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“Jesus welcomed the crowds, spoke to them about the Kingdom of God, and healed those who needed it.” Luke 9:11

HISTORY AND CONTEXT

Clairvaux MacKillop College is a co-education Catholic Secondary College that seeks to develop a unique identity of faith, hope and love, based on the vision and person of Jesus Christ.

From 1985 the College has continued to honour the history and vision of the Christian Brothers through Clairvaux College and the Josephite Sisters through MacKillop College. Today we are a community of students, parents and staff working together towards common goals.

Our Mission is to work actively as a Christian learning community.

This means that we work:

- To be welcoming, open to, and supportive of each other.
- To encourage students to relate to one another and to others locally, nationally and internationally with justice, respect, compassion, forgiveness and patience.
- To educate today’s youth spiritually, intellectually, physically, socially, emotionally and morally.
- To offer curriculum that is suited to the needs, abilities and interests of the students.
- To provide encouragement and opportunity for each student to reach excellence as an individual.
- To foster in students the development of self-discipline, self-motivation, responsibility and accountability.
- To develop attitudes and skills in students that will assist them to contribute positively to society.

As members of this College community we strive to be at peace with ourselves, with each other and with God.
FROM THE PRINCIPAL

Clairvaux MacKillop College, as a contemporary Catholic learning community, recognizes the need for students to be ‘Lifelong Learners’. The provision of a varied curriculum that is both relevant and appropriate provides all students with the opportunity to experience successful learning within a safe and supportive environment. We acknowledge that education involves students, teachers and families working together as a learning community. As members of this learning community, we strive to reflect upon our learning by continuously reassessing and seeking to improve upon our practices in the pursuit of teaching excellence for the benefit of our students. Using the Classroom Instruction that Works Framework to guide teaching and learning, we seek to be innovative and collaborative and offer a curriculum that aims to cater for the needs, interests and abilities of our students.

The Junior Curriculum in Years 9 and 10 allows students the opportunity to make selections about their learning pathway. Students study a range of subjects based upon Queensland Curriculum and Assessment Authority syllabi, while also incorporating the National Curriculum syllabi. Students are required to complete core units of work in Maths, English, Science, History, Health and Physical Education and Religion and have a number of elective unit choices in other subjects. The selection of elective subjects provides many pathways for students and the opportunity for them, in consultation with the College and their parents, to develop a curriculum suited to their interests and ability.

The Junior Curriculum recognizes the need for students to be involved in the decisions about their learning and the need to take ownership of these decisions. The provision of a varied curriculum that is both relevant and appropriate provides all students with the opportunity to experience success in the classroom. This junior school experience prepares the students for the wider choice and increased responsibility of the Senior School.

At Clairvaux MacKillop College, we encourage students to embrace learning in all its forms, both within the classroom and beyond. Therefore learning experiences are relevant, holistic and encourage the student to develop a deeper understanding of themselves and the wider world. Particularly in the early years of high school, the curriculum must be sensitive to this need, and acknowledge the diverse pathways that our students may follow. The College must teach students the skills and the habits of mind that will enable them to adapt to a changing, complex world progressing towards a sustainable future. The Junior Curriculum provides our students with the opportunity to meet these educational objectives.

Dr Andrea O’Brien,
Principal
JUNIOR CURRICULUM 2017

GOALS

- To provide a curriculum that is suited to the abilities and interests of students.
- To enable students to experience a common core of knowledge through the Learning Areas.
- To ensure students have pathways that lead to positive outcomes for further study and work training.
- To encourage students to take responsibility for their own learning.

COURSE STRUCTURE

The Junior Curriculum allows students to choose an individualised pathway through a course of study in Years 9-10. Students in Year 9 study six core subjects of Religious Education, English, Mathematics, Science, History, and Health and Physical Educations. Semester units in non-core elective subjects are generally available in each semester in Year 9. All core and elective subjects, with the exception of HPE and History, are delivered as full year subjects in Year 10. In addition, Year 10 core subjects of English, Mathematics, and Science are studied as either preparation for OP or non-OP subjects, as well as several of the Technology subjects. Selection of subjects in this area is dependent on a student’s pathway choices. Please read the subject descriptions contained later in this handbook on the pathway options for Year 10 subjects. Listed below are the core and elective subjects across Years 9 and 10:

BUS BUSINESS EDUCATION
ENG ENGLISH
CHI CHINESE
DAN DANCE
DRA DRAMA
GEO GEOGRAPHY
GRA GRAPHICS
HEC/HOS HOME ECONOMICS/HOSPITALITY
HIS HISTORY
HPE HEALTH AND PHYSICAL EDUCATION
ICT INFORMATION AND COMMUNICATION TECHNOLOGY
ITD INDUSTRIAL TECHNOLOGY AND DESIGN
JAP JAPANESE
LIT LITERACY
LST LEGAL STUDIES
MAT MATHEMATICS
MED MEDIA
MUS MUSIC
RE RELIGIOUS EDUCATION
SCI SCIENCE
STEM SCIENCE, TECHNOLOGY, ENGLISH AND MATHS
VAR VISUAL ART
**YEAR 9 SUBJECT OFFERINGS AND CODES**

<table>
<thead>
<tr>
<th>CORE Year</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Religious Education</th>
<th>History/Health and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**ELECTIVES Semester**


** 09BUS, 09CHI, 09CHIC2, 09DAN, 09DANC2, 09DRA, 09DRAC2, 09GEO, 09GRA, 09HEC, 09HECC2, 09IDT, 09ICT, 09ITD, 09JAP, 09JAPC2, 09MED, 09MUS, 09MUSC2, 09STEM, 09STEMC2, 09VAR, 09VARC2

**Students study all core subjects plus select four electives, two (2) electives each semester. Electives may be studied in Semester One or Two. Students who select Chinese or Japanese must study in both semesters. #Literacy elective by recommendation only.**

**YEAR 10 SUBJECT OFFERINGS AND CODES**

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE Year</th>
<th>*Business, Chinese, Dance, Drama, Geography, Graphics, Home Economics, Hospitality, Information and Communication Technology, Industrial Technology and Design (2 strands), Japanese, Media, Music, STEM, Visual Arts.</th>
<th>*10BUS, 10CHI, 10DAN, 10DRA, 10GEO, 10GRA, 10HEC, 10HOS, 10ICT, 10ITD, 10ITDC2, 10JAP, 10MED, 10MUS, 10STEM, 10VAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Students study one each of the core subjects of English, Mathematics, Science, Religious Education, History, and Health and Physical Education plus two (2) year-long electives. #Literacy elective by recommendation only.</em>*</td>
<td><strong># Students may only choose Essential Science if they choose Essential English and Essential Maths.</strong></td>
</tr>
</tbody>
</table>

**PATHWAYS**

When choosing units, students should read the subject descriptions and also note the prerequisite and unit availability information. Pathways into senior subjects are indicated on the senior subject prerequisites table on the following page.
The following table shows the links between Junior and senior subjects. When making your choices, be aware that Clairvaux MacKillop College applies prerequisites to senior subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. **Note that students need to demonstrate at least a C standard (C, C+) in Preparation for English to undertake any Authority (OP) subject in Year 11. Other C standard prerequisites refer to C or C+, B standard prerequisites refer to B or B+.

