



# MANSFIELD STATE HIGH SCHOOL

## YEAR 8 into YEAR 9

### COURSE SELECTION BOOKLET

NAME: \_\_\_\_\_

2018 SDP: \_\_\_\_\_

A replacement copy will incur a charge of \$10

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At

# Mansfield State High School

**WE TAKE PRIDE IN:**

- high academic standards
- high standards of behaviour
- high standards of presentation
- achievement through maximum effort
- cultural, service and sporting achievements
- embracing individual differences
- valuing the contribution of all individuals
- promoting individual self-esteem
- promoting and utilising technology appropriately
- promoting quality leadership and teamwork
- a rewarding partnership between school and community.

**WE ARE COMMITTED TO:**

- promoting the best interests of students
  - personal achievement and success
  - accepting personal accountability.
- 

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## YEAR 9 & 10 COURSE SELECTION INFORMATION

### CURRICULUM STRUCTURE

Mansfield State High School's Junior School Curriculum is organised within Learning Areas – with the vital additions of the Student Development Programme, the Mansfield Activity Programme (MAP).

Students must study the following CORE subjects and select ELECTIVE units (either six months long or whole year); to see the actual choices in brief, the Year 9 Selection Sheet at the back of this book needs to be consulted.

YEAR 9	YEAR 10 (Semester 1)	YEAR 10 (Semester 2)
English	English	English
Mathematics	General Mathematics or Mathematical Methods	General Mathematics or Mathematical Methods
Science	Elective 1	Elective 1
History (1 Semester)	Elective 2	Elective 2
HPE (1 Semester)	Elective 3	Elective 3
Elective 1	Elective 4	Elective 4
Elective 2		

### A MESSAGE FOR STUDENTS AND THEIR PARENTS

This booklet is provided to assist students and their parents in making an appropriate selection of subjects for Year 9. The following is a guide as to how to make the selection process a little easier.

1. Peruse the sample **SELECTION SHEET** indicating the compulsory subjects and the number of elective units to be studied.
2. **READ ABOUT THESE UNITS** in the main part of the booklet.
3. Check the **PATHWAYS MAP** for that Learning Area to see where the unit is heading and whether there are any prerequisite units.
4. Attend the **YEAR 8 INTO 9 SUBJECT SELECTION EVENING** with your parents.
5. After making your final selection, complete the **real SELECTION SHEET** and return it to the **Deputy Principal's office**.

A wise choice of subjects has an important bearing on happiness at school, success in studies and the range of options available for further study or for entry to a desired vocation. Members of the administration and teaching staff, and the Guidance Officers, will provide assistance to parents in selecting the best combination of subjects for their children. The final decision will rest with the parent and student.

## YEAR 9 COURSE SELECTION INFORMATION CONTINUED

The Junior School Curriculum has been developed on the basis of certain beliefs about the compulsory years of schooling. These beliefs include:

- Junior schooling should provide a broad based general education.
- Individual students are important. Curriculum pathways must be appropriate to the needs and abilities of each student, including processes to enable students to progress at varying rates.
- Students' career options should be kept open for as long as possible.
- Success comes from commitment and effort.
- Students must accept ownership of responsibility for their learning.

## BOOKLET OVERVIEW

After the introductory pages each Faculty has a section. In each section some of the aspects you will find are:

- Subject Pathway Map – a visual map of the relationship of each semester unit to all the units in a particular area. The links are shown in the diagrams and should be read from top to bottom
- Semester Unit Electives – gives more detail about each unit including PREREQUISITES (units to be undertaken before studying other units).

## SELECTION ADVICE

There are many important decisions you have to make at school. Some of the most important are concerned with the choice of subjects. For Years 9 and 10 you select a number of semester units to make up an appropriate course. For Years 11 and 12 you select six subjects, which are usually done continuously for two years.

When making your selections, keep in mind:

**SELECTION RULES** as stated in this booklet

- your INTERESTS
- your ABILITIES
- PREREQUISITES
- possible CAREER needs
- electives to lead towards SENIOR studies
- COSTS.

Do **NOT** take or avoid a unit simply because:

- one person says it is good or bad
- your friends are, or are not, taking it
- you think it is easy or difficult
- you like or dislike the teacher
- only boys or girls tend to take the subject.

In addition to the Guidance Officers, the following sources of information on subjects, courses and careers may prove useful:

- Jobguide – available in our Resource Centre or from the Guidance Officers, as well as online at [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) OR [www.gooduniversitiesguide.com.au](http://www.gooduniversitiesguide.com.au).
- Australia's Career Information Service, called myfuture, at [www.myfuture.edu.au](http://www.myfuture.edu.au).
- The QTAC Guide – for occupations requiring university study or study in full-time TAFE diploma or advanced diploma courses or online at [www.qtac.edu.au](http://www.qtac.edu.au).
- The Department of Employment and Training website at: <http://training.qld.gov.au/>

## **SOME ADDITIONAL NOTES**

- Many subjects have selection rules with identified prerequisite and/or compulsory units. These rules and prerequisites must be obeyed. Where prerequisites are stated, if students can demonstrate they already have similar knowledge and skills that would have been gained from completion of this prerequisite unit, they may undertake the next level of the unit after agreement with the Head of Department.
- In some strands a number of units is offered. In these strands students will be brought together. Whilst every effort will be made to form classes for particular units, formation of classes for fewer than a viable number of students cannot be guaranteed.

## **WHAT CAN PARENTS DO TO HELP THEIR CHILDREN BE SUCCESSFUL?**

- Don't assume responsibility but rather support your students in taking responsibility for their own education. A good way to do this is to ask them lots of questions rather than answering their questions. If students have to think, they should learn.
- Ensure that your students have a suitable place to study.
- Regularly ask to peruse your student's books, work and homework. Write comments in the books and ask for the teacher to sign below your comments.
- Much ground can be made by showing an interest in what is happening and by helping students develop habits of industry and responsibility.

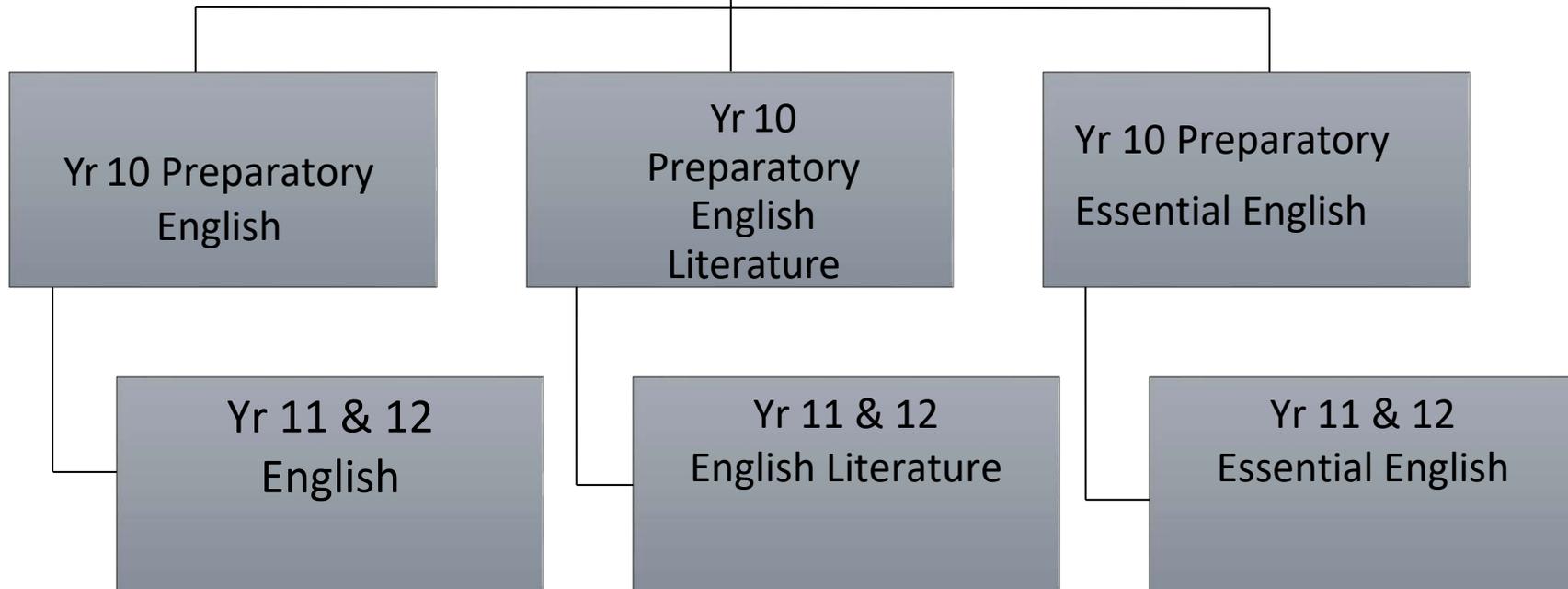
Best wishes to our students with their studies.



Karen Tanks  
Principal

# ENGLISH FACULTY

## YEAR 9 ENGLISH



## GENERAL INFORMATION - ENGLISH

English is the official language of our country. With a history spanning more than 1500 years, it is spoken in more parts of the world than any other language, and by more people in the world except Chinese. Mastery of English allows participation in all spheres of Australian society, and increasingly in a global society. English is also one of the predominant languages of the Internet.

English (Australian Curriculum) is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

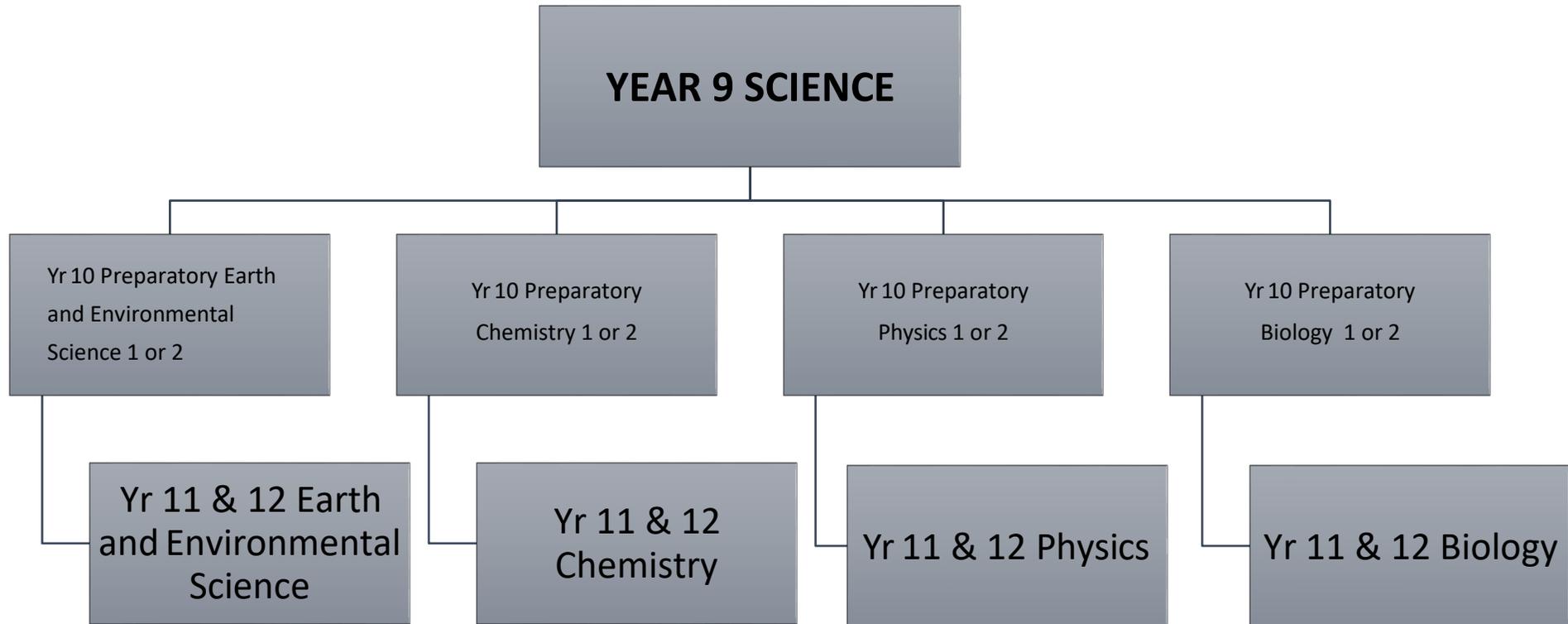
- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

