or a combination of **ONE Semester** subjects.

ONE Year (Two Semester) Subject	
CORE	English: EXCITE English Or English Or English Foundation Or Functional Literacy Skills
CORE	Mathematics: EXCITE Mathematics Or Mathematics Or Mathematics Foundation Or Functional Numeracy Skills
CORE	Science: EXCITE Science Or Science Or Science Foundation
CORE	*EXCITE History Or History Or History Foundation
CORE	*BAM

*History & BAM may fall in either Semester One or Two



Elective Subjects	
One Year (two semesters)	One Semester
• ARTS ACADEMY ART	• BUSINESS STUDIES
• ARTS ACADEMY DANCE	• DANCE
• ARTS ACADEMY DRAMA	• DESIGN (GRAPHICS)
• ARTS ACADEMY MUSIC	• DIGITAL TECHNOLOGIES
• JAPANESE ACADEMY	• DRAMA
• SPORTS ACADEMY	• GEOGRAPHY
	• HOME ECONOMICS – FOOD AND NUTRITION
	• HOME ECONOMICS – TEXTILES AND FASHION DESIGN
	• INDUSTRIAL TECHNOLOGY SKILLS
	• JAPANESE
	• MEDIA ARTS IN PRACTICE
	• MUSIC
	• RECREATION & FITNESS
	• VISUAL ART

A student in Sports Academy will not be able to choose Recreation & Fitness.

CORE SUBJECTS

BODY AND MIND (BAM)

Core Subject – One Semester Subject

Head of Department

Ms Nicole Turgeon

Physical Education Department

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Definition

BAM combines Health & Physical Activity, developing physical fitness, teamwork, leadership and interpersonal skills. Also a range of health issues such as relationships, adolescent sexual growth and communicable/indigenous health are also addressed.

Careers

BAM prepares students with skills and knowledge to engage in lifelong physical activities. A healthy workforce is a priority in modern society. BAM has direct relevance to careers in the health, fitness and recreation sectors.

Subject Pathway

Subjects Health Studies and Physical Education are Authority subjects in The Senior School while Certificate III in Sport & Recreation and Certificate III in Fitness is an opportunity for students to take a vocational path.

Year 9 Subject Outline:

Year 9 Community	Access to Community Health/Indigenous Health <i>Survey</i>
	Sexual Health 'SHE' (body image and communicable diseases) <i>Written response to stimulus 'She's too Young' note to go home</i>
	Basketball/Netball/T-Ball/Oz/TAG/Volleyball
	Indigenous Games
	Athletics (sports may vary depending on time of year)

ENGLISH / ENGLISH EXCITE ACADEMY

Core Subject – One Year Subject

Director of EXCITE Academy:

Shay Young

Telephone: 55738 555

Email: syoun221@eq.edu.au

Head of Department

Ms Tracey Eaton

English Department

Staffroom: SSR2

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Necessary Foundation Skills

Australian Curriculum: English builds on the skills and knowledge students have gained in primary school.

Definition

English is a core subject in Year 9. The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. Through the study of Australian Curriculum: English students learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Australian Curriculum: English aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. It also prepares students for studies of English or English Communication in the senior years.

Subject Pathway

English provides a range of skills, content and processes necessary not only for tertiary study, but also for many careers such as radio announcer, public relations officer, copywriter, journalist, lawyer, speech pathologist, teacher, writer etc.

Year 9 Subject Outline

Semester One

Unit 1: The Power of Persuasion: Argumentative Essay

Unit 2: Myths and Legends: Narrative Reading Comprehension

Semester Two

Unit 3: Novel Study: Character Monologue

Unit 4: Mockumentaries: Analytical Essay

Assessment

Student performance is recorded in two categories: spoken/signed and written. Assessment is completed in a range of genres for a variety of audiences and purposes. Conditions vary from process writing to test conditions.

Expenses

Students may be invited to attend film and drama performances at certain times of the year.

EXCITE ENGLISH ACADEMY:

Excite English is an extension course designed to increase students' knowledge and understanding of texts and their features. This course encourages students to engage deeply and critically with a range of texts and fosters an appreciation of literature. Entry to this subject is by invitation only.

SUPPORTED PROGRAMS:

Foundation (FLIP)

English foundation is a core subject in Year 9 and is designed to improve literacy and numeracy skills and academic outcomes through targeted intervention aimed at the individual needs of the student. Students in foundation classes are accessing Australian National Curriculum at or below their same age cohort. The objective of this program is to maximise student learning in a supportive environment. FLIP is an invitational subject only based on student needs. Students cannot select FLIP as an option as they need to be referred to the FLIP coordinator and meet the requirements of the program to be offered a place.

Functional (SWD)

English Functional Literacy Skills is a core subject in Year 9 and is designed to improve literacy and numeracy skills and academic outcomes through targeted intervention aimed at the individual needs of the student. Students in functional classes are accessing Australian National Curriculum significantly below their same age cohort. Participation in this subject requires Head of Special Education approval. The objective of this program is to maximise student learning in a supportive environment.

MATHEMATICS

Core Subject – One Year Subject

Head of Department

Ms Kiera Lewis

Mathematics Department

Staffroom: SSR1

Telephone: 5573 8551

Email: klewi66@eq.edu.au

Necessary Foundation Skills

None

Definition

Our Mathematics course is designed to relate to real-life problems, as well as introducing students to higher order thinking skills. This course will follow the Australian National Curriculum using the strands of Number, Algebra, Measurement & Geometry and Statistics & Probability.

Careers

Mathematics is involved in a wide variety of areas. Please ensure you are aware of the level of Mathematics you require for your chosen career. Mathematics is compulsory at Helensvale State High.

Subject Pathway

All year 9 students will study the same elements of the Australian National Curriculum; however, some students will study topics in more depth than others.

NOTE: Students will need to achieve at LEAST a B standard to be considered for the very difficult Year 10 Mathematics B (Advanced Mathematics) course.

Year 9 Subject Outline & Assessment

Semester One

- Number
- Algebra
- Geometry
- Financial Mathematics
- Functions
- Measurement

Semester Two

- Trigonometry
- Statistics
- Probability
- Algebra
- Time

Expenses

- Students must provide their own scientific calculator; these are available from the Uniform Shop for approximately \$30.00.

Assessment

- Two tests each term – calculator and non-calculator, Problem Solving & Reasoning
- 1 assignment per year

SUPPORTED PROGRAMS:

Foundation (FLIP)

Mathematics foundation is a core subject in Year 9 and is designed to improve literacy and numeracy skills and outcomes through targeted intervention aimed at the individual needs of the student. Students in foundation classes are accessing Australian National Curriculum at or below their same age cohort. Objective of this program is to maximise student learning in a supportive environment. FLIP is an invitational subject only based on student needs. Students cannot select FLIP as an option as they need to be referred to the FLIP coordinator and meet the requirements of the program to be offered a place.

Functional (SWD)

Mathematics functional Numeracy Skills is a core subject in Year 9 and is designed to improve literacy and numeracy skills and academic outcomes through targeted intervention aimed at the individual needs of the student. Students in functional classes are accessing Australian National Curriculum significantly below their same age cohort. Participation in this subject requires Head of Special Education approval. Objective of this program is to maximise student learning in a supportive environment.