**Prerequisites list**

<table>
<thead>
<tr>
<th>Year 11 Subject</th>
<th>Department</th>
<th>Prerequisite required</th>
<th>Authority (OP) Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Technology</td>
<td>✓ C in Year 10 Prep English</td>
<td>✓</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Social Science</td>
<td>✓ C in Year 10 Prep English</td>
<td>✓</td>
</tr>
</tbody>
</table>
| Biology         | Science   | ✓ C in Year 10 Prep English  
                  |           | ✓ C in Year 10 Prep Senior Science  
                  |           | ✓ C in Year 10 Mathematics General | ✓                      |
| Certificate III Business | Technology | ✓ Recommend C in Year 10 Prep English | ✓                      |
| Certificate III in Early Childhood Education and Care | Home Economics | ✓ No prerequisite | ✓                      |
| Certificate I in Construction | ITD | ✓ Year 10 ITD | ✓                      |
| Certificate II in Electrotechnology | ITD | ✓ C in Year 10 Mathematics General | ✓                      |
| Certificate II in Furniture Making | ITD | ✓ Year 10 ITD | ✓                      |
| Certificate III in Fitness | HPE | ✓ No prerequisite | ✓                      |
| Certificate III in Hospitality | Home Economics | ✓ No prerequisite | ✓                      |
| Certificate IV in Crime and Justice | Technology | ✓ C in Year 10 Prep English | ✓                      |
| Certificate III in Music | The Arts | ✓ No prerequisite | ✓                      |
| Certificate III in Sport and Recreation | HPE | ✓ No prerequisite | ✓                      |
| Certificate III in Visual Arts | The Arts | ✓ C in Year 10 Visual Art | ✓                      |
| Chemistry       | Science   | ✓ C in Year 10 Prep English  
                  |           | ✓ B in Year 10 Prep Senior Science  
                  |           | ✓ C in Year 10 Mathematics Methods or  
                  |           | ✓ C in Year 10 Mathematics General | ✓                      |
| Chinese         | Languages | ✓ C in Year 10 Chinese | ✓                      |
| Dance           | The Arts  | ✓ C in Year 10 Prep English | ✓                      |
| Drama           | The Arts  | ✓ C in Year 10 Prep English  
                  |           | ✓ C in Year 10 Drama | ✓                      |
| Drama in Practice | The Arts | ✓ No prerequisite | Authority Registered |
| Diploma of Business | Technology | ✓ C in Year 10 Prep English | ✓                      |
| Economics       | Technology| ✓ C in Year 10 Prep English | ✓                      |
| English         | Languages | ✓ C in Year 10 Prep English | ✓                      |
| Essential English | Languages | ✓ No prerequisite | Authority Registered |
| Film, Television and New Media | The Arts | ✓ C in Year 10 Prep English | ✓                      |
| Geography       | Humanities| ✓ C in Year 10 Prep English | ✓                      |
| Graphics        | IDT       | ✓ C in Year 10 Prep English  
                  |           | ✓ C in Year 10 Graphics | ✓                      |
| Home Economics  | Home Economics | ✓ C in Year 10 Prep English | ✓                      |
| Information Communication Technology | Technology | ✓ No prerequisite | Authority Registered |
| Information Technology Systems | Technology | ✓ C in Year 10 Prep English | ✓                      |
| Information, Processing & Technology | Technology | ✓ C in Year 10 Prep English  
<pre><code>              |           | ✓ C in Year 10 Prep Mathematics General | ✓                      |
</code></pre>
<p>| Japanese        | Languages | ✓ C in Year 10 Japanese | ✓                      |
| Legal Studies   | Technology| ✓ C in Year 10 Prep English | ✓                      |
| Mathematics (General) | Mathematics | ✓ C in Year 10 Prep Mathematics General | ✓                      |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Subject</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (Methods)</td>
<td>Mathematics</td>
<td>✓ C in Year 10 Prep Mathematics Methods</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Mathematics (Specialist)</td>
<td>Mathematics</td>
<td>✓ B in Year 10 Prep Mathematics Methods</td>
<td>✓</td>
</tr>
<tr>
<td>Mathematics (Essential)</td>
<td>Mathematics</td>
<td>✓ No prerequisite</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Modern History</td>
<td>Humanities</td>
<td>✓ C in Year 10 Prep English</td>
<td>✓</td>
</tr>
<tr>
<td>Music</td>
<td>The Arts</td>
<td>✓ C in Year 10 Prep English</td>
<td>✓ Ability to sing or play a musical instrument to a competent level</td>
</tr>
<tr>
<td>Music in Practice</td>
<td>The Arts</td>
<td>✓ No prerequisite</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Philosophy &amp; Reason</td>
<td>Social Science</td>
<td>✓ C in Year 10 Prep English</td>
<td>✓ C in Year 10 Prep Mathematics General</td>
</tr>
<tr>
<td>Physical Education</td>
<td>HPE</td>
<td>✓ C in Year 10 Prep English</td>
<td>✓ C in Year 10 HPE – PE strand</td>
</tr>
<tr>
<td>Physics</td>
<td>Science</td>
<td>✓ C in Year 10 Prep English</td>
<td>✓ B in Year 10 Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ B in Year 10 Mathematics Methods</td>
</tr>
<tr>
<td>Prevocational Maths</td>
<td>Mathematics</td>
<td>✓ No prerequisite</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Religion and Ethics</td>
<td>Religion</td>
<td>✓ No prerequisite</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Science 21</td>
<td>Science</td>
<td>✓ C in Year 10 Prep English</td>
<td>✓ C in Year 10 Prep Senior Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ C in Year 10 Prep for Mathematics General</td>
</tr>
<tr>
<td>Science in Practice</td>
<td>Science</td>
<td>✓ No prerequisite</td>
<td>Authority Registered</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>Religion</td>
<td>✓ C in Year 10 Prep English</td>
<td>✓ C in Year 10 Religion</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>ITD</td>
<td>✓ C in Year 10 ITD</td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td>The Arts</td>
<td>✓ C in Year 10 Prep English</td>
<td>✓ C in Year 10 Visual Art</td>
</tr>
<tr>
<td>Visual Art in Practice</td>
<td>The Arts</td>
<td>✓ No prerequisite</td>
<td>Authority Registered</td>
</tr>
</tbody>
</table>

**NOTE:** It is assumed that if a junior subject is prerequisite to a senior subject, then the junior subject needs to be studied in Year 10.

**Students who study Mathematics Specialist must also study Mathematics Methods.**

**NOTE:** This information was correct at the time of printing, but changes in requirements could occur over a three-year period in response to changes in the Australian Curriculum. Similarly, the senior subjects listed here may also change, including subject availability due to class numbers.
Revitalising senior assessment and tertiary entrance in Queensland

A guide for parents and carers

April 2016

Introduction

The Queensland Government has announced a steady and considered transition to revitalised senior assessment and tertiary entrance systems. Designed to meet the needs of current and future students, the features of these systems will be:

- a model that uses school-based assessment and common external assessment
- new processes that strengthen the quality and comparability of school-based assessment
- a move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR).

Why is it time to change the current systems?

The senior assessment system in its current form began in the early 1980s. The tertiary entrance system — commonly known as the OP system — was introduced in 1992.