Our Junior English Programme is designed to promote students' capacity to use English to:

- express and assist in fulfilling their everyday needs
- develop, maintain and express their personal sense of identity in diverse settings
- establish and maintain relationships with others
- organise their thoughts and learn about the world
- reflect upon their experiences, thoughts and feelings and share these with others
- obtain and provide information, direction and advice
- make decisions and solve problems involving themselves and others
- evaluate the relevance, quality and perspectives of their own and others' speech, writing and visual communication
- participate in recreational and vocational activities and in further study
- appreciate and contribute towards their own and others' cultural heritages
- contribute to the shaping of their communities and of their own future as active and informed citizens.

In this way, students should develop life-long learning skills so they can take their place as active and informed citizens, participating fully in the society of the future.

# SCIENCE FACULTY



## GENERAL INFORMATION - SCIENCE

Humans are innately curious about their world. Science, as a 'way of knowing', is used by people to explore and explain their experiences of phenomena of the universe. It is a process for constructing new knowledge. Science is a part of the human quest for understanding and wisdom and reflects human wonder about the world. The study of science as a 'way of knowing' and a 'way of doing' can help students reach deeper understandings of the world.

Science education involves students and teachers working together as each constructs new understandings and compares their current ideas with those of the scientific community. Such collaboration challenges students, contributes to a sense of personal success as lifelong learners, and can generate a passion for learning and seeking new insights.

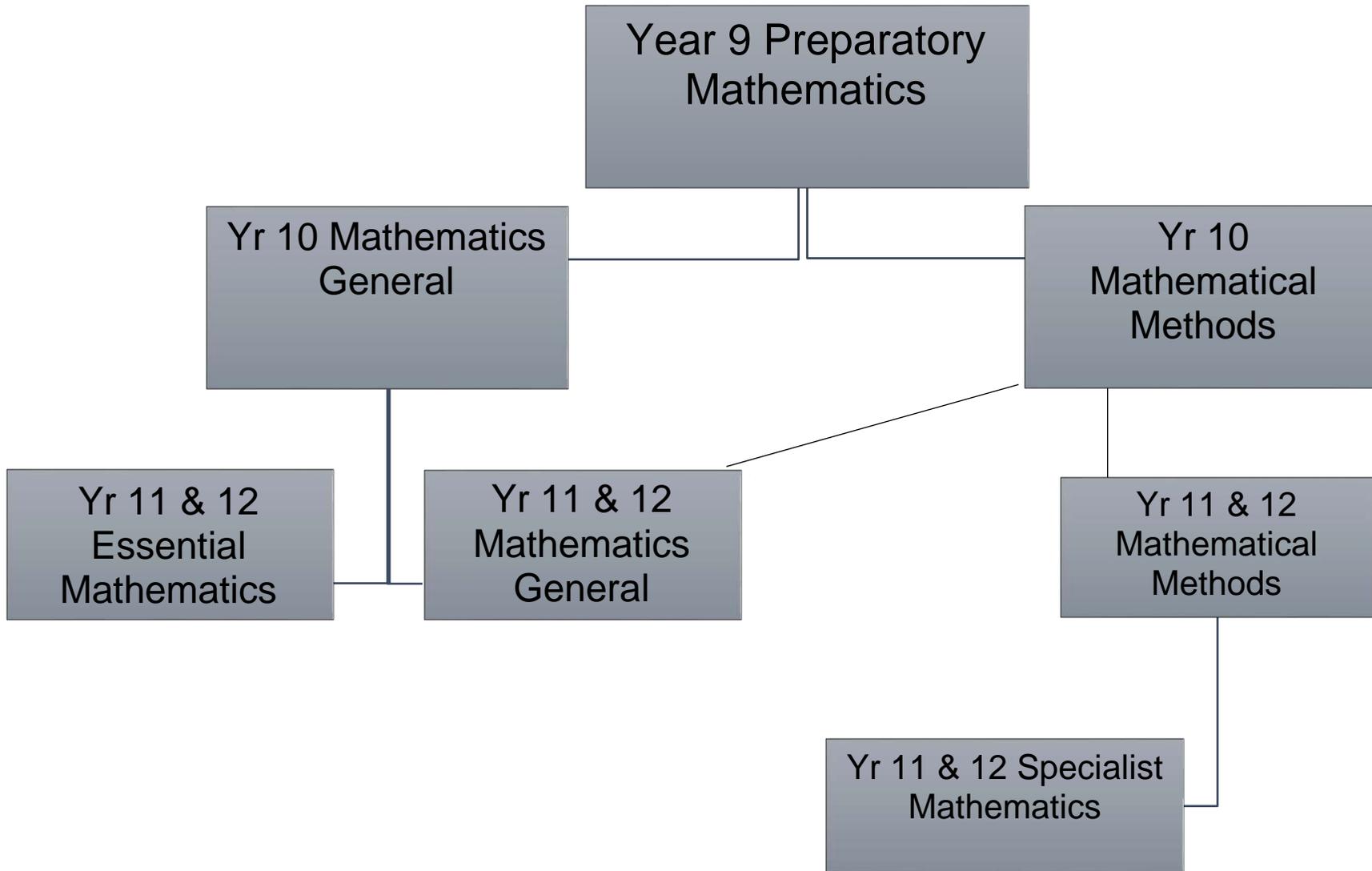
Science is compulsory for all students in Years 7, 8 and 9. In each semester of Year 10, students have the choice of electives including Biology, Chemistry, Earth and Environmental Science or Physics. Each year 10 student can elect to study a maximum of two science subjects per semester with pathways to senior subjects from each course.

By the end of Year 9, students will examine, inquire and explain chemical processes in terms of atoms and energy transfers and describe the importance of chemical reactions as well learning to form hypotheses and investigate data. They will explain global features and events in terms of geological processes and timescales and analyse how biological systems function and respond to external changes by evaluating explanations using scientific knowledge.

Topics to be covered during Year 9 Science	
Term 1	<p><b>Physical Science</b> In unit 1, students examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model. Students will have opportunities to form hypotheses and investigate quantitative and qualitative data and information on the flow of electrical energy and heat energy. They use these findings, scientific knowledge and prior understanding to form conclusions. Students will evaluate explanations and claims using scientific knowledge. They will assess energy efficiencies in house design and use of electrical appliances for heating and cooling to make informed decisions about the influence of science and technology on energy use. In unit 2, students build on their knowledge of energy transfer to include the wave-based models of energy transfer related to sound and light. Students investigate wave motion and how different mediums affect sound and light transfer. They explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. Students design and conduct investigations to transmit a form of energy through a medium using available equipment and materials. They analyse experimental and second-hand data and identify relationships within the data.</p>
Term 2	<p><b>Chemical Science</b> In this unit, students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. Students will apply their understanding by investigating the structure of isotopes and consider the processes and products of radioactive decay, including radiation. They may also explore technological developments that have aided scientists in the development of scientific theories. Students will be able to explain natural radioactivity in terms of atoms and energy transfers. Students will also engage in the exploration of chemical reactions and the application of these in living and non-living systems. They develop understanding that chemical change involves the rearranging of atoms to form new substances. Students examine energy transfer in reactions, the nature and reactions of acids, corrosion, combustion as well as the conservation of mass in chemical reactions. Students engage in investigations that examine chemical reactions, such as; photosynthesis and respiration, ocean acidification and instant cold packs that continue to develop their scientific inquiry skills. Students will be able to analyse trends in data and use appropriate language and representations when communicating their findings and ideas to specific audiences.</p>

Term 3	<p><b>Biological Science</b> In this unit, Responding to Change, students will engage in the exploration of concepts of change and sustainability within an ecosystem. They outline how essential requirements for life are provided through a coordinated approach. Students analyse and predict the effects of the environment on organisms and discuss how organisms respond to changes in the environment. It focuses on engaging students in the understanding that all life is connected through ecosystems and changes to its balance can have an effect on the populations and interrelationships that exist. It allows students to analyse data and develop related recommendations, including ethical considerations. It provides students with an opportunity to investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems.</p>
Term 4	<p><b>Earth &amp; Environmental Science</b> Students will understand Earth's current land masses originate from the supercontinent Pangaea. They will also model and investigate geological processes involved in Earth movement. Students will compare different types of tectonic plate boundaries and the tectonic events which occur at these boundaries. They may also explore technological developments over time and through historical events (e.g. World Wars) that have aided scientists in the development of tectonic plate theory. Students will be given a claim relating to our current knowledge of tectonic plate theory and will be required to develop a research question which they will investigate. They will perform systematic and effective analysis of qualitative and quantitative data to identify relevant research to answer the question in an insightful manner.</p>

# MATHEMATICS FACULTY



## GENERAL INFORMATION – MATHEMATICS

Mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. Mathematics assists individuals to make meaning of their world. The use of mathematics empowers individuals to distil the essence of life experiences into universally true abstractions and, at the same time, to apply these abstract ideas to interpret new situations in the real world. Mathematical concepts and the processes of mathematical analysis and justification provide a unique and coherent framework for explaining a myriad of physical and social phenomena.

Mathematics has evolved within and across cultures, developing in response to cultural needs and ways of viewing and interpreting a range of life situations and providing a sense of order in the world. The diversity of thinking, reasoning and working mathematically in response to life situations has characterised, and will continue to characterise, the evolution of mathematics.

At the personal level, the most obvious use of mathematics is to assist in making informed decisions in areas as diverse as buying and selling, home maintenance, interpreting media presentations and forward planning. The mathematics involved in these activities includes analysis, financial calculation, data description, inference, number, qualification and spatial measurement. The generic skills developed by mathematics are also constantly used at the personal level.