MATHEMATICS EXCITE ACADEMY

Core Subject – One Year Subject

Director of EXCITE Academy:

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Head of Department

Ms Kiera Lewis

Mathematics Department

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Necessary Foundation Skills

- Students must collect and submit an application at the Academy office in DS09.
 - Students applying must have achieved an A-B for all core subjects and have excellent effort and behaviour.
-

Definition

Mathematics is involved in a wide variety of areas. Please ensure you are aware of the level of Mathematics you require for your chosen career. Mathematics is compulsory at Helensvale State High School.

Careers

Pure and Applied Mathematics and Science as well as Engineering.

Subject Pathway

Leads to Mathematics B (Advanced Mathematics) in Years 11 & 12 and eventually aligns with university courses such as Engineering.

Year 9 Subject Outline

Semester One

- MEASUREMENT, (surface area, volume, 2D & 3D shapes, Pythagoras' theorem)
- NUMBER & ALGEBRA (index laws & scientific notation, expanding and factorising expressions, solving equations)
- TRIGONOMETRY (trigonometric ratios – sine, cosine and tangent)

Semester Two

- GEOMETRY (similar and congruent triangles, ratios & direct proportion)
- PROBABILITY & STATISTICS (graphical displays, statistical calculations & analysis, determining probabilities of events)
- FUNCTIONS (graphing linear and quadratic functions, factorising quadratic expressions, solving quadratic equations)

Assessment

- Tests
- Reports
- Education Perfect elearning tasks
- Mathematics mate homework program tests
- Extended modelling and problem solving tasks

Expenses

- Students must provide their own scientific calculator; these are available from the Uniform Shop for approximately \$30.00.

SCIENCE

Core Subject – One Year Subject

Head of Department

Mr Chris Lockett
Science Department
Staffroom: CSR1

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Email: cluck35@eq.edu.au

Definition

Science is a way of understanding the world through an inquiry based approach that develops higher order thinking skills. Science is based on the Australian Curriculum. All students will study the same science understandings; however there will be different levels of depth and challenge. These include:

- General science
- Extended Science

Students will be placed into appropriate classes by the Head of Department of Science according to results from Year 8.

Careers

Science related careers in health, environment and industry.

Pathways

University, TAFE and Science subjects in Years 11 and 12.

Science Understandings

Biology: Multi-cellular organisms and their interconnected organ systems matter and energy flow through ecosystems.	Earth and space: Theory of Plate Tectonics and geological activity.
Chemistry: Atoms and their particles, radioactive decay, chemical reactions and conservation of matter, including combustion and acids/bases and conservation of matter.	Physics: Energy transfer through mediums – waves and particles.
Science as a human endeavour: Nature and development of science.	

Science Inquiry skills

- Uses and developments of science
- Questioning and predicting
- Planning and conducting experiments and investigations
- Processing and analysing data and information
- Evaluating and communicating

Assessment

- Written exams
- Research tasks and assignments
- Experimental Investigations
- Investigations and reports

SUPPORTED PROGRAM:

Foundation (FLIP)

Science foundation is a core subject in Year 9 and is designed to improve literacy and numeracy skills and academic outcomes through targeted intervention aimed at the individual needs of the student. Students in foundation classes are accessing Australian National Curriculum at or below their same age cohort. Objective of this program is to maximise student learning in a supportive environment. FLIP is an invitational subject only based on student needs. Students cannot select FLIP as an option as they need to be referred to the FLIP coordinator and meet the requirements of the program to be offered a place.

SCIENCE EXCITE ACADEMY

Core Subject – One Year Subject

Director of EXCITE Academy:

Shay Young

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Head of Department

Mr Chris Lockett

Science Department

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Necessary Foundation Skills

- Entry into this subject is by INVITATION ONLY
- Students must have achieved a grade of at least an A or B in Year 8 Science

Definition

"Science is a way of understanding our world" in the context of an inquiry based approach. Science EXCITE Academy is based on the Australian Curriculum, but provides more challenge and depth.

Careers

University enabled careers in Pure and Applied Science.

Subject Pathway

University, TAFE and Science subjects in Years 11 and 12.

Year 9 Subject Outline

Science Understandings:

Biology: Multi-cellular organisms and their interconnected organ systems, matter and energy flow through ecosystems.	Physics: Energy transfer through mediums – waves and particles.
Chemistry: Atoms and their particles, radioactive decay, chemical reactions and conservation of matter, including combustion and acids/bases and conservation of matter.	Science as a human endeavour: Nature and development of science.
Earth and space: Theory of Plate Tectonics and geological activity.	

Science Inquiry skills

- Uses and influence of science
- Questioning and predicting
- Planning and conducting experiments and investigations
- Processing and analysing data and information
- Evaluating and communicating

Assessment

Semester One

- Exam
- Experimental Investigation
- Research Assignment – Ecology
- CREST

Semester Two

- Exam
- Experimental Investigation
- Research Article
- CREST

HISTORY/HISTORY EXCITE ACADEMY

Core Subject – One Semester Subject

Director of EXCITE Academy:

Shay Young

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Email: syoun221@eq.edu.au

Head of Department

Mrs Rachel Vickers

Humanities Department

Staffroom: Discovery Place

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Australian Curriculum History

Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

History, as a discipline, has its own methods and procedures, which make it different from other ways of understanding human experience.

Australian Curriculum History generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

Year 9 Semester outline:

The Industrial Revolution	
<ul style="list-style-type: none">The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain and of Australia.	<ul style="list-style-type: none">The population movements and changing settlement patterns during this period.
<ul style="list-style-type: none">The experiences of men, women and children during the Industrial Revolution, and their changing way of life.	<ul style="list-style-type: none">The short and long-term impacts of the Industrial Revolution
Making a Nation	
<ul style="list-style-type: none">The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples.	<ul style="list-style-type: none">Living and working conditions in Australia around the turn of the twentieth century.
<ul style="list-style-type: none">Aboriginal and Torres Strait Islander histories and cultures.	<ul style="list-style-type: none">Key events and ideas in the development of Australian self-government and democracy, including women's voting rights.
<ul style="list-style-type: none">The experiences of Non-Europeans in Australia prior to the 1900's.	<ul style="list-style-type: none">Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act.
World War 1	
<ul style="list-style-type: none">An overview of the causes of World War I and the reasons why men enlisted to fight in the war.	<ul style="list-style-type: none">The impact of World War I, with a particular emphasis on Australia.
<ul style="list-style-type: none">The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.	<ul style="list-style-type: none">The commemoration of World War I, including debates about the nature and significance of the Anzac legend.

Assessment:

Assessment items used in Australian Curriculum History include: folios of work, in-class essays, short response exams and research projects.

EXCITE HISTORY ACADEMY:

History EXCITE Academy is an extension course designed to increase students' knowledge and understanding of key historical periods. This course encourages students to engage deeply and critically with a range of primary and secondary sources. Entry to this subject is by invitation only.