In a report released in 2014, the Australian Council for Educational Research (ACER) found that while existing arrangements had served Queensland students well and remained fair and reliable, they would not be sustainable over the longer term. ACER recommended changes to achieve greater rigour and simplicity.

There is also strong support among Queensland universities for eligible Year 12 students to be provided with an ATAR rather than an OP.

When will the new systems start?

The new senior assessment system will start with students entering Year 11 in 2018. These are the current Year 9 students.

The first students to receive an ATAR instead of an OP will graduate from Year 12 in 2019.
What will be different about the new assessment system?
A system of 100% school-based assessment has operated in Queensland for more than 40 years.
In the new system, subject results will be based on a student’s achievement in three school-based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA).
This is fewer assessments than students sit currently — emphasising quality over quantity.
In the new system, the external assessment results will contribute 25% towards a student’s result in most subjects. In mathematics and science subjects, it will generally contribute 50%.
These will not be ‘one-shot’ external exams where an entire course of study comes down to performance over a few hours. External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. Queensland is introducing a progressive system that embodies the best of school-based and external assessment.
The school-based assessments will not be scaled by the results of the external assessment when calculating a student’s subject result.

Why will there be 50% external assessment in mathematics and science subjects but 25% in others?
Variation between subjects reflects the kinds of learning particular to those subjects and how achievement is most appropriately assessed. It would be inappropriate to assess all subjects in the same way.
Variation exists in other states although few share exactly the same approach.

Will students be subject to more assessment and high stakes exams in the new system?
Year 12 students typically complete up to seven assessments in each subject. Under the new model, students will be expected to complete four pieces of assessment per subject. Three will be school-based assessments and one will be externally set and graded. All four assessments will count towards a student’s final result.

What preparations are being made for the new assessment system?
The QCAA is developing new senior assessment processes through:
- redeveloping senior syllabuses reflective of a new assessment model
- trialling external assessments with about 20,000 students at more than 250 schools
- trialling processes for improving the quality and comparability of school-based assessment.
Teachers and students will be well supported in the transition to the new system. The education community in general has been an important driver of the changes.

When will the trial of external assessment start?
The external assessment trial will be held from 27 May to 6 June 2016. The subjects involved are Chemistry, English, Geography, Mathematics B and Modern History. All of the external tasks will be developed and marked by the QCAA.

Will my child have to do an external assessment if their school participates in the trial?
No, but the greater the number of students who participate, the more useful the trials will be. Parents and carers are encouraged to discuss participation with their school before requesting that their child is not involved in the trial assessment group.
Will a student’s performance in a trial assessment count towards their Year 12 level of achievement?
No. As the trial will involve Year 11 formative assessment only, there will be no impact on a student’s Year 12 exit result in the subject.

What certificates will students receive in the new system at the end of Year 12?
The Queensland Certificate of Education (QCE) will remain as Queensland’s senior school qualification. Students who are eligible will continue to be awarded one at the end of Year 12. Students will also still receive a Senior Statement. It shows all studies and the results achieved that may contribute to the award of a QCE.

What will be different about the new tertiary entrance system?
The ATAR is a finer-grained rank order of students than the OP. It’s a number between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands. The ATAR is commonly used in other states and territories.
A student’s OP is calculated by comparing their results in Authority subjects studied at school with those of other OP-eligible students. Subject results are scaled using Queensland Core Skills (QCS) Test results. The final QCS Test will be held in 2018.
ATARs will also be calculated by comparing student results. But instead of the QCS Test there will be a process of inter-subject scaling.
Scaling is necessary so that student results in different types of subjects can be compared. The method of inter-subject scaling to be used is still to be finalised by the Senior Secondary Assessment Taskforce.
The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students’ ATARs.

What about the students who will finish school before the changes are introduced?
Families with children who will be completing school under the current system can be assured that it remains fair and reliable. In no way will it be compromised by the changes.

Who will oversee the implementation strategy?
The Minister for Education chairs the Senior Secondary Assessment Taskforce with representation from schooling sectors, parent groups, principal associations, teacher unions, the Queensland Curriculum and Assessment Authority (QCAA), the Queensland Tertiary Admissions Centre (QTAC) and the tertiary sector.
The taskforce will make decisions about the shape of the new system. School communities will be advised throughout this process.

The current systems explained
Students are taught and assessed by schools throughout Years 11 and 12. The QCAA manages the external moderation processes that ensure all students are treated fairly and standards are comparable from school to school. This involves review panels of trained teachers externally moderating students’ school-based assessments.
A student’s OP is calculated using their subject results and information from the Queensland Core Skills Test.

More information
Please email: secretariat@qcaa.qld.edu.au
### IMPLEMENTATION TIMELINE FOR THE NEW ASSESSMENT SYSTEM

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Year 9</td>
<td>Year 10 SET Planning</td>
<td>Year 11</td>
<td>Year 12</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Redevelop syllabuses and professional engagement</td>
<td>Professional development</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Trial and establish assessment processes (strengthen quality and comparability of school-based assessment and introduce external assessment)</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Results and reporting</strong></td>
<td>New system defined</td>
<td>School readiness</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td><strong>Systems</strong></td>
<td>Build new ICT system (enrolments, result management, analysis, certification and tertiary entrance)</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### THE NEW MODEL FOR SENIOR ASSESSMENT

**Syllabus**
- Organises course into 4 units
- Prescribes: course content assessment requirements
- Assessments: 3 x internal, 1 x external
- Marking guides for assessments

**School-based assessment**
- **Endorsement**
  - Teacher develops assessments
  - QCAA endorses assessments
  - Students complete assessments
  - Teachers grade assessments

- **Confirmation**
  - QCAA calibrates assessors
  - QCAA selects samples
  - 'Teachers' Judgments confirmed

**External assessment**
- Writing team develops assessment
- Scrutiny panel checks assessment
- Students complete assessment
- Markers grade assessment

**Ratification**
- QCAA analyses data
- Internal & external combined
- Anomalies identified
- Results verified
- Certification
SUBJECT OUTLINES
RELIGIOUS EDUCATION

Year 9 Religious Education
Year 10 Religious Education
GUIDELINES FOR STUDENTS OF RELIGIOUS EDUCATION

Religious Education units for Years 7 to 10 at Clairvaux MacKillop College are developed and validated in accordance with the Religious Education Curriculum P-12 and Religious Life of the School P-12 documents. The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society. (Religious Education: Archdiocese of Brisbane, 2013 p. 10)

The fullness of the vision for Religious Education is realised through the intersection of the two dimensions of 1) teaching about religion, as in a classroom setting or other structured learning environment and 2) teaching people to be religious in a particular way, as they experience and participate in the religious life and Catholic Christian ethos of the college.

The Religion Education program accordingly offers students opportunities to:

- understand the role religion plays in human life, culture and achievement
- explore their spiritual and moral capacities and sense of responsibility
- grow in knowledge and understanding of God and the mystery of life
- participate respectfully in a variety of personal and communal prayer
- engage in practical approaches to promoting a just society
- appreciate the rich heritage of the Catholic tradition
- learn to communicate about religious matters
- develop an increased sense of self-worth.