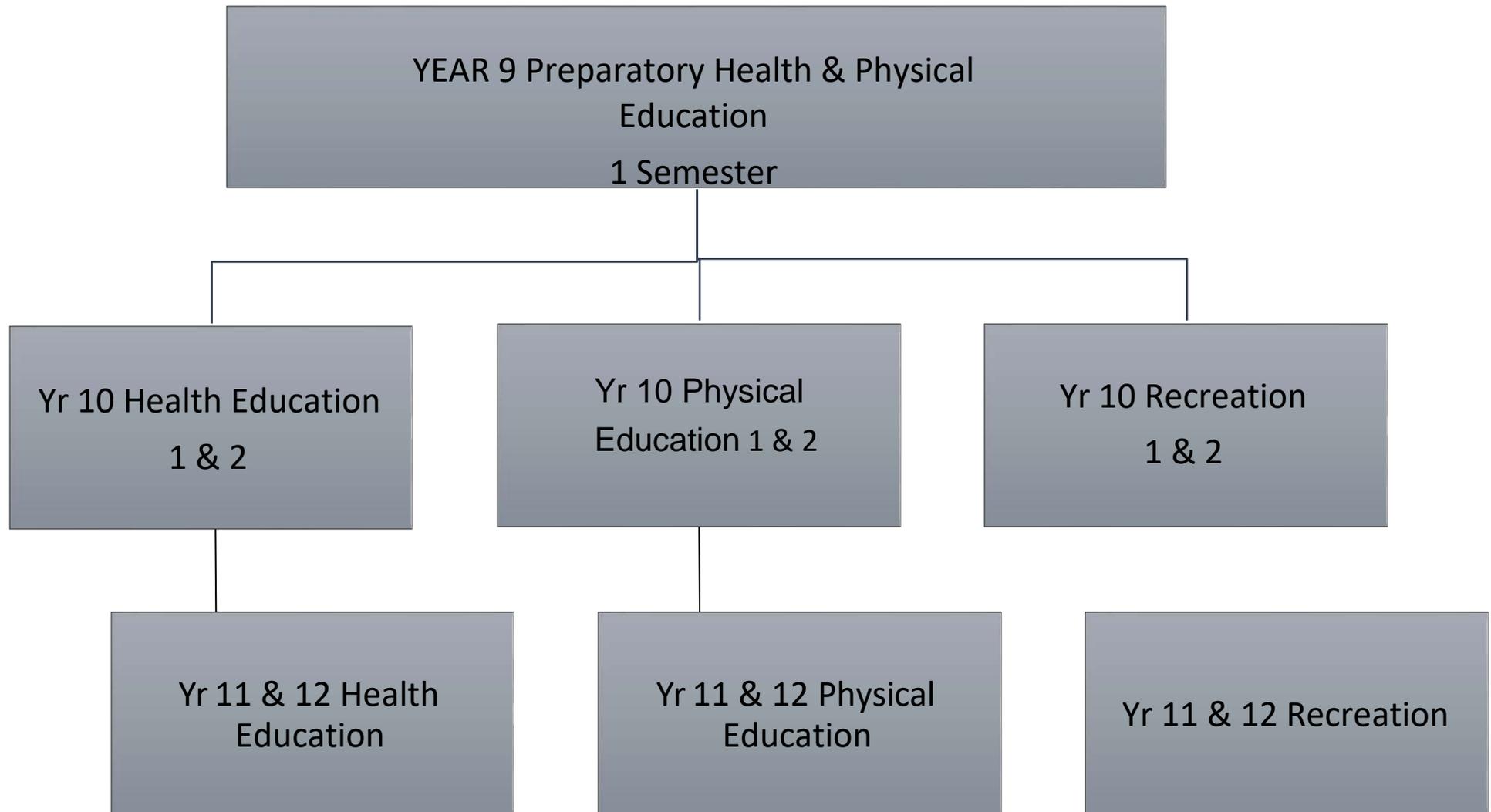
Mathematics is compulsory for all students in Years 7, 8, 9 and 10. At the end of Year 9, students will be advised by their teachers as to which level of Mathematics they are recommended to study in Year 10. The options will be Mathematics General or Mathematical Methods. These two options meet the prerequisites for the respective Year 11 and 12 Mathematics General and Mathematical Methods subjects. Throughout Year 10, students will have the opportunity to change the option chosen should the need arise. These changes are made through discussion with the teacher and Head of Department.

<b>Year 8 Compulsory Topics Covered:</b>	<b>Year 9 Compulsory Topics Covered:</b>
Financial Maths	Financial Maths
Ratio and Rates	Indices and Surds
Indices	Ratio and Proportion
Algebraic Expressions	Algebraic Operations
Solving Equations	Linear Equations
Functions	Quadratic Equations
Length, Area and Volume	Length, Area and Volume
Right Angled Triangle	Trigonometry
Statistics	Statistics
Probability	Probability
Geometry	Circle Geometry
	Coordinate Geometry

In terms of selection of Mathematics subjects for Years 11 and 12, the following applies:

- Success in the subject Mathematics General in Year 10 will provide the student with the necessary skills to do well in Year 11 Mathematics General in 2019.
- Success in the subject Mathematical Methods in Year 10 will allow the student to undertake Mathematics Methods in 2019 and if desired, Mathematics Specialist in 2019.
- For students who study Mathematical Methods in Year 10, but who have some difficulties with the algebra component of the course, it is recommended they study Mathematics General in 2019 in Senior.

# HEALTH AND PHYSICAL EDUCATION FACULTY



## GENERAL INFORMATION - HEALTH & PHYSICAL EDUCATION

The HPE Learning Area reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society. Active engagement in physical activity is a major emphasis in this Learning Area. Consequently, students are challenged to use this medium to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

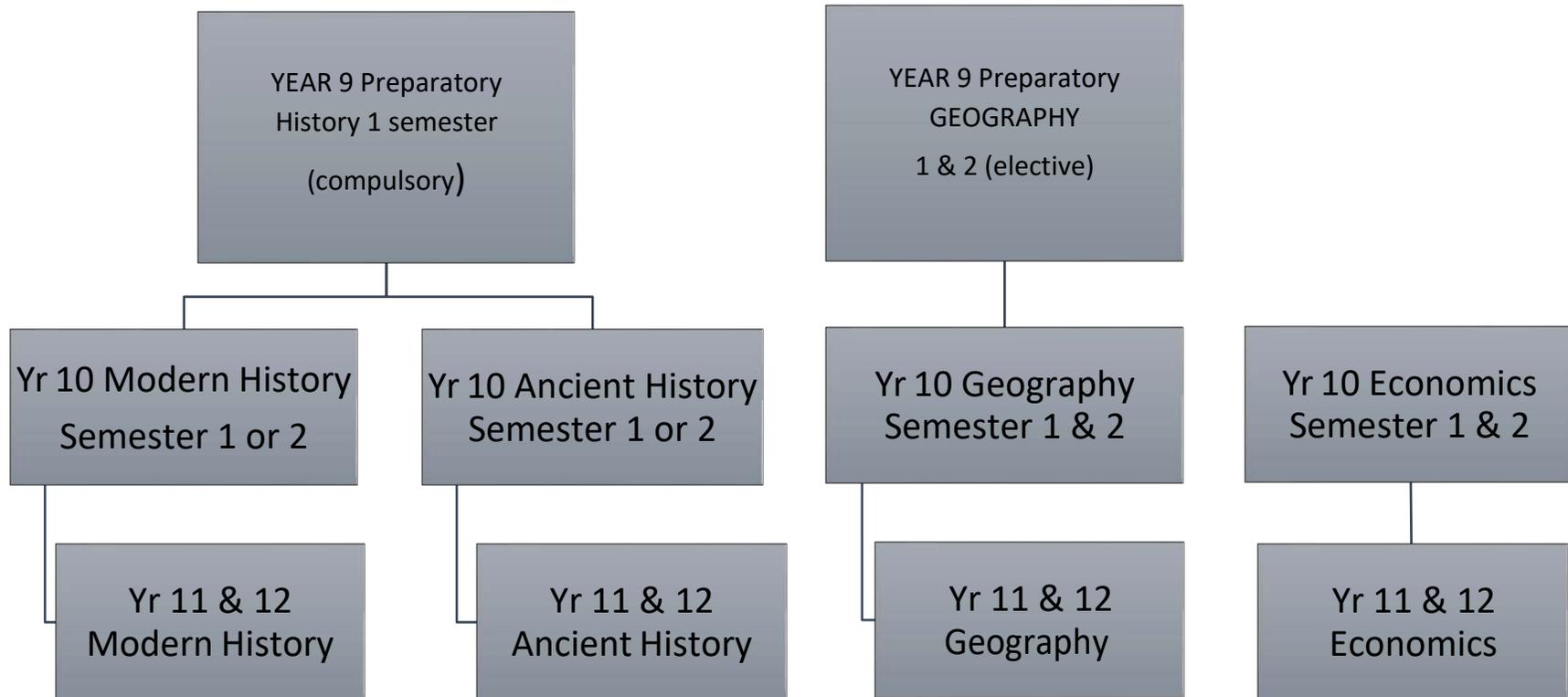
- promoting the health of individuals and communities
- developing concepts and skills for physical activity
- enhancing personal development.

Health and Physical Education is one of the core areas studied by students in Years 7, 8 and 9 at Mansfield High School.

In Years 7, 8 and 9, Health and Physical Education is compulsory. In Year 10, Health and Physical Education is not compulsory, but students have the opportunity to select one of three elective units. These units are offered over both semesters in Year 10. They focus on health strategies, physical activity, theories underpinning performance improvement, health, nutrition, and relationships.

<b>SUBJECT CODE</b>
HPE091/HPE092
<b>SEMESTER TITLE</b>
Health and Physical Education
<b>PREREQUISITE</b>
Nil
<b>COURSE DESCRIPTION</b>
This semester in theory students will be examining training methods and personal harm minimisation techniques. During practical lessons they will focus on “fun, fitness and skill,” through a variety of sports.
<b>ASSESSMENT</b>
Assessment will centre on: <ul style="list-style-type: none"><li>• Reflective essay</li><li>• Research Report</li><li>• Ongoing practical assessment</li></ul>
<b>COST &amp; MATERIALS</b>
Approx. \$10; HPE uniform; Ring Binder/ dividers/ A4 paper.