SUPPORTED PROGRAM:

Foundation (FLIP)

History Foundation is a core subject in Year 9 and is designed to improve literacy and numeracy skills and academic outcomes through targeted intervention aimed at the individual needs of the student. Students in foundation classes are accessing Australian National Curriculum at or below their same age cohort. The objective of this program is to maximise student learning in a supportive environment. FLIP is an invitation only subject based on student needs. Students cannot select FLIP as an option as they need to be referred to the FLIP coordinator and meet the requirements of the program to be offered a place.

ACADEMY SUBJECTS

ARTS ACADEMY ART

Elective Subject – One Year Subject



Director Arts Academy:

Mrs Bonita Winters
Arts Department
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Head of Department

Mrs Bonita Winters
Arts Department
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Necessary Foundational Skills

Year 7 and 8 Arts Academy Art program (if spaces exist, opportunities for students to submit a folio of work will take place as determined by the Arts Academy Director).

Definition

Arts Academy Art is a challenging, yet enriching subject, which encourages students to explore and experiment with visual possibilities and become independent creative thinkers.

As a whole year subject, Arts Academy Art program provides students, who have demonstrated that they have the potential, to accelerate their art studies. This course is designed to be visually challenging and extend students into a more mature and sophisticated approach to their art studies. Students will have opportunities to explore their personal thoughts feelings and opinions through a diverse range of media areas such as drawing, painting, sculpture, ceramics and printmaking. Students will be provided with a variety of opportunities to create, develop, explore and analyse artworks through practical and theory classroom activities, gallery excursions and artist in residence workshops.

Careers

The Arts Academy Art program prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic (style/expression). At a time when creativity is sought by industry, Visual Art significantly contributes to the design and manufacture of images and objects needed for living. Artists, Designers and Craftspeople reflect identity and document culture through visual imagery and inventive ideas. Through the study of the Art Excellence course students are prepared to pursue the following career pathways:

- Gallery and Exhibition Curator
- Gallery Director
- Commercial Artist
- Freelance Artist
- IT or Web Design
- Designer – Fashion, Graphic, Interior, 3D/Set
- Set Construction
- Architect
- Textile Designer
- Animator
- Interior Decorator
- Make-Up Artist
- Printer
- Photography
- Photo-Journalism
- Illustration
- Advertising
- Artist
- Teacher (Visual Art, Design, Photography)

The Arts Academy Art Pathway

The Year 9 Arts Academy Art program forms the foundation for the Year 10 Arts Academy Art program and the Year 11/12 Senior Visual Art (general subject) course. From there, successful Visual Art students may seek early or regular entry into TAFE or University to further study in a multitude of Arts Industries.

Year 9 Subject Outline

Artist as Documenter: *Sense of Place*

Focus: students document what they believe is their sense of place. This unit introduces students to the conceptual framework and focuses on symbolism and the emotional response to their sense of place.

Assessment:

- Body of Work (Collection of Artworks)
- Visual Diary
- Artist Statement and Reflection

Artist as Social Commentator: *iGen*

Focus: this unit requires students to respond and develop a resolved artwork (Body of Work) through research and reflection. Students are to do this through commenting on an event that has occurred within their lifetime.

Assessment:

- Body of Work (Collection of Artworks)
- Visual Diary
- Artist Statement and Reflections

Expenses

- A \$200 subject levy applies to the Arts Academy Art program. This levy provides students with:
 - Excursion to Gold Coast Art Gallery to view the regional ENERGIES Art Exhibition
 - 2 x Artist in Residence workshops
- The Arts Department provides all basic requirements for art materials, however if students have more specific needs, they need to meet these by providing their own specialist materials.
- If a student produces a major work that is photographic, digital or computer generated, they MUST factor in the professional printing and mounting (or framing) of these works to a minimum size of A3.
- The purchase of a Visual Art Diary for every unit - approximately \$6.00 from the Uniform Shop

Students must choose Arts Academy Art for the whole year

ARTS ACADEMY DANCE

Elective Subject – One Year Subject



Director Arts Academy:

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Arts Department
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Head of Department

Mrs Bonita Winters
Arts Department
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Necessary Foundation Skills

- Year 7 and 8 Arts Academy Dance program (if spaces exist, opportunities for students to audition will take place as determined by the Arts Academy Director)
- Attending regular dance technique classes outside of school.
- A talent for dance or acrobatics
- Ability to work collaboratively

Topics Studied

- Contemporary Dance
- Popular Dance
- Musical Theatre
- Commercial Jazz

Learning Experiences

- Appreciation of Dance in Australia
- Knowledge of the Functions of Dance and its origins
- Recognition of the importance of Dance in our society
- Develop coordination skills from a variety of Dance genres
- Increased flexibility and confidence
- Ability to create original movement sequences
- Performance experience and development of personal stage presence.

Pathways

This subject adequately prepares you for Senior Dance in Year 11 and 12. Students will exit with a knowledge and understanding of a variety of Dance genres and an increased performance confidence.

Careers

- Performing
- Teaching Dance
- Choreography
- Community Dance
- Administration/Management
- Dance Notation
- Journalism/Criticism
- Technical Production
- Visual Design
- Dance Movement Therapy

Year 9 Subject Outline

- 1. Commercial Jazz**
 - Students learn a performance piece from a teacher guest artist based on the latest commercial choreography.
 - Choreography in small groups of a commercial jazz routine.
- 2. Musical Theatre**
 - Performance of a teacher devised dance work based on movement repertoire from a well known Broadway musical.
 - Research essay based on a Musical theatre work.
- 3. Hip Hop * must attend Encore**
 - Students learn a performance piece from a teacher guest artist based on the latest hip/hop choreography.
 - Choreography in small groups of a hip hop/funk dance routine.
- 4. Contemporary Dance**
 - Performance of a teacher device dance sequence using contemporary dance to convey a message.
 - Choreography of a contemporary dance based on a modern contemporary artist.
 - Analytical exam.

Expenses

Academy students will be required to pay a \$200.00 Subject Levy to study in the Arts Academy Dance Program, this includes dance t-shirt, excursions and workshops. You will be required to purchase a pair of suitable black dance pants.

****Students must choose Arts Academy Dance for the whole year****

ARTS ACADEMY DRAMA

Elective Subject – One Year Subject



Director Arts Academy:

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Arts Department

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Head of Department

Mrs Bonita Winters

Arts Department

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Necessary Foundation Skills

- Ability to work collaboratively
- Year 7 and 8 Arts Academy Drama program (if spaces exist, opportunities for students to audition will take place as determined by the Arts Academy Director)

Definition

Drama is a highly engaging and dynamic subject, which explores and celebrates the human presence within real, imagined and mediated worlds. It connects students to their own creative processes and provides opportunities for them to imagine themselves as others, exploring beliefs, feelings, behaviours and relationships across diverse situations.

The subject challenges students to develop knowledge, understanding and skills of Drama, which can be transferred to a variety of vocational and academic pathways. Throughout the course, students will actively participate in a multitude of units that span many dramatic styles, including realism, collage drama, movement, storytelling and scripted texts.