Within the RE Curriculum students study four Strands over the full extent of their course:

Sacred Texts: Old Testament; New Testament; Christian Spiritual Writings and Wisdom.
Beliefs: Trinity; God, Jesus the Christ, Spirit; Human Existence; World Religions.
Church: Liturgy and Sacraments; People of God; Church History.
Christian Life: Moral Formation; Mission and Justice; Prayer and Spirituality

To achieve this range of study and to develop units of work that engage the students, strands are integrated into different combinations as the course progresses. At each year level, the program addresses an achievement standard specified in the manner of the Australian Curriculum.
YEAR 9 RELIGIOUS EDUCATION

CODE: 09RE
LENGTH: Full Year

SUBJECT AVAILABILITY: Full Year
PRE-REQUISITES: Nil

Making Sense of Jesus and Living Justly; Learning from the Past and Responding to the Future.

Subject description: Students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, forms of penance, Scripture, celebration of the Sacraments of Healing and personal and communal prayer experiences. They are introduced to Biblical criticism, and develop the ability to apply it to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices. Students learn about the divergent understandings of God in the monotheistic religions. They develop their understanding of three foundational beliefs of Christianity, the Incarnation, Resurrection and Ascension of Jesus, and consider their significance for believers.

This subject leads to: Year 10 Religious Education Units

Learning Experiences:

Students will examine:
- Texts from the New Testament and the Hebrew scriptures
- Writings of, and about spiritually inspiring people
- The content of the Catholic social justice documents
- Events and developments in the Church from c.1750CE – c.1918CE.

Students will investigate:
- Writings of and about various religious and lay leaders.
- Ways in which believers nurture their spiritual lives, especially through personal and communal prayer experiences and the use of sacred text
- The forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacrament of Penance.

Students will analyse:
- The times and teachings of Jesus
- The application of Jesus’ teachings in the contemporary world by believers past and present
- The causes and effects of events and developments in the Church.
- a variety of prayer experiences, especially Christian Meditation and prayers with a focus on forgiveness and healing (as they participate respectfully)

Students will draw conclusions:
- The significance of foundational beliefs of Christianity in the lives of believers
- The distinction made between the priestly, prophetic and kingly work of Jesus Christ in the mission of the Church.
- Divergent understandings of God reflected in the core beliefs and practices of the monotheistic religions, especially Christianity and Judaism.

Assessment
Exam, Creative Presentation, Reflective Journal, Research Presentation.

This subject caters to: All Students

Resources Required
Nil

Additional Costs: Nil
The Experience of Religion in Our World, and The Experience of Church in Our Lives.

Subject description: Students learn about various ways in which humans have understanding of the mystery of God or the ‘Other’, which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions, as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God). Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church’s action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus’ mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Canticle of Creation; and meditative prayer practices, including praying with the help of nature.

Learning Experiences:

Students examine and respond to a range of texts related to:
- The mystery of God can be named and how it can be understood through the experience of the created world.
- The role of religion in the world, especially the Catholic Church.

Students extend the literacy skills required to:
- understand texts concerning religious and moral issues
- explain how religious writings reflect the human understanding of God.
- participate respectfully in vocal and meditative prayer practices develop and justify their own responses to contemporary religious and moral questions,
- learn to use evidence from various sources to support their responses.

Students critically analyse a range of spiritual writings that:
- focus on the search for the mystery of God in the midst of current and historical events.
- lead believers to action and contemplation, based on the awareness of the presence of God.
- Show how the Church responds to challenge, change and threat, including threats to human life and ecology.

Assessment

Essay, Creative Presentation (Liturgy), Exam, Research Presentation Multimodal.

This subject caters to: All Students

Resources Required

Nil

Additional Costs: Nil
ENGLISH

Year 9 English
Year 10 Preparation for English
Year 10 Preparation for Essential English
GUIDElINES FOR STUDENTS OF JUNIOR ENGLISH

All students must complete eight semesters of Junior English – from Years 7 through to Year 10.

The students will progress through the units to culminate in their choice of English in Year 10 to feed into the Senior subject offerings of English or Essential English. These units are designed to help prepare students for their senior pathway: either 10ENG for those students intending to pursue an ATAR Pathway in Senior or 10ECOM for those who wish to follow a non-ATAR Pathway.

Opportunities exist for specialist support and modified tasks for students who experience difficulty with this subject owing to ESL backgrounds or documented learning difficulties.
**YEAR 9 ENGLISH**

<table>
<thead>
<tr>
<th>CODE: 09ENG</th>
<th>LENGTH: Full Year</th>
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</thead>
<tbody>
<tr>
<td><strong>SUBJECT AVAILABILITY:</strong> Full Year</td>
<td><strong>PRE-REQUISITES:</strong> Year 8 English</td>
</tr>
</tbody>
</table>

**Subject description:** In Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and they learn to use accurate spelling and punctuation.

**Unit topics include:** Novel study; Film study; Poetry; Introduction to Shakespeare.

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Year 10 English</th>
</tr>
</thead>
</table>

**Learning Experiences:**
- Reading, comprehending and interpreting a variety of texts, both individually and in groups.
- Creating literary texts, including hybrid texts that innovate on aspects of other texts.
- Analysing and explaining the use of symbols and icons in still and moving images and how these augment meaning.
- Presenting an argument about a literary text based on initial impressions and subsequent analysis of the whole text.
- Investigating representations of Australian culture used in texts and evaluate their purpose and accuracy.
- Investigating and experimenting with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism.
- Using a range of software, including word processing programs, flexibly and imaginatively to publish texts.

**Assessment**
In English, assessment pieces are either Written or Spoken:
- Written assessment tasks include the following genres: Persuasive Essay; Creative Writing; Analytical Essay; Book Trailer.
- Spoken assessment tasks include: Multi-Modal presentation with digital media; Monologue.

<table>
<thead>
<tr>
<th>This subject caters to:</th>
<th>All students</th>
</tr>
</thead>
</table>

**Resources Required**
Class notebook

**Additional Costs:** Nil
### YEAR 10 PREPARATION FOR ENGLISH

<table>
<thead>
<tr>
<th>CODE: 10ENG</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: Year 9 English</td>
</tr>
</tbody>
</table>

**Subject description:** In Year 10, students examine a variety of texts and examine how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They also develop and justify their own interpretations of texts.

Students create a wide range of texts to communicate complex ideas. They make presentations and contribute actively to class and group discussions, building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact and accurately use spelling and punctuation when creating and editing texts.

**Unit topics include:** The Language of Advertising; Novel study; Shakespeare; Satire.

**This subject leads to:** Authority English

**Learning Experiences:**
- Reading, comprehending and interpreting a variety of texts, both individually and in groups.
- Comparing the purposes, text structures and language features of traditional and contemporary texts.
- Refining vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.
- Analysing and explaining how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response.
- Evaluate the social, moral and ethical positions represented in texts.
- Using a range of software, including word processing programs, flexibly and imaginatively to publish texts.
- Creating sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues.

**Assessment**

In English, assessment pieces are either Written or Spoken:
- Written assessment tasks include the following genres: Analytical Essay; Short Story; Feature Article.
- Spoken assessment tasks include: Multi-Modal presentation with digital media; Monologue.

**This subject caters to:** This subject is most suitable for students who intend to follow an OP pathway in Senior and who enjoy and are good at English.