# HUMANITIES FACULTY



## GENERAL INFORMATION - HUMANITIES

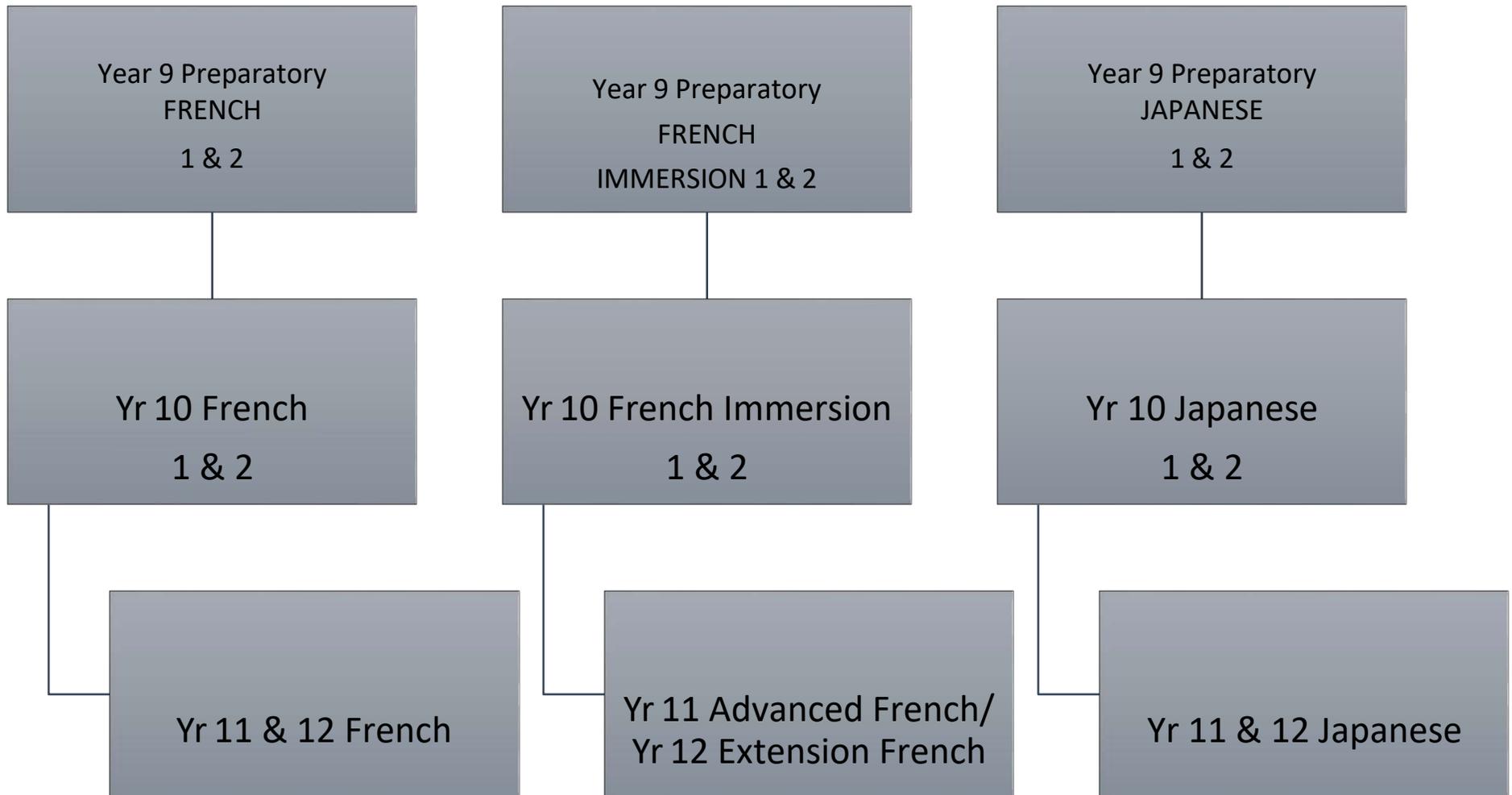
Humanities subjects involve investigations of controversial and challenging issues. The Humanities subjects promote critical thinking which lies at the core of the problem solving skills required in the 21<sup>st</sup> century. This Learning Area encourages young people to be active participants in their world. Students develop abilities to respond to local as well as global issues and to apply strategies for making informed decisions. Students learn to critically evaluate sources and write evidence based judgements.

The range of concepts, values and processes which underpin the Humanities subjects is drawn from disciplines including history, geography, economics, politics, sociology, anthropology, law, psychology and ethics. Consequently, these courses provide opportunities for students to develop the understanding and skills necessary for the study of these subjects in the Senior school.

<b>SUBJECT CODE</b>
GEG091 (Semester 1)
<b>SEMESTER TITLE</b>
Geography – Feeding the World
<b>PREREQUISITE</b>
Year 8 Geography
<b>COURSE DESCRIPTION</b>
This one semester course focuses on geographical issues including: <ul style="list-style-type: none"> <li>• Natural environments (biomes) of the world</li> <li>• The effects of changing environments on food production</li> <li>• Challenges to food production to feed Australia and the world.</li> </ul>
<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Practical Exercise - mapping, sketching, cross-sections, graphing</li> <li>• Research project / field report</li> <li>• Short answer and extended response test.</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. subject charge \$15; One large exercise book; coloured pencils; Field trip (approx. \$20).

<b>SUBJECT CODE</b>
GEG092 (Semester 2)
<b>SEMESTER TITLE</b>
Geographies of interconnections
<b>PREREQUISITE</b>
Year 8 Geography (GEG091A Feeding the World is not required as a prerequisite)
<b>COURSE DESCRIPTION</b>
This one semester course focuses on geographical issues including: <ul style="list-style-type: none"> <li>• How transport, trade and communication technologies are connecting people and places</li> <li>• How travel and tourism are impacting on places.</li> </ul>
<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Practical Exercise - mapping, sketching, cross-sections, graphing</li> <li>• Research project / field report</li> <li>• Short answer and extended response test.</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. subject charge \$15; One large exercise book; coloured pencils; Field trip (approx. \$20).

# LANGUAGES FACULTY



## GENERAL INFORMATION – LANGUAGES

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

The mainstream languages programs build on the skills developed during primary school. However, if a student is new to French or Japanese in Year 7, the foundation unit covers the significant language required to allow the student to progress in the language with ease.

All Year 7 students must study a LANGUAGE in addition to English for one semester.

All Year 8 students must study a LANGUAGE in addition to English for two semesters.

In Year 9 and Year 10, students may elect to study French or Japanese as an elective.

French and Japanese are subjects suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in languages can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

### FRENCH

French is the living and working language of over 300 million of the world's people. It is the official language of the United Nations and is used widely in international law, business and diplomacy.

The link between the French and English languages is very close so students are able to make meaningful progress very early in their studies. Students who study French have an opportunity to participate in our established exchange programs with France, Switzerland and New Caledonia.

### JAPANESE

Learning Japanese provides not only the ability to communicate with visitors from Japan, but also the possibility to use Japanese in a future career or on a visit to Japan, as business opportunities with Japan abound. Students who study Japanese have an opportunity to participate in our established exchange programs with Japan, and participate in several scholarship opportunities.

### FRENCH IMMERSION

The French program for French Immersion students does not depend on students having done any prior study of the French language. The total contact time with the French language across the immersion subjects and the support materials provided allow students who have not studied French in the primary school to quickly catch up.

Students choosing to study in the French Immersion program must study French in Years 7, 8, 9 and 10, as well as completing the study of Maths, History/Geography, and Science, in the French language. In addition to this in Years 9 and 10, students choose electives. When entering the program in Year 7, students are required to make a commitment to the program for its four-year duration.

<b>SUBJECT CODE</b>
FRX091
<b>SEMESTER TITLE</b>
Living well
<b>PREREQUISITE</b>
Year 7, 8 French Immersion
<b>COURSE DESCRIPTION</b>
This semester the students will learn about eating well and staying fit. They will also be describing past events and reliving precious memories.
<b>ASSESSMENT</b>
Students are assessed in four skills: Listening, Speaking, Reading and Writing. Students are assessed on a range of communicative tasks at least once per semester for each skill.
<b>COST &amp; MATERIALS</b>
Approx \$23 per semester

<b>SUBJECT CODE</b>
FRX092
<b>SEMESTER TITLE</b>
Relationships
<b>PREREQUISITE</b>
Year 7, 8 and Semester 1 Year 9 French Immersion
<b>COURSE DESCRIPTION</b>
This semester is about exploring present relationships and making future plans.
<b>ASSESSMENT</b>
Students are assessed in four skills: Listening, Speaking, Reading and Writing. Students are assessed on a range of communicative tasks at least once per semester for each skill.
<b>COST &amp; MATERIALS</b>
Approx \$23 per semester

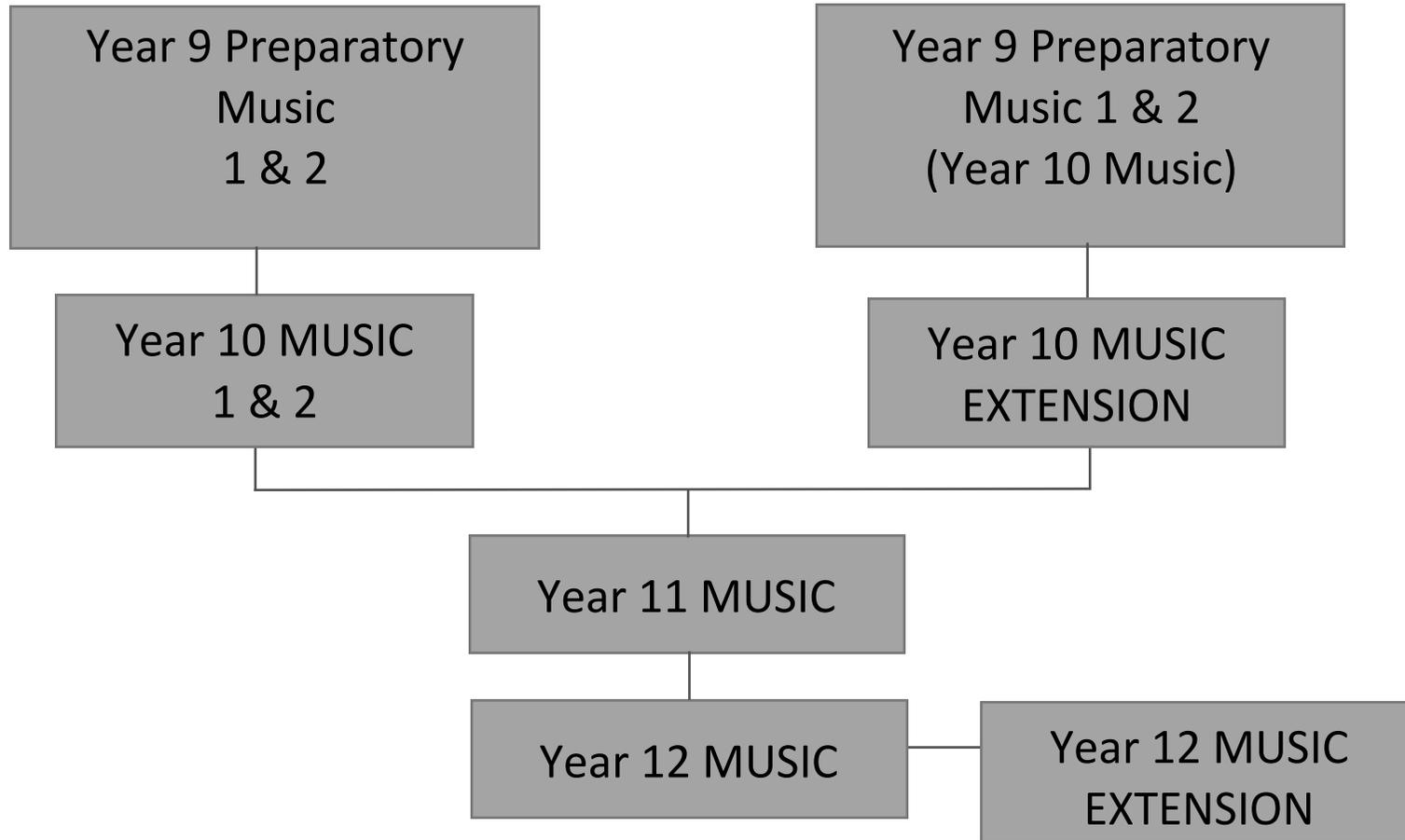
<b>SUBJECT CODE</b>
FRE091
<b>SEMESTER TITLE</b>
Home and away
<b>PREREQUISITE</b>
Year 8 French
<b>COURSE DESCRIPTION</b>
This semester the students will learn about daily routines and planning future holidays.
<b>ASSESSMENT</b>
Students are assessed in four skills: Listening, Speaking, Reading and Writing. Students are assessed on a range of communicative tasks at least once per semester for each skill.
<b>COST &amp; MATERIALS</b>
Approx \$23 per semester