Careers

In a knowledge-based economy, the world requires workers who are innovative thinkers, adept communicators and excellent team players. The collaborative nature of drama as an art form also provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups. Through the study of Drama, students are prepared to enter careers such as:

- Performing Arts (Designers; Movement / Voice Teachers; Playwrights / Dramaturges; Production Managers and Producers; Stage Managers / Directors; Theatre Mechanists; Choreographers; Theatre Administration)
- Public Relations; Advertising; Publishing; Marketing
- Law
- Journalism
- Education
- Politics
- Media and Film & Television
- Human Resources; Business Management
- Education

Subject Pathway

Year 9 Drama forms the foundation for the Year 10/11/12 Drama course. From there, successful Drama students may seek regular entry to TAFE or University to further study in a multitude of Industries.

Year 9 Subject Outline

Throughout the year students will explore a variety of drama styles and conventions including but not limited to:

1. Elements of Drama
2. Australian Drama (Scripted)
3. Student Devised Drama
4. Gothic Theatre
5. Physical and Visual Theatre
6. Extended Class Projects
7. Process Drama

Assessment

Forming: Creating works of drama either in writing or in practice;

Presenting: Performing scripted text or student devised work;

Responding: Analysing live theatre (must attend excursions) and plays

Expenses

Academy students are required to pay a \$200.00 levy to cover extras in their course of study including but not limited to Qld Arts Council performance and workshops as well as excursions to Brisbane to attend live theatre.

****Students must choose Arts Academy Drama for the whole year****

ARTS ACADEMY MUSIC

Elective Subject – One Year Subject



Director Arts Academy:

Mrs Bonita Winters
Arts Department
Staffroom: NSR2

Telephone: 5573 8549

Email: bwint19@eq.edu.au

Head of Department

Mrs Bonita Winters
Arts Department
Staffroom: NSR2

Telephone: 5573 8549

Email: bwint19@eq.edu.au

Necessary Foundation Skills

- Recommended for students who excel in the area of Music
- Skills in performance on one or a number of instruments or voice
- Year 7 and 8 Arts Academy Music program (if spaces exist, opportunities for students to submit a folio of work will take place as determined by the Arts Academy Director).

Definition

The Arts Academy Music Program is the advanced study and development of musicianship skills. It is focussed around the components of performance, composition and repertoire (listening and analysis of musical examples). The Arts Academy Music Program is the perfect complement for involvement in the Instrumental Music program, Musicals and other performing arts subjects.

Why Study Music?

- It's fun and challenging
- It helps you develop the life skills of logical and critical thinking and problem solving skills
- To appreciate different types of music and improve your ability to analyse and create music
- It develops memory, concentration and creativity
- To be able to sing and play a variety of instruments
- To develop a means of self-expression

Topics Studied

- Rock, Popular and Classical Music, Music of the Theatre
- Film Music / TV Themes / Advertising
- Song Writing
- Musical Instruments
- Music of other Countries/Cultures

Learning Experiences

- Listening to a variety of music
- Analysing music to understand its composition, function and origin
- Developing technical skills on a variety of instruments, especially keyboard and guitar
- Preparing for performances
- Using computer technology
- Writing your own music

Pathways

This subject prepares you for Music in Year 10, 11 and 12. Students will exit with a knowledge and understanding of a variety of Music genres and increased performance and composition skills. Life skills such as problem solving and working with others will have been further developed.

Please Note: *If you want to study Music in Years 11/12 you must study Music in Year 9 and Year 10!*

Careers

Please refer to various websites for comprehensive information available to help you with your future career options eg www.gooduniversitiesguide.com.au/careers/browse/m
www.education.gov.au

Year 9 Subject Outline

Semester One

- World Music
- The Musical

Semester Two

- Music's Classic Hits – large orchestral works
- Music from the Movies – creating mood and atmosphere

Assessment

- Performances: Group and Solo
- Composition Tasks
- Written Tests
- Research Assignments

Expenses

Subject Levy of \$200.00 per year will include some excursions and 1 performance.

****Students must choose Arts Academy Music for the whole year****

Elective Subject – One Year Subject

Director of Japanese Academy:

Brett Middleton

Telephone: 55738 555

Email: bmidd32@eq.edu.au

Head of Department

Mrs Rachel Vickers

Humanities Department

Office: Discovery Place

Telephone: 5573 8503

Email: rvick20@eq.edu.au

Necessary Foundation Skills

Students selecting Japanese Academy in Year 9 should have attained at least a C in Semester 2 of Year 8 Japanese Academy. Students who did not study Japanese Academy in Year 8 should have attained at least a B in Year 8 Japanese. Students who did not study Japanese in Year 7 or 8 may seek approval for enrolment from the Head of Department.

Definition

Through a variety of cultural activities, students will develop an ability to compose and comprehend Japanese language texts on a range of topics.

The study of Japanese Academy in Year 9 takes students beyond the basic construction of fact-based sentences and develops skill in expressing opinions, attitudes and emotions, while addressing the Japanese cultural characteristic of using honorific and humble levels of communication. This year includes a more thorough examination of the Japanese lifestyle.

As with any foreign language study, Japanese enhances students' overall literacy and linguistic skills through a contrasting of grammar and sentence construction with English and through requiring students to interpret, recall and comprehend material in Japanese. This subject also contributes to building intercultural understanding and tolerance of cultural differences.

Subject Pathway

Japanese Academy leads to the Authority subject **Senior Japanese**. The study of Japanese Academy will provide a solid foundation for studies of Japanese at a senior level.

Careers

In our globalised society, a second language can give applicants an edge over the competition in any field. The study of Japanese will equip students with valuable language skills, which can be applied to a variety of careers.

In Japan there are opportunities to work in various fields including English teaching, business and hospitality. Japanese language skills are sought after in the Tourism and Hospitality Industries, the Defence Forces and government departments. Language skills combine well with Arts, Teaching, Marketing, Journalism, IT, Commerce, Business, Law, Science and Engineering.

Year 9 Subject Outline **topics are subject to change*

Semester One

1. School life – subjects studied, opinions, timetable, days of the week, times
2. Indicating needs and items – this, that, is not, what is this in English/Japanese
3. Dining out – let's, foods, drinks, ordering, gratitude, suggesting, polite requests

Semester Two

1. Shopping – asking for items, how much, counting systems, paying, money
2. Making arrangements – meeting, locations, transport, planning activities
3. Homestay – asking, why, giving reasons, homestay idioms, asking permission

N.B. Although the topics studied in Japanese Academy are the same as Japanese (semester elective), students will explore the topics in more depth and will study more complex vocabulary, grammar and Japanese scripts.

Assessment

Assessment items used in Japanese Academy involve comprehending and constructing Japanese communication in exams and projects. Comprehending tasks include listening and reading. Composing tasks include speaking and writing.

Expenses

The levy for Japanese Academy is \$200.00. This will include subsidies for activities such as speech contests, language certificates and cultural incursions and excursions. Japanese lunch days and restaurant evenings will incur an extra cost.