**Resources Required**
- Notebook

**Additional Costs:** Nil
# YEAR 10 PREPARATION FOR ESSENTIAL ENGLISH

<table>
<thead>
<tr>
<th>CODE: 10ECOM</th>
<th>LENGTH: One Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 1 and 2</td>
<td>PRE-REQUISITES: Year 9 English</td>
</tr>
</tbody>
</table>

**Subject description:** In Year 10 Essential English, students consider what it takes to be an effective communicator, both in written and spoken contexts. They examine how the choice of language features, images and vocabulary contributes to the development of individual style. Students create a range of texts to articulate their ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

**Unit topics include:** Language for the real world; Having your say.

**This subject leads to:** Senior Essential English

**Learning Experiences:**
- Reading, comprehending and interpreting a variety of texts, both individually and in groups.
- Using a range of software, including word processing programs, flexibly and imaginatively to publish texts.
- Activities to enhance literacy skills such as sentence and paragraph structure, proofreading and editing.
- Discussing of issues around employment and job seeking.
- Familiarising students with everyday literacy activities, such as forms and general communication.
- Creating sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues.

**Assessment**
- In English, assessment pieces are either Written or Spoken.
  - Written assessment tasks include the following genres: Report; Letters; Resumes; Analytical Writing.
  - Spoken assessment tasks include: Persuasive Speech; Multi-Media Presentation.

**This subject caters to:** Year 10 Essential English is only for students who intend to study Essential English in Senior. It does not prepare students for Authority English and therefore should not be taken by students who are intending to follow an OP Pathway.

**Resources Required**
- Notebook

**Additional Costs:** Nil
## Year 9 and 10 Literacy

<table>
<thead>
<tr>
<th>Code</th>
<th>Length: Full Year</th>
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<tbody>
<tr>
<td>09LIT/09LITC2/10LIT</td>
<td></td>
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</tbody>
</table>

### Subject Availability: Semester/Term

Pre-requisites: Nil

### Subject Description:

*Years 9 and 10 Literacy is designed to assist in the development of students’ literacy skills.* Selected students will be explicitly taught comprehension and reading skills to assist their engagement with the various kinds of texts that they encounter in their learning at the College. As such the learning will be in-context and readily applicable to their engagement and understanding in all their learning. Reading will be a major focus of the subject, including engaging students with texts designed to capture their interest in reading, and working on various elements of comprehension such as interpreting explicit information, understanding inferential meaning and retrieving explicit information from a text. Students may be recommended to take literacy for all or part of a semester or year based upon formative standardised testing and prior subject results. The purpose of the subject is to elevate the students’ literacy skills to increase their success at school across all of their subjects.

### This Subject Leads To:

Nil

### Learning Experiences:

- Deconstruction of reading materials from core and elective subjects
- Approaches to comprehending texts
- Organisation of texts and reading materials
- Meta-cognitive strategies
- Grammar construction
- Short writing tasks
- Spelling and punctuation strategies
- Detailed reading of texts and joint constructions of their own texts.

### Assessment

In-class weekly formative assessment to monitor literacy progress.

### This Subject caters to:

Students who are working towards building their literacy skills to cope with future English courses. Students are invited to study Literacy based upon their subject results.

### Resources Required

Nil

### Additional Costs:

Nil
LANGUAGES

Year 9 Chinese
Year 10 Chinese
Year 9 Japanese
Year 10 Japanese
GUIDELINES FOR STUDENTS OF LANGUAGES

CHINESE AND JAPANESE

The Chinese and Japanese programs aim to assist students to develop a practical and immediately useful background in the language and culture of China and Japan, regardless of the level at which the student completes his/her study. Students experience a language and culture different from their own - a valuable experience in itself. The main emphasis is on communication through the use of functional language. The four skills of speaking, listening, reading and writing are integrated throughout the programs and are weighted equally. In addition, of course, the culture of the country of origin is studied.
# YEAR 9 CHINESE

<table>
<thead>
<tr>
<th>CODE: 09CHI</th>
<th>LENGTH: One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBJECT AVAILABILITY:</strong> Semester 1</td>
<td><strong>PRE-REQUISITES:</strong> Year 8 Chinese</td>
</tr>
</tbody>
</table>

**Subject description:** Year 9 Chinese is a semester course which will cover basic topics relevant to daily life. The information covered will include topics such as:
- Greetings
- Family

**This subject leads to:** Year 10 Chinese

**Learning Experiences:**
This semester course provides students with a preliminary understanding of the study of Chinese as a second language in high school. Students will be engaged in four macro skills (reading, writing, listening and speaking) in learning Chinese. A range of cultural topics will also be studied throughout the course.

**Assessment**
Students will be assessed in all four Macro skills:
- Listening
- Speaking
- Reading
- Writing

**This subject caters to:** Students who studied Introduction to Chinese in Year 8, and also are interested in Chinese language, history and culture, and aspire to become a fluent second language speaker.

**Resources Required**
Nil

**Additional Costs:** Possible excursions to cultural events.
# YEAR 9 CHINESE

<table>
<thead>
<tr>
<th>CODE:</th>
<th>09CHI</th>
<th>LENGTH:</th>
<th>One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY:</td>
<td>Semester 2</td>
<td>PRE-REQUISITES:</td>
<td>Year 8 Chinese or Year 9 Chinese Semester 1</td>
</tr>
</tbody>
</table>

**Subject description:** Year 9 Chinese is a semester course which will cover basic topics relevant to daily life. The information covered will include topics such as:
- Country and language
- School and work life.

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Year 10 Chinese</th>
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</thead>
</table>

**Learning Experiences:**
This semester course provides students with a preliminary understanding of the study of Chinese as a second language in high school. Students will be engaged in four macro skills (reading, writing, listening and speaking) in learning Chinese. A range of cultural topics will also be studied throughout the course.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Students will be assessed in all four Macro skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Listening</td>
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<tr>
<td></td>
<td>• Speaking</td>
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<tr>
<td></td>
<td>• Reading</td>
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<tr>
<td></td>
<td>• Writing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>This subject caters to:</th>
<th>Students who studied Introduction to Chinese in Year 8 and Year 9 Semester 1, and also are interested in Chinese language, history and culture, and aspire to become a fluent second language speaker.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Required</td>
<td>Nil</td>
</tr>
<tr>
<td>Additional Costs:</td>
<td>Possible excursions to cultural events.</td>
</tr>
</tbody>
</table>
## YEAR 10 CHINESE

<table>
<thead>
<tr>
<th>CODE: 10CHI</th>
<th>LENGTH: One Year</th>
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</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: Year 9 Chinese, Semester 1 &amp; 2</td>
</tr>
</tbody>
</table>

**Subject description:** Year 10 Chinese is a year-long course which will cover extensive topics relevant to senior Chinese study. The information covered will include topics such as:
- Curriculum and school
- Diet and health
- Physical description
- Hobbies and interests

**This subject leads to:** 11 and 12 Chinese

**Learning Experiences:** The year-long course provides students with understanding and knowledge of the study of Chinese as a second language in senior high school. Students will be actively engaged in four macro skills (reading, writing, speaking and listening) of learning in Chinese. A variety of cultural topics will be also studied throughout the course.