<b>SUBJECT CODE</b>
FRE092
<b>SEMESTER TITLE</b>
Having fun
<b>PREREQUISITE</b>
Year 8 French and Year 9 Semester 1 French
<b>COURSE DESCRIPTION</b>
This semester is about hobbies, going out and visiting interesting places.
<b>ASSESSMENT</b>
Students are assessed in four skills: Listening. Speaking, Reading and Writing. Students are assessed on a range of communicative tasks at least once per semester for each skill.
<b>COST &amp; MATERIALS</b>
Approx \$23 per semester

<b>SUBJECT CODE</b>
JAP091
<b>SEMESTER TITLE</b>
Fantastic Families
<b>PREREQUISITE</b>
Year 7, 8 Japanese
<b>COURSE DESCRIPTION</b>
This semester is centred around families.
<b>ASSESSMENT</b>
Students are assessed in four skills: Listening. Speaking, Reading and Writing. Students are assessed on a range of communicative tasks at least once per semester for each skill.
<b>COST &amp; MATERIALS</b>
Approx \$15 per semester

<b>SUBJECT CODE</b>
JAP092
<b>SEMESTER TITLE</b>
Animals are Friends Too. Let's Have Fun!
<b>PREREQUISITE</b>
Year 7, 8 Japanese and Semester 1 Year 9 Japanese
<b>COURSE DESCRIPTION</b>
This semester is centred on animals and having fun with family and friends.
<b>ASSESSMENT</b>
Students are assessed in four skills: Listening. Speaking, Reading and Writing. Students are assessed on a range of communicative tasks at least once per semester for each skill.
<b>COST &amp; MATERIALS</b>
Approx \$15 per semester

# MUSIC FACULTY

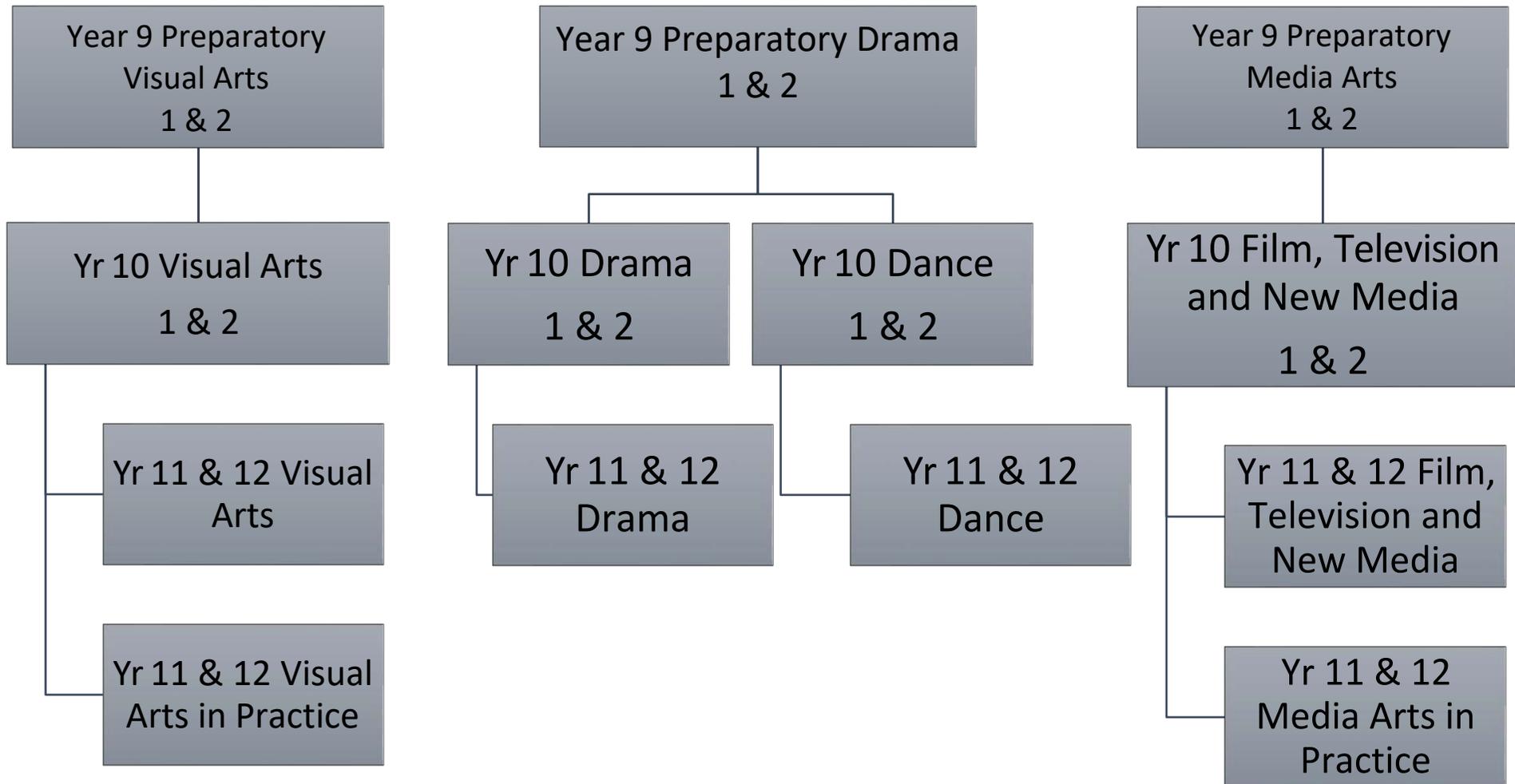


## GENERAL INFORMATION MUSIC

<b>SUBJECT CODE</b>
MUS091
<b>SEMESTER TITLE</b>
Minions to Mario – The Music of Film and Media
<b>PREREQUISITE</b>
Year 7 and 8 Music
<b>COURSE DESCRIPTION</b>
This semester, students will explore examples of music created for film, television, computer games and advertising. Students will explore the role and power of music in film and media; they will look specifically at how the elements of music are used by composers to: create mood and atmosphere, character, emotion, time and place or to persuade the listener. Through the composition of a short film, game or commercial score, students will demonstrate their understanding of the genre and the elements of music.
<b>ASSESSMENT</b>
Items of assessment may include: <ul style="list-style-type: none"><li>• Making – Composing – Students create a short composition to complement a film, video game or advertisement.</li><li>• Making – Performing – Students perform a work from the music of film, television, gaming or commercials. (May be small groups or individual.)</li><li>• Responding – Students will complete an exam relating to the analysis of repertoire.</li></ul>
<b>COST &amp; MATERIALS</b>
Approx. \$20. Earphones, Mixcraft and Sibelius computer software useful.

<b>SUBJECT CODE</b>
MUS092
<b>SEMESTER TITLE</b>
Thunder Struck – Contemporary Music
<b>PREREQUISITE</b>
Year 8 Music and MUS091
<b>COURSE DESCRIPTION</b>
This semester, students will explore examples of Contemporary Music. They will explore the roots of Contemporary popular music. Through the analysis and performance of Contemporary repertoire, students will gain an understanding of how the elements of music are used to create style.
<b>ASSESSMENT</b>
Items of assessment may include: <ul style="list-style-type: none"><li>• Making – Composing – Students create a composition reflecting the Contemporary identity.</li><li>• Making – Performing – Students perform a work from Contemporary repertoire. (May be small groups or individual.)</li><li>• Responding – Students will complete an assignment relating to the analysis of repertoire.</li></ul>
<b>COST &amp; MATERIALS</b>
Approx. \$20. Earphones, Mixcraft and Sibelius software useful.

# THE ARTS FACULTY



## **GENERAL INFORMATION –THE ARTS**

The Arts areas are widely recognised as powerful tools that contribute to the overall development of a student's personal, social and cultural identity. They are a means of expression and as such, give students the opportunity to learn about themselves and the world through the Arts. Students develop the knowledge, skills, processes and attitudes necessary to communicate their ideas, feelings and experiences.

Studies in the Arts are strongly recommended for all students as an appreciation of the arts contributes to a balanced education.

The Arts Department offers four subjects in the Junior School – Visual Arts, Drama, Dance, and Media Arts. All Arts subjects are organised through learning experiences and assessment in making and responding.

### **VISUAL ARTS**

Visual Art conveys meaning and knowledge about the world – history, culture, experience, and expression. Art Education develops critical thinking and creative problem solving in an increasingly globalised society, where an understanding of visual literacy enables students to be able to make sense of their environment. In Visual Arts students transform their visual perception and ideas into expression in a material form, via making experiences with a variety of media in two and three dimensions and digital experiences. Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks.

### **DRAMA**

The study of Drama gives students both the opportunity to explore the Drama art form for its own sake and to acquire vital communication and performance skills. It involves observing and empathising with people, characters and works from a variety of cultures. In their study of Drama, students may encounter content that challenges them or that is outside of the scope of their experience.

### **DANCE**

Dance is one of the few art forms that allows total expression of self, as well as being a form of exercise that offers a holistic approach to health including elements of physical, mental, spiritual emotional and social health. By becoming involved in Dance, students can expect to develop an increased understanding of the complex factors associated with dance and its place in Australia's culture. Students will use their bodies to express personal and ubiquitous concepts, exploring the diverse genres, styles and contexts of dance by the skill acquisition processes of choreography, performance and appreciation.

### **MEDIA ARTS**

All public information in the 21<sup>st</sup> century is mediated through channels of mass communication and non-linear media. They are an integral part of modern life and students come to school with a wide range of experiences with these texts. Opinion, argument, entertainment and 'social information' are all carried by the media, and through this course, students will develop critical thinking skills that are essential to negotiating the complex media landscape. Creative and digital-literacy skills enable students to think, question, create and communicate by designing, producing and critiquing film, TV and new media products.

<b>SUBJECT CODE</b>
ART091
<b>SEMESTER TITLE</b>
Contemporary Art 1
<b>PREREQUISITE</b>
Year 7 Art – C or above
<b>COURSE DESCRIPTION</b>
In Unit 1 students will focus on deconstruction, reconstruction and the idea of bio-mechanical creatures to create a sculptural piece using both ceramic and assemblage techniques. In Unit 2 the students use the idea of series and multiples to produce a series of mini-works using traditional and digital media. Media areas covered can include: drawing, collage, ceramics, photography, scanner art, lino printing and watercolour painting. The students will examine the works of contemporary artists in both units. Gallery visits to current exhibitions may occur as part of the course.
<b>ASSESSMENT</b>
Items of assessment may include: <ul style="list-style-type: none"> <li>• Making: major sculpture</li> <li>• Making: artworks in a series</li> <li>• Responding: a written research assignment or critique</li> <li>• Making/Responding: process work in a visual diary associated with research, ideas, developmental work and reflections</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$20. Equipment and text book hire, materials charges, visual diary.

<b>SUBJECT CODE</b>
ART092
<b>SEMESTER TITLE</b>
Contemporary Art 2
<b>PREREQUISITE</b>
Year 7 Art – C or above
<b>COURSE DESCRIPTION</b>
In Unit 1 students explore mixed media artworks and construction techniques to create wearable art pieces or constructed sculptural works and associated styled photoshoot. In Unit 2 students will examine a variety of art styles such as Cubism to use as influence in painting portraiture works in a contemporary context. Media areas/processes covered can include: drawing, design, assemblage and construction, photography and painting. The students will examine the works of traditional and contemporary artists in the course. Gallery visits to current exhibitions may occur as part of the course.
<b>ASSESSMENT</b>
Items of assessment may include: <ul style="list-style-type: none"> <li>• Making: minor and major wearable or sculptural art piece/s, photoshoot</li> <li>• Making: major painting/s</li> <li>• Responding: a written research assignment or critique</li> <li>• Making/Responding: process work in a visual diary associated with research, ideas, developmental work and reflections</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$20. Equipment and text book hire, materials charges, visual diary.