****Students must choose Japanese Academy for the whole year****

SPORTS ACADEMY



Elective Subject – One Year Subject

Sports Offered
Australian Rules Football
Netball
Football (Soccer)
Rugby Union
Touch Football
Track and Field
Volleyball

Director Sports Academy:

Tom Wakely Telephone: 5573 8564 Email: twake34@eq.edu.au

Head of Department

Ms Nicole Turgeon
Physical Education Department
Staffroom: CSR2 Telephone: 5573 8527 Email: nturg1@eq.edu.au

Necessary Foundation Skills

- Entry by Application/Parent and Student Interview and Fitness Skills Testing.
- Students who studied Sports Academy in Year 8 will be promoted to Year 9 Sports Academy on the class teacher's recommendations and on the proviso all fees are up to date and the student has kept an exemplary school record.

Definition

Sports Academy is a sport specialisation subject that allows students to develop their skills, fitness and strategies to improve their performance. Understanding and application of factors underlying performance are also studied.

Careers

Preparation for high-level club or representative competition. Careers in associated areas of coaching, officiating and training

Subject Pathway

Preparation for Senior – Sports Academy
Preparation for club or representative competition

Year 9 Subject Outline

- Individual skills
- Team skills
- Goal setting
- Fitness assessment
- Sports nutrition
- Biomechanics
- Sports injuries
- Strength and conditioning
- Officiating course

Assessment (this subject runs a two year rotation with Year 10)

- Physical Performance – Skills & Game Play
- Fitness Test
- Report (Body Insurance)
- Game tactics (oral)
- Exam – Body Systems or Personal Fitness Program
- Physical Performance
- Fitness Test
- Nutrition analysis

Expenses

Academy students are required to pay a \$200.00 levy to cover extras in their course of study including but not limited to coaching, consultancy and sport specific equipment.

****Students must choose Sports Academy in their chosen field for the whole year****

ELECTIVE SUBJECTS

BUSINESS STUDIES

Elective Subject – One Semester Subject

Head of Department

Mrs Lisa Campbell

Business Enterprise, Entrepreneurial Partnership and International Department

Staffroom: CG08

Telephone: 5573 8524

Email: lcamp36@eq.edu.au

Why Study Business?

Students will develop consumer and financial literacy skills, enterprising capabilities and the ability to make responsible and informed decisions. These skills will allow students to face the challenges of the 21st century, to maximise their opportunities for productive and rewarding futures and to make a contribution to the economy. This subject will enable students to engage with the economy as business and financially literate citizens locally, nationally, regionally and globally, both now and in the future.

Students will participate in the ASX sharemarket game and the ESSI money challenge and will benefit from guest speakers and the delivery of the Commonwealth Bank's StartSmart financial literacy course.

Topics Covered

- Australia, Asia and the global economy
- Participants in the global economy
- Managing financial risks and rewards for individuals
 - ASX Sharemarket game
 - Commonwealth Bank StartSmart program
 - Guest Speaker – ESSI Money Challenge
- Competition and businesses in the global market
- The changing nature of the Australian and global workplace

Assessment

Students will be given a variety of tasks including an examination, written assessment and a portfolio of work.

Expenses

Nil

DANCE

Elective Subject – One Semester Subject

Head of Department

Mrs Bonita Winters

Arts Department

Staffroom: NSR2

Telephone: 5573 8549

Email: bwint19@eq.edu.au

Necessary Foundation Skills

- Recommended for students who enjoy Dance and want to be physical.
- Recommended for students who have an interest in learning the importance of Dance in our society.
- Positive attitude and willingness to work with others.
- Students need to be aware that $\frac{2}{3}$ of the course is practical in nature.

Why Study Dance?

- It's **fun and challenging**
- It helps you develop **problem solving skills**
- To help you improve Dance technique and knowledge of Dance terminology

Topics Studied

- Lyrical Dance
- Musical Theatre

Learning Experiences

- Appreciation of Dance in Australia
- Knowledge of the Functions of Dance and its origins
- Recognition of the importance of Dance in our society
- Develop coordination skills from a variety of Dance genres
- Increased flexibility and confidence
- Ability to create original movement sequences
- Performance experience and development of personal stage presence.

Pathways

This subject adequately prepares you for Senior Dance in Year 11 and 12. Students will exit with a knowledge and understanding of a variety of Dance genres and an increased performance confidence.

Careers

- Performing
- Secondary Dance Teacher
- Choreography
- Community Dance
- Administration/Management
- Dance Notation
- Journalism/Criticism
- Technical Production
- Visual Design
- Dance Movement Therapy

Year 9 Subject Outline

1. 'Lyrical Dance'

- Performance of a teacher devised dance sequence using lyrical dance to convey a message.
- Choreography of a lyrical dance based on a modern artist.

2. Musical Theatre

- Performance of a teacher devised dance work based on movement repertoire from a well known Broadway musical.
- Research essay based on a Musical theatre work.
- Analytical article for a Dance Magazine based on a musical theme.

Assessment

- Performance: Presenting a teacher devised routine for a live audience
- Choreography: Creating your own movement sequences in a small group.
- Appreciation: Reporting and analysing, interpreting and evaluating dance works.

Expenses

Students will not be required to pay a fee to study Dance. However, required to purchase a pair of suitable black dance pants and a dance t-shirt. Excursions and Workshops are extra.

DESIGN

Elective Subject – One Semester Subject

Head of Department

Mr Paul Armitage

Industrial Design & Technology Department

Staffroom: NSR1

Telephone: 5573 8552

Email: parmi3@eq.edu.au

Subject Pathway

This subject leads into Design in senior and has useful applications in design based curriculums. Senior Design is a General subject and will contribute to an ATAR score. Industrial Technology Skills and Certificate 1 in Construction are two other subjects offered in Industrial Design and Technology in senior which utilises design skills.

Necessary Foundation Skills

It is a necessary advantage for any student wishing to participate in this subject to have successfully completed Design in Year 9. Design is an intellectually challenging subject that requires students to have an interest in learning new specific computer programs and their applications.

Definition

Design has become an essential tool for all graphical design fields. This subject will take students through the processes involved in Business, Engineering and Architectural drawing. Incorporated in learning these specific technical drawing skills, we will touch on some animation, real life rendering and video which are vital components in many professions and vocations.

Careers

Design occupations include:

- University
- TAFE
- Architectural Designer
- Technology Teacher
- Builder
- Graphic Designer (Publishing/Advertising)
- Cartographer
- Industrial Designer
- Commercial Artist
- Interior Designer
- Design/Project Engineer
- Landscape Designer
- Electronic Media Illustrator
- Mechanical/Electrical Designer
- Engineering Technician
- Surveyor
- Environmental Designer
- Technical Illustrator
- Geological Drafting Technician
- Town Planner

Year 9 Subject Outline

Students will be expected to learn aspects from the following areas of Design.

Semester outline

- Foundation Studies
- Industrial Design
- Graphic Design
- Built Environment

Assessment

Formal tests, assignments, class work and homework (mostly computer based).

Requirements

- Access to a computer at home with the capacity to run the programs we use.
- Participate in all activities.
- Produce outcomes to the best of your ability.
- Enjoy your learning.
- Develop and improve skills that may lead you into a rewarding career.