**Assessment**
- Students will be assessed in all four Macro skills:
  - Listening
  - Speaking
  - Reading
  - Writing

**This subject caters to:** Students who studied introduction to Chinese in Year 9, and also are interested in Chinese language, history and culture, and aspire to become a fluent second language speaker should consider taking Chinese in Year 10.

**Resources Required**
- Nil

**Additional Costs:** Possible excursions to cultural events.
# YEAR 9 JAPANESE SEMESTER ONE

<table>
<thead>
<tr>
<th>CODE: 09JAP</th>
<th>LENGTH: Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>SUBJECT AVAILABILITY:</strong> Semester 1</td>
<td><strong>PRE-REQUISITES:</strong> Year 8 Japanese*</td>
</tr>
</tbody>
</table>

**Subject description:** This subject uses the textbook, *Obento Deluxe*, and builds on the skills acquired in the Year 8 Japanese course. If students are considering studying Japanese in senior school, it is strongly recommended that they enter this course.

**This subject leads to:** Year 9 Japanese Semester 2; Year 10 Japanese

**Learning Experiences:**
- Saying where you are going, who you’re going with and how you’ll get there
- Discussing daily activities
- Saying what you do in your free time
- Making suggestions
- Expressing opinions
- Consolidation of the first two writing scripts, *hiragana* and *katakana*. Students will also further their knowledge of the third writing script, *kanji*
- Cultural topics to be studied include the lifestyle of a typical Japanese teenager, club activities, and how Japanese teenagers spend their leisure time

**Assessment**
Students will be assessed in all four macro skills at least once per semester:
- Listening
- Speaking
- Reading
- Writing

**This subject caters to:**
Students with an interest in the Japanese language and culture, who enjoy communicating in Japanese and have a desire to improve their skills, and may be interested in a career where they can utilise their skills, such as international business or law, diplomacy, tourism or teaching.

**Resources Required**
*Obento Deluxe Workbook. (This should have been purchased previously and retained from the Year 8 Japanese course.)*

**Additional Costs:**
Nil

* If students have not studied Year 8 Japanese at Clairvaux MacKillop College and wish to enter the subject, prior consultation with the Japanese teacher is required.
**YEAR 9 JAPANESE SEMESTER TWO**

<table>
<thead>
<tr>
<th>CODE: 09JAPC2</th>
<th>LENGTH: Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 2</td>
<td>PRE-REQUISITES: Year 8 Japanese*, or Year 9 Japanese Semester 1</td>
</tr>
</tbody>
</table>

**Subject description:** This subject uses the textbook, *Obento Supreme*, and builds on the skills acquired in both the Year 8 Japanese and Year 9 Japanese Semester 1 courses. If students are considering studying Japanese in senior school, it is recommended that they enter this course. This course is not a repeat of the Year 9 Japanese Semester 1 course.

**This subject leads to:** Year 10 Japanese

**Learning Experiences:**
- Telling the time
- Inviting someone to do something with you
- Describing things
- Talking about school and school subjects
- Making comparisons
- Consolidation of the first two writing scripts, hiragana and katakana. Students will also further their knowledge of the third writing script, kanji
- Cultural topics to be studied include the differences between casual, polite and humble language, Japanese housing, and Japanese schools

**Assessment**

- Students will be assessed in all four macro skills at least once per semester:
  - Listening
  - Speaking
  - Reading
  - Writing

**This subject caters to:**

- Students with an interest in the Japanese language and culture, who enjoy communicating in Japanese and have a desire to improve their skills, and may be interested in a career where they can utilise their skills, such as international business or law, diplomacy, tourism or teaching.

**Resources Required**

- Obento Supreme Workbook. Approximate cost $30 - $35

**Additional Costs:** Nil

* If students have not studied Year 8 Japanese or Year 9 Japanese Semester 1 at Clairvaux MacKillop College and wish to enter the subject, prior consultation with the Japanese teacher is required.
# YEAR 10 JAPANESE

**CODE:** 10JAP  
**LENGTH:** Year  

**SUBJECT AVAILABILITY:** Full year  
**PRE-REQUISITES:** Year 9 Japanese Semester 1 and/or Year 9 Japanese Semester 2*

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**Subject description:** This subject uses the textbook, *Obento Supreme*, and builds on the skills acquired in Year 9 Japanese. It is essential preparation for the study of Japanese in Years 11 and 12.

**This subject leads to:** Year 11 Japanese

**Learning Experiences:**
- Talking about the seasons
- Describing the weather
- Shopping
- Descriptions
- Eating out in Japan and restaurant etiquette
- Asking for, giving and refusing permission
- Making requests
- Asking for and giving directions
- Reading a map
- Discussing likes and dislikes in depth
- Discussing future plans
- An introduction to casual speech
- Consolidation of the first two writing scripts, *hiragana* and *katakana*. Students will also further their knowledge of the third writing script, *kanji*
- Cultural topics to be studied include seasonal activities and traditions, shopping in Japan, food and restaurant etiquette in Japan, customs in the home, *manga* and *anime*

**Assessment**
Students will be assessed in all four macro skills at least once per semester:
- Listening
- Speaking
- Reading
- Writing

**This subject caters to:**
Students with an interest in the Japanese language and culture, who enjoy communicating in Japanese and have a desire to improve their skills, and may be interested in a career where they can utilise their skills, such as international business or law, diplomacy, tourism or teaching.

**Resources Required**
*Obento Supreme Workbook. (This should have been purchased previously and retained from the Year 9 Japanese course.)*

**Additional Costs:** Nil

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* If students have not studied Year 8 Japanese or 9 Japanese at Clairvaux MacKillop College and wish to enter the subject, prior consultation with the Japanese teacher is required.
MATHEMATICS

Year 9 Mathematics
Year 10 Preparation for Mathematics Essential
Year 10 Preparation for Mathematics General
Year 10 Preparation for Mathematics Methods
GUIDELINES FOR STUDENTS OF MATHEMATICS

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of Mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics.

Students will study a mathematics subject every semester.
# YEAR 9 MATHEMATICS

<table>
<thead>
<tr>
<th>CODE: 09MAT</th>
<th>LENGTH: Full Year</th>
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</thead>
</table>

**SUBJECT AVAILABILITY:** Full Year  
**PRE-REQUISITES:** Year 8 Mathematics

**Subject description:** Year 9 Mathematics extends on the concepts studied in Year 8. It furthers algebraic skills and starts using more theoretical contexts for solving problems. Students apply their knowledge of 2-dimensional shapes to the 3-dimensional world and begin analysing data, from both experimental and practical contexts, quantitatively.

**In Year 9 Mathematics students will study the following topics:**
- **Number and Algebra**
  - real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships
- **Measurement and Geometry**
  - using units of measurement, geometric reasoning, Pythagoras and trigonometry
- **Statistics and probability**
  - chance, data representation and interpretation

**This subject leads to:**  
Year 10 Preparation for - Mathematics Essential  
- Mathematics General  
- Mathematics Methods

**Learning Experiences:**  
Students will apply the distributive law to expand binomial expressions, Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles, and the index laws to numbers and express numbers in scientific notation. They will calculate the distance between two points on the Cartesian plane, gradient and midpoint of a line segment, areas of shapes and the volume and surface area of right prisms and cylinders, relative frequencies to estimate probabilities. Students will compare techniques for collecting data in primary and secondary sources, construct histograms and back-to-back stem-and-leaf plots solve problems involving simple interest and describe the position of the mean and median in skewed, symmetric and bi-modal displays when, interpreting data. They will explain similarity of triangles, identify outcomes for two-step experiments and assign probabilities for those outcomes, interpret ratio and scale factors in similar figures, recognise the connections between similarity and the trigonometric ratios and sketch linear and non-linear relations.