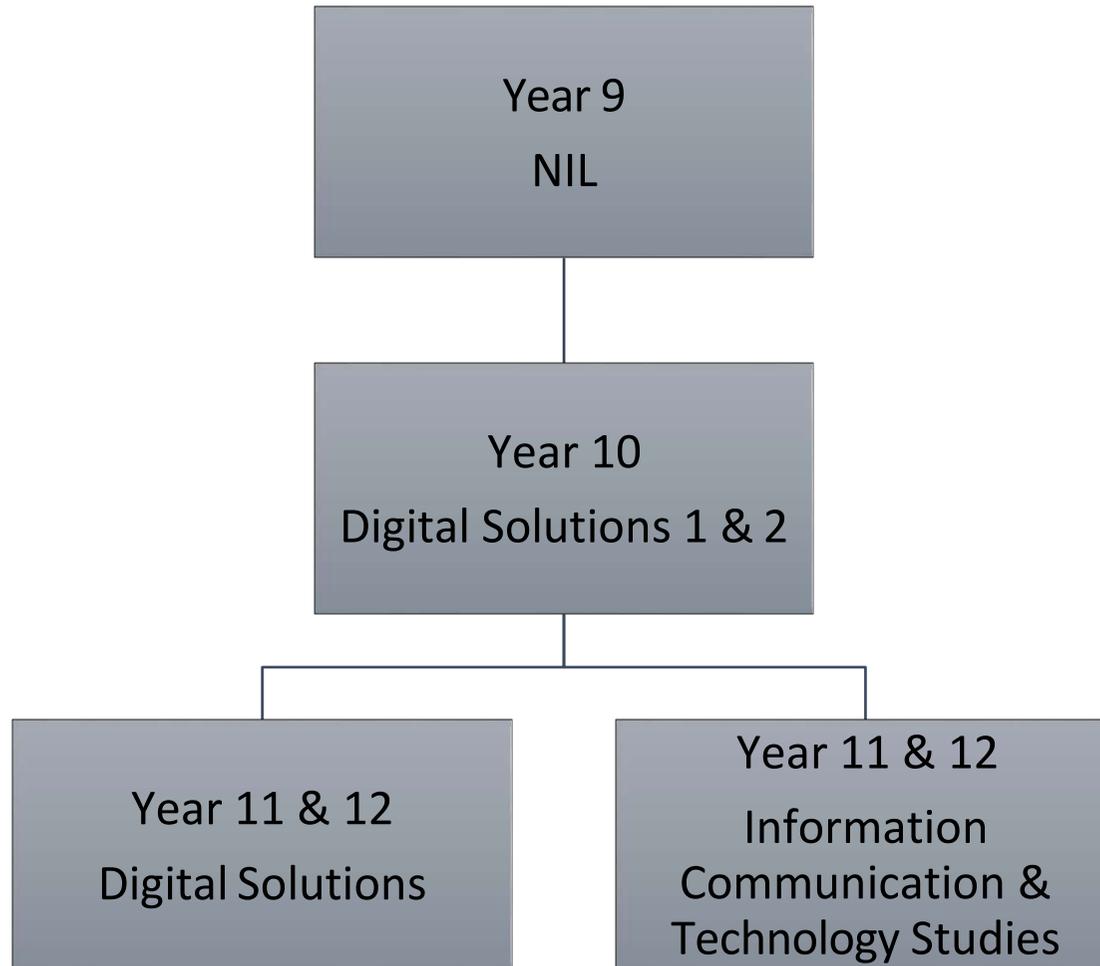
<b>SUBJECT CODE</b>
DRA091
<b>SEMESTER TITLE</b>
Welcome to Drama
<b>PREREQUISITE</b>
Year 8 English - C or above
<b>COURSE DESCRIPTION</b>
Students will explore the elements of drama through role play and dramatic movement. Through a variety of learning experiences and practical workshops students will gain an understanding of the skills required to improvise scenes, work collaboratively, present and polished performances and analyse performance for dramatic meaning. Relevant excursions and workshops will form part of the course.
<b>ASSESSMENT</b>
Items of assessment may include: <ul style="list-style-type: none"> <li>• Making: improvisation in response to a stimulus material</li> <li>• Making: presentation of a scene from a published play script</li> <li>• Responding: extended written response</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$10 / semester

<b>SUBJECT CODE</b>
DRA092
<b>SEMESTER TITLE</b>
Acting it Out
<b>PREREQUISITE</b>
Year 8 English - C or above
<b>COURSE DESCRIPTION</b>
Students will explore the techniques of communication and respond to dramatic works. They will become familiar with the features of expressive movement and develop and present their own movement piece in small groups. Students will learn breathing, vocalisation and articulation techniques as well as stage directions, and basic stage design. Students will analyse the features of effective theatre for children and devise characters through the development of a scripted clowning routine performed in small groups for an audience. Relevant excursions and workshops will form part of the course.
<b>ASSESSMENT</b>
Items of assessment may include: <ul style="list-style-type: none"> <li>• Making: development and presentation of a movement piece</li> <li>• Making: development and presentation of a clowning routine</li> <li>• Responding: extended written response</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$10 / semester

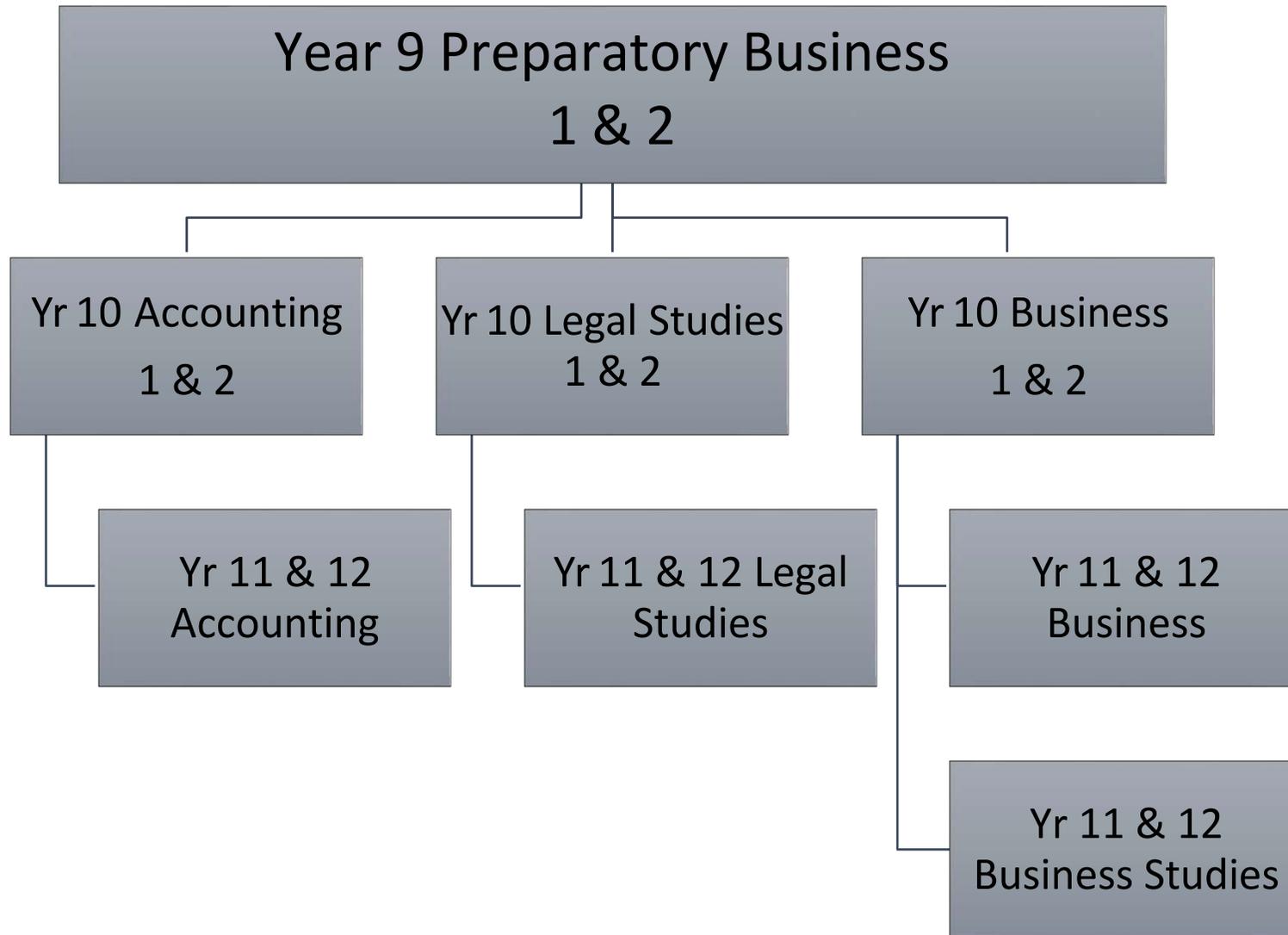
<b>SUBJECT CODE</b>
MED091
<b>SEMESTER TITLE</b>
Playing with Pixels: Introduction to Animation
<b>PREREQUISITE</b>
Year 8 English - C or above
<b>COURSE DESCRIPTION</b>
Students explore the history of animation and compare traditional and digital animation techniques. Elements of film language such as shot types, angles and camera movement are examined through the design and production of a short narrative animation. Students will also analyse the way in which different institutions such as Pixar and Aardman studios use the animation genre to create a distinctive visual style.
<b>ASSESSMENT</b>
Items of assessment may include: <ul style="list-style-type: none"> <li>• Making Design: treatment and Storyboard (design a short animated film)</li> <li>• Making Production: animation (produce a short narrative animation)</li> <li>• Responding: analytical essay (one animation studio)</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$20. Equipment and text book hire, materials charge, portable hard drive or large capacity USB essential for backing up work, display folder.

<b>SUBJECT CODE</b>
MED092
<b>SEMESTER TITLE</b>
Home Grown: Australian Film and Television
<b>PREREQUISITE</b>
Year 8 English - C or above
<b>COURSE DESCRIPTION</b>
Students extend their knowledge of film languages to analyse codes and conventions within Australian productions. Students will explore the history of the Australian Film and Television industry as well as how various genres are created. Students will develop a clear understanding of how characters, settings and mise en scene contribute to the narrative of a film.
<b>ASSESSMENT</b>
Items of assessment may include: <ul style="list-style-type: none"> <li>• Making Design: script (creation of new scene for an existing television show)</li> <li>• Making Production: opening scene (filming and editing a scene for an existing television show)</li> <li>• Responding: short response exam (paragraph responses to analysis questions)</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$20. Equipment and text book hire, materials charge, portable hard drive or large capacity USB essential for backing up work, display folder.