Expenses

Nil

DIGITAL TECHNOLOGIES

Elective Subject – One Semester Subject

Head of Department

Mr Chris Lockett

Information Technology Department

Staffroom: CSR1

Telephone: 5573 8583

Email: cluck35@eq.edu.au

Duration

Digital Technologies is a 6 month subject that can be selected by students in either semester 1 or semester 2 as an elective.

Definition

This subject gives students an opportunity to gain important transferable technology skills for using a computer as a problem-solving and communication tool. Students will be able to explore various aspects of digital technologies suited to their own skill and interest level by individual topic selections.

Careers

Network engineer, systems administrator, web developer, multimedia developer, graphic designer, IT teacher, university lecturer, IT sales, computer technician, and IT support team member. Please refer to the Department of Education, Employment & Workplace Relations Job Guide at: <https://jobsearch.gov.au/careers> for more comprehensive information available to help you with your future career options.

Subject Pathway

Digital Technologies is structured to provide foundation skills for entry into both senior Authority subjects and Certificate courses, which allow for further study pathways at university or TAFE in this field and other related disciplines.

Year 9 Subject Outline

Term 1

- ICT Fundamentals
- GameMaker
- Choose your own adventure (from):
 - Programming
 - Multimedia – e.g. web design, animation, graphic design, video editing
 - Robotics
 - 2D or 3D animation
 - Game design
 - Your (approved) choice
-

Term 2

- Graphic Design (Adobe Photoshop)
- Choose your own adventure (from):
 - Programming
 - Multimedia – e.g. web design, animation, graphic design, video editing
 - Robotics
 - 2D or 3D animation
 - Game design
 - Your (approved) choice

Assessment

- Practical tasks
- Individual open-ended projects
- Journals
- Design, Development & Evaluation written tasks

Expenses

Nil

DRAMA

Elective Subject – One Semester Subject

Head of Department

Mrs Bonita Winters
Arts Department
Staffroom: NSR2

Telephone: 5573 8549

Email: bwint19@eq.edu.au

Definition

Drama is a highly engaging and dynamic subject, which explores and celebrates the human presence within real, imagined and mediated worlds. It connects students to their own creative processes and provides opportunities for them to imagine themselves as others, exploring beliefs, feelings, behaviours and relationships across diverse situations.

The subject challenges students to develop knowledge, understanding and skills of Drama, which can be transferred to a variety of vocational and academic pathways. Throughout the course, students will actively participate in a multitude of units that span many dramatic styles.

Careers

In a knowledge-based economy, the world requires workers who are innovative thinkers, adept communicators and excellent team players. The collaborative nature of drama as an art form also provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups. Through the study of Drama, students are prepared to enter careers such as:

- Performing Arts (Designers; Movement / Voice Teachers; Playwrights / Dramaturges; Production Managers and Producers; Stage Managers / Directors; Theatre Mechanists; Choreographers; Theatre Administration)
- Public Relations; Advertising; Publishing; Marketing
- Law
- Journalism
- Education
- Politics
- Media and Film & Television
- Human Resources; Business Management
- Education

Subject Pathway

Year 9 Drama forms the foundation for the Year 10/11/12 Drama course. From there, successful Drama students may seek regular entry to TAFE or University to further study in a multitude of Industries.

Year 9 Subject Outline

Throughout the semester students will explore a variety of drama styles and conventions including but not limited to:

- Elements of Drama
- Australian Drama (Scripted)
- Student Devised Drama

Assessment

Knowledge and Understanding: Creating works of drama either in writing or in practice;

Presenting: Performing scripted text or student devised work;

Reflecting: Analysing live theatre and plays

Expenses

Students will not be required to pay a fee to study Drama; however it would be anticipated that they pay to attend live performances by professional theatre companies at school at your expense (\$6-10). Students will be responsible for their own costume and prop requirements.

GEOGRAPHY

Elective Subject - One Semester Subject

Head of Department

Mrs Rachel Vickers

Humanities Department

Staffroom: Discovery Place

Telephone: 5573 8503

Email: rvick20@eq.edu.au

Necessary Foundation Skills

Due to the literacy and numeracy demands of this subject, students enrolling in Geography should have attained a strong C in Mathematics and English in Year 8.

Definition

Geography is the study of the human and natural characteristics of places and the interactions between them. Geography includes two vital dimensions:

- The spatial dimension, which focuses on where things are and why they are there
- The ecological dimension, which considers how humans interact with environments

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinct way, conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Geography aims to ensure that students develop:

- A sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- A deep geographical knowledge of their own locality, Australia, the Asia region and the world
- The ability to think geographically, using geographical concepts

Subject Pathway and Careers

There are many rewarding careers available to people who have a background in Geography. General areas where students may find careers are: town planning, teaching, architecture, conservation, environmental health, government, journalism, mining, geology and travel. Some of these jobs will be of increasing importance as our economy adjusts to the demands of climate change.

Course Outline

Year	Semester	Topic	Focus
9	This course will run for 1 Semester	Biomes and food security	<ul style="list-style-type: none">• Distribution and characteristics of biomes• Human alteration of biomes• Challenges to food production• Sustainably feeding future populations
		Geographies of interconnections	<ul style="list-style-type: none">• The ways that places and people are interconnected with other places through trade, technology and transport• The effects of the production and consumption of goods, travel and recreation, cultural or leisure choices on places and the environment

Assessment

Assessment items in Geography can include: short response tests, multi-modal presentations, practical skills tasks, and extended written responses.

Expenses

Field work for the purpose of practising and demonstrating the skills of collection of primary source data may be a component of this course. There may be one excursion, costing approximately \$35.00.

HOME ECONOMICS – FOOD AND NUTRITION

Elective Subject – One Semester Subject

Head of Department

Mrs Leia Maher

Home Economics and Business Studies Department

Staffroom: NSR1

Telephone: 5573 8553

Email: lmahe23@eq.edu.au

Definition

Home Economics is a dynamic curriculum area that constantly responds to changes in society, to provide courses that are relevant and important to both male and female students. Home Economics focuses on the well-being of the individual and families in today's society, through sustainable living practices.

Students selecting Year 9 Home Economics Food and Nutrition will investigate links between food nutrition and adolescent health and will introduce student's basic cookery techniques whilst working hygienically and safely in the kitchen.

Careers

Studying Home Economics Food and Nutrition may lead to careers in:-

- Health, nutrition and dietetics, food styling, food technology and analysis, food product development, hospitality, community health and nursing.
- Teaching at any level, social work, tourism, human movements, management and other professional careers such as medicine and law.

Subject Pathways

Year 9 Home Economics Food and Nutrition will enable students to complete foundation studies toward the following senior subject pathways for Year 10, Year 11 and Year 12:

Food and Nutrition – Senior general subject (ATAR eligible). Completing Senior Food and Nutrition leads to University studies in Nutrition, Health and Science.

Certificate II in Kitchen Operations – a VET subject with pathways to employment and further studies in the hospitality industry. For example : Apprentice Chef, Work in restaurants, events management.