**Assessment:**  
Students sit a 90 minute exam at the end of every term that covers content and skills learnt up to that point. Students complete a 3-week assignment every semester linked to current content and skills.

**This subject caters to:** All students across the Year 9 cohort

**Resources Required:** CASIO fx-82AU PLUS II - scientific calculator

**Additional Costs:** Nil
## Year 10 Preparation for Mathematics Essential

**Code:** 10PVM  
**Length:** Full Year  
**Subject Availability:** Full Year  
**Pre-requisites:** Year 9 Mathematics

### Subject Description
Year 10 Preparation for Mathematics Essential consolidates concepts studied in Year 9 Mathematics. It uses the prior foundational knowledge in algebra and practices it in simple practical contexts. This subject prepares students for senior Mathematics Essential in a practical sense with application focussed on the world around them in a highly structured and supported classroom.

### In Year 10 Preparation for Mathematics Essential, students will study the following topics:
- **Number and Algebra**
  - money and financial mathematics, patterns and algebra, linear and non-linear relationships
- **Measurement and Geometry**
  - geometric reasoning, Pythagoras and trigonometry
- **Statistics and Probability**
  - chance, data representation and interpretation

### This subject leads to:
Senior Mathematics Essential

### Learning Experiences:
Students apply the four operations with simple algebraic fractions, triangle and angle properties to show congruence and similarity, trigonometry to calculate unknown angles in simple right-angled triangles, the distributive law to expanding binomial expressions and factorising simple monic quadratic expressions. They calculate unknown values after substitution into formulas, quartiles and inter-quartile ranges, simple and compound interest and compare data sets by referring to the shapes of the various data displays, describe bivariate data where the independent variable is time, statistical relationships between two continuous variables, statistical reports, algebraic and graphical representations of relations, identify outcomes for multi-step chance experiments and investigate probabilities for multi-step experiments. Students will recognise the relationships between parallel and perpendicular lines and solve problems involving linear equations, surface area and volume problems and simple quadratic equations.

### Assessment
Students sit a 90 minute exam at the end of every term that covers content and skills learnt up to that point. Students complete a 3-week assignment every semester linked to current content and skills.

### This subject caters to:
Students wishing to study Mathematics Essential in Year 11 and 12

### Resources Required
Casio fx-82AU PLUS II - scientific calculator

### Additional Costs:
Nil

*note, students wishing to study mathematics essential and English essential may choose essential science.*
YEAR 10 PREPARATION FOR MATHEMATICS GENERAL

<table>
<thead>
<tr>
<th>CODE: 10MAA</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: Year 9 Mathematics</td>
</tr>
</tbody>
</table>

Subject description: Year 10 Preparation for Mathematics General extends on the concepts studied in Year 9 mathematics. It consolidates the algebraic knowledge learnt in Year 9 Mathematics using it in a more complex but practical context. This subject prepares the students for senior Mathematics General with a focus on physical quantities such as area and volume and the significance of data in our world.

In Year 10 Preparation for Mathematics General, students will study the following topics:
- Number and Algebra
  - money and financial mathematics, patterns and algebra, linear and non-linear relationships
- Measurement and Geometry
  - geometric reasoning, Pythagoras and trigonometry
- Statistics and probability
  - chance, data representation and interpretation

This subject leads to: Senior Mathematics General

Learning Experiences:
Students apply the four operations with simple algebraic fractions, triangle and angle properties to prove congruence and similarity, trigonometry to calculate unknown angles in right-angled triangles, deductive reasoning to proofs and numerical exercises involving plane shapes, the distributive law to expanding binomial expressions and factorising monic quadratic expressions. They calculate unknown values after substitution into formulas, probabilities for multi-step experiments, quartiles and inter-quartile ranges and compare data sets by referring to the shapes of the various data displays, describe bivariate data where the independent variable is time, statistical relationships between two continuous variables. Students will evaluate statistical reports, identify outcomes for multi-step chance experiments investigate the connection between simple and compound interest and link algebraic and graphical representations of relations. They will be able to recognise the relationships between parallel and perpendicular lines and solve problems involving linear equations and inequalities, surface area and volume problems relating to composite solids, simple quadratic equations and pairs of simultaneous equations.

Assessment
Students sit a 90 minute exam at the end of every term that covers content and skills learnt up to that point. Students complete a 3-week assignment every semester linked to current content and skills.

This subject caters to:
Students wishing to study Mathematics General in Senior.
* if students wish to change from Preparation for Mathematics General, they may do so at the end of Semester 1. This change may only be to Preparation for Mathematics Essential.

Resources Required
CASIO fx-82AU PLUS II - scientific calculator

Additional Costs:
Nil

* note, students wishing to study mathematics general must also choose science.
## YEAR 10 PREPARATION FOR MATHEMATICS METHODS

<table>
<thead>
<tr>
<th>CODE: 10MAB</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBJECT AVAILABILITY:</strong> Full Year</td>
<td><strong>PRE-REQUISITES:</strong> Year 9 Mathematics</td>
</tr>
</tbody>
</table>

**Subject description:** Year 10 Preparation for Mathematics Methods includes all of the content from Preparation for Maths General, but with the addition of extension work in algebra and trigonometry. It extends algebraic skills and applies them in purely theoretical contexts and explores real numbers. The study in physical quantities such as area are extended to include circle and 3 dimensional geometry.

**In Year 10 Preparation for Mathematics Methods students will study the following topics:**
- **Number and Algebra**
  - Real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships
- **Measurement and Geometry**
  - Using units of measurement, geometric reasoning, Pythagoras and trigonometry
- **Statistics and probability**
  - chance, data representation and interpretation

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Mathematics Methods and Mathematics Specialist in Year 11 and 12</th>
</tr>
</thead>
</table>

**Learning Experiences:**
Students will be exposed to the same content as Mathematics General but will go into more depth, apply in purely theoretical contexts and extend this learning in the following areas:

Students will apply the distributive law to factorise and solve complex equations, the factor and remainder theorems with polynomials, and trigonometric ratios in 3 dimensional contexts. They will define and apply operations including logarithms with rational and irrational numbers, surds and fractional indices, interpret, sketch, describe and transform parabolas, circles, hyperbolas and exponential functions. And prove and apply circle and related trigonometric properties and relationships.

**Assessment:**
Students sit a 90 minute exam at the end of every term that covers content and skills learnt up to that point.
Students complete a 3-week assignment every semester linked to current content and skills.

**This subject caters to:**
Students wishing to complete Mathematics Methods and/or Specialist in Year 11 and 12
* If students wish to change from preparation for mathematics General, they may do so at the end of Semester 1.

**Resources Required:**
CASIO fx-82AU PLUS II - scientific calculator

**Additional Costs:**
Students continuing Mathematics Methods in year 11 will be required to purchase a Graphics Calculator towards the end of Semester 2 – ti84 Plus – graphics calculator.