# INFORMATION TECHNOLOGY FACULTY



# BUSINESS EDUCATION FACULTY



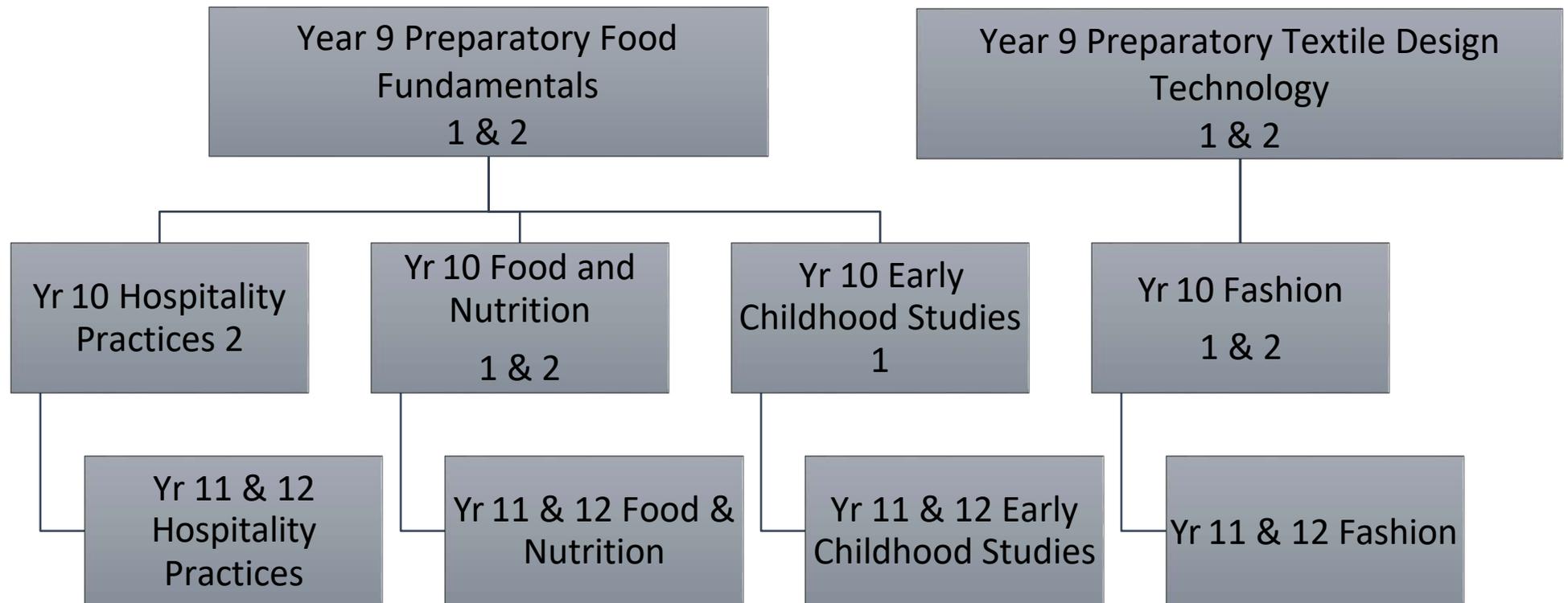
## GENERAL INFORMATION - BUSINESS EDUCATION

Business activity affects the daily lives of everyone as they work, spend, save, invest, travel, and play. It influences jobs, incomes, and opportunities for personal enterprise. Business has a significant effect on the standard of living and quality of life of individuals, and on the environment in which they live and which future generations will inherit. Eventually, all students will encounter the world of business, whether they work in urban or rural areas. They must be prepared to engage in business activity with confidence and competence. Young people need to understand how business functions, the role it plays in our society, the opportunities it generates, the skills it requires, and the impact it can have on their own lives and on society, today and in the future. Students develop knowledge, practices and approaches to critically analyse business and legal situations, confidently meet their needs and wants and respond to business opportunities. Students learn in contexts that are familiar, practical and relevant. Business, enterprise and the law are important for young people in secondary school as it is at this time student gain a degree of independence in accumulating and managing finances, making decisions about choosing products and services and acquiring legal rights and responsibilities as citizens.

<b>SUBJECT CODE</b>
BST091
<b>SEMESTER TITLE</b>
Money Matters
<b>PREREQUISITE</b>
Nil
<b>COURSE DESCRIPTION</b>
Students explore what it means to be a consumer, and a worker, and the role of the government in the market. They investigate the rights and responsibilities of consumers in terms of financial and economic decision-making. Students consider the influences on the ways people work and factors that might affect work in the future. This course focuses on developing life-long skills relating to being a smart consumer and managing personal finances.
<b>ASSESSMENT</b>
Items of assessment include: Supervised exam, individual project.
<b>COST &amp; MATERIALS</b>
Approx. \$10 subject cost; A4 Note Book; A4 Display folder.

<b>SUBJECT CODE</b>
BST092
<b>SEMESTER TITLE</b>
Let's plan a Business
<b>PREREQUISITE</b>
BST091 (Money Matters) and demonstration of reliability, effort, attitude and regular attendance.
<b>COURSE DESCRIPTION</b>
Students investigate the importance of small business to the Australian Economy, the characteristics of successful businesses, and how entrepreneurial behaviour contributes to business success. Students develop knowledge and skills to plan and run a business venture (in teams) for Market Day. As Students are working in teams and dealing with cash, students who have demonstrated the prerequisite qualities will participate in the team project- Market Day. Students who have not demonstrated the prerequisite qualities may be given an alternative individual project.
<b>ASSESSMENT</b>
Items of assessment include: Supervised exam, group project.
<b>COST &amp; MATERIALS</b>
Approx. \$10 subject cost; A4 Note Book; A4 Display folder.

# PRACTICAL ARTS FACULTY – HOME ECONOMICS



## GENERAL INFORMATION – HOME ECONOMICS

Home Economics develops life skills which promote individual and family health and well-being. It develops practical skills relating to families, food and nutrition and/or textiles and sewing.

The units offered in Home Economics are all Elective Units. They are designed to provide basic skills for students in a number of areas: Hospitality, Early Childhood, Textile Applications, and Food and Nutrition. The units have been written as progressive units within four strands:

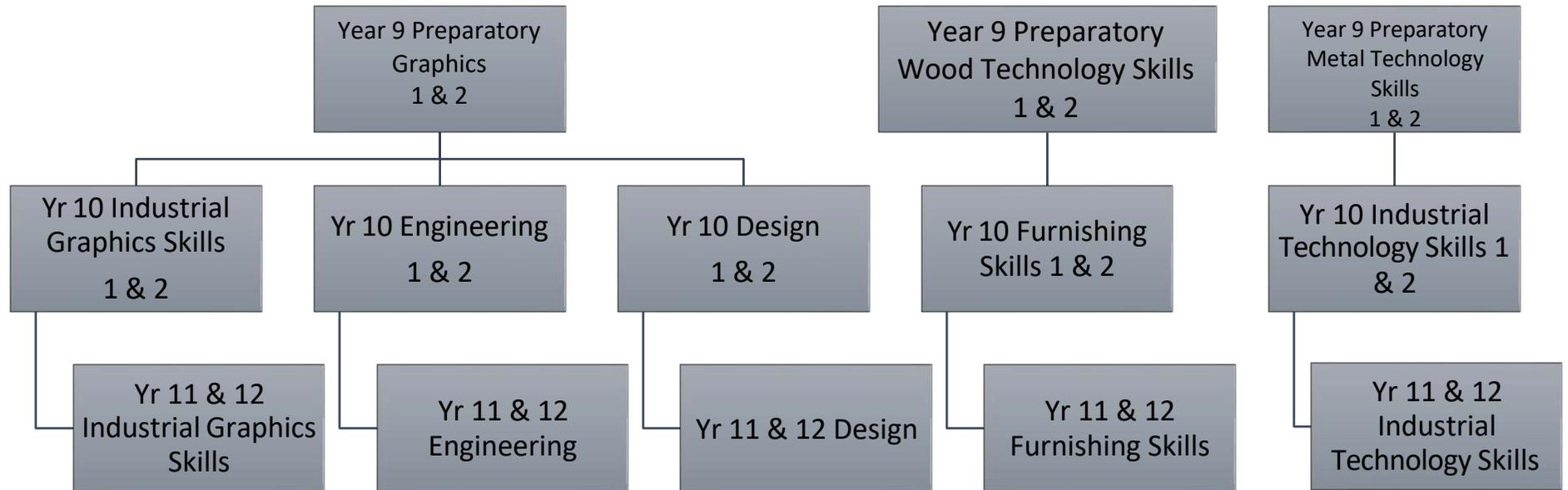
<b>SUBJECT CODE</b>
FDS091
<b>SEMESTER TITLE</b>
Food Fundamentals
<b>PREREQUISITE</b>
Nil
<b>COURSE DESCRIPTION</b>
<p>This unit is the foundation unit for a course in home economics. Within this unit students will:</p> <ul style="list-style-type: none"> <li>• explore the impact of food on health by recalling the healthy diet pyramid and by examining the six nutrients in detail</li> <li>• participate in weekly practical cookery activities</li> <li>• view practical cookery demonstrations</li> <li>• participate in relevant excursions and presentations by guest speakers.</li> </ul>
<b>ASSESSMENT</b>
<p>Items of assessment may include some of the following:</p> <ul style="list-style-type: none"> <li>• written and practical tests</li> <li>• assignment / excursion / guest speaker report.</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$13 subject charge; weekly ingredients for practical cookery; A4 exercise book; travel costs associated with excursion.

<b>SUBJECT CODE</b>
FDS092
<b>SEMESTER TITLE</b>
Dietary Dilemmas
<b>PREREQUISITE</b>
FDS091 is recommended
<b>COURSE DESCRIPTION</b>
<p>This unit builds on the knowledge gained from unit 1. Within this unit students will:</p> <ul style="list-style-type: none"> <li>• Recall the six nutrients and their functions and the healthy pyramid</li> <li>• Analyse the short and long term consequences of health behaviours on the health of themselves and others eg deficiency diseases, heart disease, diabetes and obesity</li> <li>• Propose lifestyle and dietary actions to promote health now and in the future</li> <li>• view practical cookery demonstrations</li> <li>• participate in relevant excursions and presentations by guest speakers.</li> </ul>
<b>ASSESSMENT</b>
<p>Items of assessment may include some of the following:</p> <ul style="list-style-type: none"> <li>• written and practical tests</li> <li>• assignment / excursion / guest speaker report.</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$13 subject charge; weekly ingredients for practical cookery; A4 exercise book; travel costs associated with excursion.

<b>SUBJECT CODE</b>
TXT091
<b>SEMESTER TITLE</b>
Textile Design and Technology 1
<b>PREREQUISITE</b>
Nil
<b>COURSE DESCRIPTION</b>
This semester is centred around the various elements of design. Students will design product(s) to suit a specific need. The student selects one of their designs and produces this item as well as an article from a commercial pattern.
<b>ASSESSMENT</b>
Items of assessment may include some of the following: <ul style="list-style-type: none"> <li>• written and practical tests</li> <li>• assignment</li> <li>• practical item.</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$12 subject charge; A4 exercise book; sewing equipment (scissors, pins, quick-un-pick, tailor's chalk, tape measure); fabric / decorative items.

<b>SUBJECT CODE</b>
TXT092
<b>SEMESTER TITLE</b>
Textile Design and Technology 2
<b>PREREQUISITE</b>
TXT091 or be able to demonstrate skills at this level
<b>COURSE DESCRIPTION</b>
This unit builds on the knowledge gained from unit 1. Within this unit students will: <ul style="list-style-type: none"> <li>• apply design to the medium of stretch fabric or similar.</li> <li>• develop skills appropriate for the construction of stretch fabric garments, for example: t-shirts, fleecy jumpers, swim wear, active wear (aerobics etc).</li> </ul>
<b>ASSESSMENT</b>
Items of assessment may include some of the following: <ul style="list-style-type: none"> <li>• written tests</li> <li>• assignment / excursion / guest speaker report</li> <li>• practical items.</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$12 subject charge; A4 exercise book; sewing equipment (scissors, pins, quick-un-pick, tailor's chalk, tape measure); fabric / decorative items; travel costs associated with excursion.