Hospitality Practices (Applied) – an Authority Registered course which gives a general introduction and insight into the hospitality industry. Completion of this course can lead to direct employment in small hospitality establishment and further study of qualifications in Hospitality, tourism and events management.

Year 9 Home Economics – Food and Nutrition Subject Outline

Unit: Food works for me

- Personal and environmental hygiene
- Safe food handling
- The Australian Guide to Healthy Eating
- Healthy diets for adolescents
- Practical skill development

Assessment

Assessment includes:-

- Theory exam
- Practical performance task (includes practical cookery and a written diary)

Requirements

- Students are expected to have or access a laptop for written assessment items.
- Students are to wear fully enclosed leather/vinyl upper shoes.
- Follow WPHS procedures.

Expenses

Helensvale SHS will cover the cost of all ingredients used for class practical cookery.

Students will be required to provide resources and ingredients for all practical assessment tasks.

HOME ECONOMICS – TEXTILES AND FASHION DESIGN

Elective Subject – One Semester Subject

Head of Department

Mrs Leia Maher

Home Economics and Business Studies Department

Staffroom: NSR1

Telephone: 5573 8553

Email: lmahe23@eq.edu.au

Definition

Students selecting Year 9 Home Economics – Textiles and Fashion Design, will explore textiles, use patterns and fabrics, introduce basic sewing skills and develop creative fashion designs for teenagers.

Careers

Studying Textiles and Fashion Design may lead to careers in:-

- Design and innovation in textiles, fashion design and production, marketing, clothing manufacture, costume design and production, fashion consultant or buyer.
- Teaching at any level, management and other professional careers.

Subject Pathways

Year 9 Textiles and Fashion Design will enable students to complete foundation studies toward the following senior subject pathways for Year 10, Year 11 and Year 12:

Certificate II in Applied Fashion Design and Technology – VET subject with a pathway to the Fashion and Textiles Industry. Completing this course can lead direct employment or to further study in Fashion Design and the textiles production industry.

Year 9 Home Economics – Textiles and Fashion Design Subject Outline

- Introduction to textiles, fabrics and fibres
- Using patterns and fabrics
- Fashion design for teenagers
- Embellishment techniques
- Practical sewing which includes the construction of hems such as boxer shorts for sleepwear and other casual wear apparel

Assessment

Assessment includes:-

- Research assignment
- Practical performance task (includes practical sewing and a process journal)

Expenses

The school will provide materials and equipment for all practical learning experiences.

Students will be required to provide fabric and resources for all practical assessment tasks.

All students will be required to purchase their own sewing kit.

INDUSTRIAL TECHNOLOGY SKILLS

Elective Subject – One Semester Subject

Head of Department

Mr Paul Armitage

Industrial Design & Technology Department

Staffroom: NSR1

Telephone: 5573 8552

Email: parmi3@eq.edu.au

Necessary Foundation Skills

Industrial Technology Skills is a practical subject and requires students to have an interest in using their hands, tools, and machinery to create high quality products. Due to the nature of the subject and the exposure to hand and power tools, machinery and various potentially harmful materials, students must be able to follow instructions.

Definition

Industrial Tech will focus on developing your problem solving, technical and practical skills. During the course you will have the opportunity to work on projects in the areas of Woodworking, Fitting and Fabrication and Thermo Forming Plastics.

Careers

This subject could lead to any career that includes design, problem solving or any practical skills. These careers range from Engineer, Carpenter, ID&T Teacher to Mechanic or Steel Fabricator.

Subject Pathway

This subject prepares students for the senior subjects of Industrial Technology Skills and Certificate 1 in Construction. These subjects either give you a qualification; contribute points to the QCE, or both.

Year 9 Subject Outline

Semester outline

- Design Project (wooden display box)
- CO2 Rocket Powered Racing Car

Assessment

- Design folios, related theory and class projects.

Requirements

- Signed contracts and completion of Onguard Safety induction.
- Safety glasses to be worn at all times whilst in the workshop.
- Leather/synthetic leather lace up shoes with substantial uppers to be worn (no runners or slip on shoes allowed).
- Pencil, eraser and subject folder.

Expenses

Nil

JAPANESE

Elective Subject – One Semester Subject

Head of Department

Mrs Rachel Vickers
Humanities Department
Office: Discovery Place

Telephone: 5573 8503

Email: rvick20@eq.edu.au

Necessary Foundation Skills

Students selecting Year 9 Japanese should have attained at least a C in Year 7 or 8 Japanese. Students who did not study Japanese in Year 7 or 8 may seek approval for enrolment from the Head of Department.

Definition

Through a variety of cultural activities, students will develop an ability to compose and comprehend Japanese language texts on a range of topics. The study of Japanese in Year 9 takes students beyond the basic construction of fact based sentences and develops skill in expressing opinions, attitudes and emotions while addressing the Japanese cultural characteristic of using honorific and humble levels of communication. As with any foreign language study, Japanese enhances students' overall literacy and linguistic skills by contrasting grammar and sentence construction with English. This subject also contributes to building intercultural understanding and tolerance of cultural differences.

Subject Pathway

Junior Secondary Japanese leads to the Authority subject **Senior Japanese**. The study of Japanese will provide a solid foundation for studies of Japanese at a senior level.

Careers

In our globalised society, a second language can give applicants an edge over the competition in any field. The study of Japanese will equip students with valuable language skills, which can be applied to a variety of careers. In Japan, there are opportunities to work in various fields including English teaching, business and hospitality. Japanese language skills are sought after in the Tourism and Hospitality industries, the Defence Forces and government departments. Language skills combine well with Arts, Teaching, Marketing, Journalism, IT, Commerce, Business, Law, Science and Engineering.

Year 9 Subject Unit Outline **topics are subject to change*

Unit Topic	Focus
Unit 1 Family Information	<ul style="list-style-type: none">• Ages• Likes• Dislikes• Appearance• Wanting to go places
Unit 2 School Life	<ul style="list-style-type: none">• Subjects studied• Opinions• Timetable• Days of the week• Times
Unit 3 Indicating Needs and Items	<ul style="list-style-type: none">• This, that is not, what is this? In English/Japanese
Unit 4 Dining Out	<ul style="list-style-type: none">• Foods, Drinks, Ordering, Gratitude, Suggesting, Polite Requests

Assessment

Assessment items used in Japanese involve comprehending and composing Japanese communication in exams and projects. Comprehending tasks including listening and reading. Composing tasks include speaking and writing.

Expenses

One excursion or incursion each year may be offered. It is anticipated the cost would not exceed \$20.00 per year. Students may wish to participate in voluntary activities such as speech contests, language certificates, Japanese lunch days and restaurant evenings that incur an extra cost.

MEDIA ARTS IN PRACTICE

Elective Subject – One Semester Subject

Head of Department

Mrs Bonita Winters

Arts Department

Staffroom: NSR2

Telephone: 5573 8549

Email: bwint19@eq.edu.au

Necessary Foundational Skills

None, although artistic and computer skills are desirable.