# PRACTICAL ARTS FACULTY– INDUSTRIAL TECHNOLOGY & DESIGN EDUCATION



## GENERAL INFORMATION - INDUSTRIAL TECHNOLOGY & DESIGN

The content taught and the learning experiences encountered within any / all of the Industrial Technology and Design Education units, are designed to provide students with an understanding of materials, systems and technological practice through active investigation and participation.

Industrial Technology and Design Education comprises three main areas of study which provide a wide cross-section of learning experiences. These areas are: Junior Graphics, Shop A (Wood Technology) and Shop B (Metal Technology).

- **Graphics:** Students will develop skills in spatial conceptualisation and the representation of information in a graphical format. Other than the introductory unit GPH091, the remaining units in this strand have been developed as stand-alone contextual units. Units from this strand form the basis of skill and knowledge development that will assist students wishing to study Senior Graphics (Years 11 and 12).
- **Wood Technology:** The content of the units of this strand will allow students to develop hand and machine skills and an awareness of associated theory in the production of timber artefacts. All units will introduce and examine design principles, as part of the process of manufacture and some of the more advanced units will use Design in the entire process of folio and artefact manufacture.
- **Metal Technology:** The structure of units in this strand is similar to those in the Wood Technology Strand, although with a metal bias. Subsequent units are designed around coursework in machining, sheet metal work, associated applications. They are discrete units with a product or design process.
- **Engineering Technology:** The content of units in this strand will allow students to develop an understanding of the graphical, scientific and practical application of material science, analysis and investigation.

<b>SUBJECT CODE</b>
GPH091
<b>SEMESTER TITLE</b>
Introductory Graphics
<b>PREREQUISITE</b>
Nil
<b>COURSE DESCRIPTION</b>
This unit has been designed to give students a basic understanding of Technical Graphics and Graphical Communication, through the application of manual drawing (board work) and CAD software. The work covered will provide students with basic visualisation and communication skills that can be expanded with subsequent study.
<b>ASSESSMENT</b>
Items of assessment may include some of the following: <ul style="list-style-type: none"> <li>• practical tests • continuous class work</li> <li>• folio presentation.</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$10 subject charge; 1 USB; 1 2H pencil; 1 4H Pencil; Soft white eraser; Small set of coloured pencils

<b>SUBJECT CODE</b>
GPH092
<b>SEMESTER TITLE</b>
Graphics 2 – Product Design
<b>PREREQUISITE</b>
GPH091
<b>COURSE DESCRIPTION</b>
Students will be taught graphics about a theme of 'everyday graphics' in order for the skills of graphics to be seen as appropriate and necessary for communicating ideas, interpretation, function and measurements. Content will include: <ul style="list-style-type: none"> <li>• Orthographic (2D) and Pictorial (3D) drawing</li> <li>• Diagrams and Charts; Plane Geometry; and Presentational Graphics.</li> </ul>
<b>ASSESSMENT</b>
Items of assessment may include some of the following: <ul style="list-style-type: none"> <li>• written tests</li> <li>• Folio / multi-modal presentations</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$13 subject charge; Graphics materials / equipment from semester 1.

<b>SUBJECT CODE</b>
SHA091
<b>SEMESTER TITLE</b>
Wood Technology 1
<b>PREREQUISITE</b>
Nil
<b>COURSE DESCRIPTION</b>
This unit is an introductory unit. Emphasis is placed on the development of hand skills and an understanding of media/materials through the following applications and processes: basic framing joints, carcass joints, edge treatment and surface preparation of timber projects. Students will investigate and utilise the design process to fully investigate possible solutions to elementary design briefs.
<b>ASSESSMENT</b>
Items of assessment may include some of the following: <ul style="list-style-type: none"> <li>• Practical Test</li> <li>• Theory Recall</li> <li>• Continuous class work, exercises &amp; jobs</li> <li>• Design Folio Presentation.</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$28 subject charge; HB pencil; 4 ring binder & paper; 1 pair clear Safety Glasses.

<b>SUBJECT CODE</b>
SHA092
<b>SEMESTER TITLE</b>
Wood Technology 2
<b>PREREQUISITE</b>
Nil
<b>COURSE DESCRIPTION</b>
This unit aims to further develop knowledge, skills and processes that were introduced in SHA091. The development of hand skills will remain a focus of this unit. However, the design process incorporating project management, criteria for success, sustainability will be the primary mode of learning and teaching utilised. Students will investigate and utilise the design process to fully investigate possible solutions to elementary design briefs.
<b>ASSESSMENT</b>
Items of assessment may include some of the following: <ul style="list-style-type: none"> <li>• Practical Test</li> <li>• Theory Recall</li> <li>• Continuous class work, exercises &amp; jobs</li> <li>• Design Folio Presentation.</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$28 subject charge; HB pencil; 4 ring binder & paper; 1 pair clear Safety Glasses.

<b>SUBJECT CODE</b>
SHB091
<b>SEMESTER TITLE</b>
Metal Technology 1
<b>PREREQUISITE</b>
Nil
<b>COURSE DESCRIPTION</b>
This is a core Metal Technology unit. Emphasis is placed on the development of hand skills through the following applications and processes: fabrication of rectilinear articles from sheet metal incorporating simple edges, seams, and soldering. Basic fitting and turning will also be introduced.
<b>ASSESSMENT</b>
Items of assessment may include some of the following: <ul style="list-style-type: none"> <li>• practical test</li> <li>• theory recall</li> <li>• continuous class work, exercises &amp; jobs.</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$24 subject charge; HB pencil; 4 ring A4 Binder; 1 pair clear Safety Glasses.

<b>SUBJECT CODE</b>
SHB092
<b>SEMESTER TITLE</b>
Metal Technology 2
<b>PREREQUISITE</b>
SHB091
<b>COURSE DESCRIPTION</b>
This unit aims to further develop knowledge, skills and processes that were introduced in SHB091. The development of hand skills will remain a focus of this unit. However, the design process incorporating project management, criteria for success, sustainability will be the primary mode of learning and teaching utilised. Students will investigate and utilise the design process to fully investigate possible solutions to elementary design briefs with a metal media focus.
<b>ASSESSMENT</b>
Items of assessment may include some of the following: <ul style="list-style-type: none"> <li>• practical test</li> <li>• theory recall</li> <li>• continuous class work, exercises &amp; jobs</li> <li>• design folio presentation</li> </ul>
<b>COST &amp; MATERIAL</b>

# STUDY SUPPORT/EALD

## STUDY SUPPORT

This unit consists of an integrated support programme in the core areas of literacy, numeracy and technology. Student entry to study this unit of work is by invitation and negotiation for those students who have previously been supported. Students are given the opportunity to work on assignments and homework from other subject areas. This gives them the time needed to ensure that they are able to keep up with the demands of all of their subjects.

Students must speak to the HOD (Differentiated Learning) before selecting this subject. There is no formal assessment in this subject.

## ENGLISH AS ANOTHER LANGUAGE OR DIALECT

<b>SUBJECT CODE</b>
ESL091/ESL092
<b>SEMESTER TITLE</b>
English as a Second Language
<b>PREREQUISITE</b>
Non English Speaking Background
<b>COURSE DESCRIPTION</b>
This elective is offered to students who experienced difficulties in English, being reading, writing, listening or speaking in Year 8, and who have demonstrated an ability and a willingness to improve their performance. This course while complementing the skills covered in the Year 9 English course focuses on language skills (grammar, spelling, sentence construction, paragraph writing and phonetics). It allows for more individualised instruction due to the lower numbers involved, and for work to be completed at a slower pace.
<b>ASSESSMENT</b>
Assessment will centre on: <ul style="list-style-type: none"> <li>• aural and oral activities</li> <li>• reading and understanding of a variety of print texts</li> <li>• language activities (grammar, sentence construction, spelling, listening and pronunciation)</li> <li>• narrative and recount writing.</li> </ul>
<b>COST &amp; MATERIALS</b>
Approx. \$10 per year for use of course books, production of notes etc.

<b>SUBJECT CODE</b>
LSP091 / LSP092
<b>SEMSTER TITLE</b>
Learning Support Program
<b>REREQUISITE</b>
Must have approval from HOD Differentiated Learning
<b>COURSE DESCRIPTION</b>
This subject consists of an integrated programme in the core areas of literacy and numeracy. Students are given the opportunity to fill in gaps in literacy and numeracy skills, by supporting the English and Maths curriculum. Students work in small groups with a Differentiated Learning teacher to build their skills. Time may also be given to assist with assessment items from various subjects
<b>ASSESSMENT</b>
NIL
<b>COST &amp; MATERIALS</b>
Students will need to supply a notebook

# SAMPLE COURSE SELECTION FORM

NAME: \_\_\_\_\_

SDP CLASS: \_\_\_\_\_

## YEAR 9 ELECTIVES (FOR 2018)

In the spaces below, write the ELECTIVES you would like to do over the next TWO semesters. ONLY Year 9 Semester 1 will be entered online. Each semester you will select again; however by choosing both semesters now, you are able to plan your pathways.

### YEAR 9 SEMESTER 1

- ✓ English
- ✓ Mathematics
- ✓ Science
- ✓ History/Health & Phys Ed (1 semester each)

PLUS...

#### ELECTIVES:

Write your preferred electives in **PREFERENCE ORDER**.

Code	Elective Title

#### ELECTIVES:

Write **TWO** more electives below in preference order, just in case the first two are not available.


### YEAR 9 SEMESTER 2

- ✓ English
- ✓ Mathematics
- ✓ Science
- ✓ History/Health & Phys Ed (1 semester each)

PLUS...

#### ELECTIVES:

Write your preferred electives in **PREFERENCE ORDER**.

Code	Elective Title

#### ELECTIVES:

Write **TWO** more electives below in preference order, just in case the first two are not available.


CODE	SEMESTER UNIT NAME	CODE	SEMESTER UNIT NAME
GEG091	Geography: Feeding the World	BST091	Money Matters
GEG092	Geography: Interconnections	BST092	Let's Plan a Business
FRX091	<i>Living Well</i>	FDS091	Food Fundamentals
FRX092	<i>Relationships</i>	FDS092	Dietary Dilemmas
FRE091	Home and Away	TXT091	Textile Design and Technology 1
FRE092	Having Fun	TXT092	Textile Design and Technology 2
JAP091	Fantastic Families	GPH091	Introductory Graphics
JAP092	Animals are Friends Too	GPH092	Product Design
MUS091	Minions to Mario	SHA091	Wood Technology 1
MUS092	Thunderstruck	SHA092	Wood Technology 2
MUE091	<i>Accelerando 1</i>	SHB091	Metal Technology 1
MUE092	<i>Accelerando 2</i>	SHB092	Metal Technology 2
ART091	Contemporary Art 1	ESL091	English as a Second Language
ART092	Contemporary Art 2	ESL092	English as a Second Language
DRA091	Welcome to Drama		<i>INVITIATION ONLY</i>
DRA092	Acting it Out	STS091	<i>Study Support</i>
MED091	Playing with Pixels	STS092	<i>Study Support</i>
MED092	Home Grown: Australian Film and Television		