Definition

The one Semester Media Arts course focuses on enhancing students' computer and artistic skills in the making, creating and appropriation of digital imagery. With an emphasis on the basic art and design principles of composition, colour and perspective, students will begin this course learning basic Photoshop skills, which will lead to enhanced photo manipulation. Digital Arts will introduce students to modern technology and students will learn the skills needed to operate Photoshop (a design program) and use a digital camera. Like Art, this course is mainly concerned with developing students understanding of visual expression in a practical manner. Furthermore, its literacy influences result in increased student reading comprehension skills, spelling and vocabulary knowledge.

Careers

With immersing technologies changing the way society communicates, such fields will emerge as the foundation for modern communication. Media Arts encompasses fields such as:

- Photography
- Photo-Journalism
- Advertising
- IT or Web Design
- Graphic Art/Design
- Animation
- Illustration
- Creative Arts

The Media Arts Pathway

Year 9 Media Arts forms the foundation for the Certificate II in Visual Arts (Photography) and Senior Media Arts in Practice (applied subject) course. However, skills developed in Digital Arts will also be beneficial for subjects such as Film, Television and New Media (OP subject) and Art (OP subject).

Year 9 Semester Subject Outline & Assessment

Introduction to Photoshop

- Photoshop Modules in colour, silhouette and photography

Image Manipulation

- Images, text, manipulation and reflection

Design Skills

- DVD/GAME Cover and Reflection
- Music festival poster and reflection

Personal Innovation

- Portfolio of their Work, along with new piece

Expenses

Compulsory Expenses include:

- The purchase of a USB computer memory stick, which can be purchased for the P & C Uniform and Stationary shop.

MUSIC

Elective Subject – One Semester Subject

Head of Department

Mrs Bonita Winters

Arts Department

Staffroom: NSR2

Telephone: 5573 8549

Email: bwint19@eq.edu.au

Necessary Foundation Skills

- Some knowledge of music, but this is not essential
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Definition

The subject Music is the investigation and development of musicianship skills through the study of a variety of musical styles and genres. It is focussed around the components of performance, composition and a wide range of repertoire (listening to and analysing musical examples). Music is the perfect complement for involvement in the Instrumental Music program, Musicals and other performing arts subjects.

Why Study Music?

- It's fun and challenging
- It helps you develop the life skills of logical and critical thinking and problem solving skills
- To appreciate different types of music and improve your ability to analyse and create music
- It develops memory, concentration and creativity
- To be able to sing and play a variety of instruments
- To develop a means of self-expression

List of possible topics to be studied:

- Film Music/Music of the Theatre
- Rock Music/Classical Music
- TV Themes and Music for Advertising
- Song Writing
- Musical Instruments
- Music from other countries

Learning Experiences

- Listening to a variety of music
- Analysing music to understand its composition, function and origin
- Developing technical skills on a variety of instruments; keyboard and guitar.
- Preparing for performances – solo and ensemble (classroom and extra-curricular)
- Integrating technology associated with music
- Developing the skills to be able to write your own music

Pathways

This subject prepares you for Music in Year 10, 11 and 12. Students will exit with a knowledge and understanding of a variety of Music genres and increased performance and composition skills. Life skills such as problem solving and working with others will have been further developed.

Please Note: *If you want to study Music in Years 11/12 you must study Music in Year 9 and Year 10.*

Careers

Please refer to various websites for comprehensive information available to help you with your future career options eg.

www.gooduniversitiesguide.com.au/careers/browse/m

www.education.gov.au

Assessment

- Performances: Group and Solo
- Composition tasks
- Written Tests
- Research Assignments

Expenses

- Students may need to purchase Theory Books, and manuscript books
- Possible costs involved if students participate in excursions to performances

RECREATION & FITNESS

Elective Subject – One Semester Subject

Head of Department

Ms Nicole Turgeon

Physical Education Department

Staffroom: CSR2

Telephone: 5573 8527

Email: nturg1@eq.edu.au

Necessary Foundation Skills:

- Recommended for students who enjoy physical fitness and recreational activity and for students seeking employment in the recreation or fitness industry.
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Careers

Recreation Officer, Fitness Instructor, Gym Owner or Professional Coach.

Subject Pathway

- Recreation Industry and Fitness Industry
- Senior First Aid
- General Principles of Coaching – Level 1
- Certificate III and IV in Fitness
- Certificate III & IV in Sport & Recreation

Year 9 Subject Outline

- Assist in preparing and conducting sport or recreation sessions for the class
- Provide equipment for activities such as Track and Field carnival
- Maintain sport and recreation equipment at school
- Number of Recreational, Sport & Fitness activities eg. Indigenous games, jump rope for heart, orienteering, basketball and gym sessions.
- Safety/introduction to first aid/communicable disease/lifestyle disease

*This course has a **theory component** and students are expected to coach a sporting session to their peers, safety and behaving in a safe manner is an integral part of this course.*

VISUAL ART

Elective Subject – One Semester Subject

Head of Department

Mrs Bonita Winters

Arts Department

Staffroom: NSR2

Telephone: 5573 8549

Email: bwint19@eq.edu.au

Necessary Foundational Skills

None, though basic drawing and painting skills are desirable. Students must show a keen interest in art and be able to express ideas and modify imagery.

Definition

The Visual Arts is a powerful means of communication. Art allows students to visually respond to, comment upon and express their personal ideas, thoughts, feelings and opinions through a diverse variety of media areas including drawing, painting, sculpture and printmaking. The Year 9 Art course is a six month subject (One Semester) that is centred on the acquisition of skills and the learning of art making techniques. Students will learn how to draw, paint, print and sculpt whilst developing and extending their creativity and artistic skill. Students will be provided with a variety of opportunities to create, develop, explore and analyse artworks through practical and theory based classroom activities and art workshops.

Careers

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic (style/expression). There are ranges of careers, which require creative, thinking and artistic ability, some of these include:

- Gallery and Exhibition Curator
- Gallery Director
- Commercial Artist
- Freelance Artist
- IT or Web Design
- Designer – Fashion, Graphic, Interior, 3D/Set
- Set Construction
- Architect
- Textile Designer
- Animator
- Interior Decorator
- Make-Up Artist
- Printer
- Photography
- Photo-Journalism
- Illustration
- Advertising
- Artist
- Teacher (Visual Art, Design, Photography)

The Art Pathway

The Year 9 Art course forms the foundation for the Year 10 course and the Year 11/12 Senior Art (general subject) course. However, skills developed in Art will also be beneficial for subjects such as Senior Media Arts in Practice (applied subject) and Certificate II in Visual Arts (Photography). From there, successful Visual Art students may seek early or regular entry into TAFE or University to further study in a multitude of Arts Industries.

Year 9 Subject Outline & Assessment

Australian Art

Focus:

Students are to create artworks based on the concept and history of Australian Art. Students explore how Australian artists throughout history and present day respond to the notion of Australian identity.

Students are exposed to a variety of different 2D and 3D art media and techniques throughout the subject.

Assessment:

Body of Work and Visual Art Diary (Making)

Art Appraisal and Art reflection (Appraising)

Media:

2D and 3D

Expenses

Students are required to purchase a Visual Art diary, approximately \$7 from Uniform Shop. The Arts Department provides all basic requirements for art materials. If student has a need for specialist materials these will need to be met by the student.