* note, students wishing to study Mathematics Methods must also choose Preparation for Senior Science.
SCIENCE

Year 9 Science
Year 10 Preparation for Senior Science
Year 10 Preparation for Science in Practice
Year 9 STEM
Year 10 STEM
GUIDELINES FOR STUDENTS OF SCIENCE

SELECTION OF SCIENCE UNITS

The Junior Science Units follow a sequential pattern. It is recommended that students should achieve a competent grade by the end of Year 10 Preparation for Senior Science in order to enter most Senior Science Authority subjects.
### YEAR 9 SCIENCE

<table>
<thead>
<tr>
<th>CODE: 09SCI</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: Year 8 Science</td>
</tr>
</tbody>
</table>

**Subject description:** This subject will cover biological sciences, chemical sciences, earth and space science and physical sciences in accordance with the Australian Curriculum.

**In Year 9 Science students will study the following topics:**
- Homeostasis
- Tectonics
- Chemistry – reaction types
- Heat and Electricity

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Biology, Physics, Chemistry, Science21, Science in Practice.</th>
</tr>
</thead>
</table>

**Learning Experiences:**

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment. They 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. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

**Assessment**

Students will be assessed in their learning in a variety of ways, including written and multi-media assignments, student notebooks, construction projects and experimental reports, skills checklists, oral presentations and written tests. Both individual and group activities will be assessed. Grades will be awarded according to Australian Curriculum guidelines on standards.

**This subject caters to:**

Students inquisitive about how the world works and those students considering a career in a Science field.

**Resources Required**

Laptop

**Additional Costs:**

Nil
YEAR 10 PREPARATION FOR SENIOR SCIENCE

<table>
<thead>
<tr>
<th>CODE: 10SCI</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: Year 9 Science</td>
</tr>
</tbody>
</table>

Subject description: This subject is for students who are considering taking a Senior Authority Science (OP). It will cover biological sciences, chemical sciences, earth and space science and physical sciences in accordance with the Australian Curriculum.

In Year 10 Science students will study the following topics:
- Genetics and Evolution including the theory of natural selection.
- Chemistry – Atomic Theory, bonding, chemical reactions.
- Forces and Motion
- STELR Project – a study of renewable energy resources.
- Astronomy

Students must choose Science if they have chosen Mathematics General OR Methods and Preparation for English

This subject leads to: Biology, Chemistry, Physics, Science21, Science in Practice

<table>
<thead>
<tr>
<th>Learning Experiences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.</td>
</tr>
</tbody>
</table>

Assessment

Students will be assessed in their learning in a variety of ways, including written and multi-media assignments, student notebooks, construction projects and experimental reports, skills checklists, oral presentations and written tests. Both individual and group activities will be assessed. Grades will be awarded according to Australian Curriculum guidelines on standards.

This subject caters to: Students inquisitive about how the world works and those students considering a career in a Science, Engineering or Health field.

Resources Required

Laptop

Additional Costs: Nil
## YEAR 10 PREPARATION FOR SCIENCE IN PRACTICE

<table>
<thead>
<tr>
<th>CODE: 10SCIC2</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: Year 9 Science</td>
</tr>
</tbody>
</table>

**Subject description:** This course will cover topics similar to Preparatory Science with a more practical based emphasis. It will cover biological sciences, chemical sciences, earth and space science and physical sciences in accordance with the Australian Curriculum.

**In Year 10 Science students will study the following topics:**
- Genetics and Evolution including the theory of natural selection.
- Chemistry – atomic theory and chemical reactions
- Forces and Motion
- Renewable energy
- Astronomy

Students only choose this subject if they choose BOTH Essential English and Mathematics Essential.

| This subject leads to: | Year 11 and 12 Science in Practice |

**Learning Experiences:**
In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Basic atomic theory is developed to understand relationships within the periodic table. The concepts of motion and forces are investigated. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

**Assessment**
Students will be assessed in their learning in a variety of ways, including written and multi-media assignments, student notebooks, construction projects and experimental reports, skills checklists, oral presentations and written tests. Both individual and group activities will be assessed. Grades will be awarded according to Australian Curriculum guidelines on standards with modifications.

| This subject caters to: | Students inquisitive about how the world works but do not want a career in science. |

**Resources Required**
Laptop

**Additional Costs:**
Nil
# YEAR 9 STEM

| CODE: 9STEM1, 9STEM2 | LENGTH: *Semester  
*(Students can enrol in both semesters if desired) |
<table>
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<th></th>
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<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: B in both Science and Maths</td>
</tr>
</tbody>
</table>

**Subject description:** This subject is designed to develop both critical thinking skills and to lateral thinking and design by working collaboratively on projects to solve real world problems.

In Year 9 STEM students will study the following topics:
- Biomimicry using Littlebits
- Sound
- Kitchen Chemistry
- Bridges
- Biomedical technology

Students have the opportunity to choose 9 STEM in both Semester 1 and Semester 2 (as a full year program) as different topics will be investigated. Students may also choose 1 Semester of 9 STEM on its own.

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Biology, Chemistry, Physics, Science21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Experiences:</td>
<td>Develop skills such as: teamwork, critical thinking skills and problem solving.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Majority of assessment is project based which is developed and worked on through the term.</td>
</tr>
<tr>
<td>This subject caters to:</td>
<td>The program provide students with opportunities to consolidate and integrate knowledge and skills learnt in science, IT and mathematics subjects to find solutions to real world, multidisciplinary problems. Students will also learn about the engineering methodology.</td>
</tr>
<tr>
<td>Resources Required</td>
<td>Laptop</td>
</tr>
<tr>
<td>Additional Costs:</td>
<td>Possible costs for transportation to university workshops/ engineering activities.</td>
</tr>
<tr>
<td><strong>YEAR 10 STEM</strong></td>
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<tr>
<td><strong>CODE:</strong> 10SCIEXT</td>
<td><strong>LENGTH:</strong> Full Year</td>
</tr>
<tr>
<td><strong>SUBJECT AVAILABILITY:</strong> Full Year</td>
<td><strong>PRE-REQUISITES:</strong> B in Year 9 Science</td>
</tr>
</tbody>
</table>

**Subject description:** This subject is designed to develop both critical thinking skills and lateral thinking and design by working collaboratively on projects to solve real world problems.

**In Year 10 STEM students will study the following topics:**
- Sustainability using Littlebits
- Nasa Mars Range Rover Challenge
- Robotics
- Rockets and Parachutes

| **This subject leads to:** | Biology, Chemistry, Physics, Science21 |
| **Learning Experiences:** | Develop skills such as: teamwork, critical thinking skills and problem solving. |
| **Assessment** | Majority of assessment is project based which is developed and worked on through the term. |
| **This subject caters to:** | The program provide students with opportunities to consolidate and integrate knowledge and skills learnt in science, IT and mathematics subjects to find solutions to real world, multidisciplinary problems. Students will also learn about the engineering methodology. |
| **Resources Required** | Laptop |
| **Additional Costs:** | Possible bus costs for transportation to university workshops/ engineering activities (approx.. $30 - $150). |
SOCIAL SCIENCE

Year 9 History
Year 10 History
Year 9 Geography
Year 10 Geography
GUIDELINES FOR STUDENTS OF HISTORY AND GEOGRAPHY

History and Geography develop knowledge, skills, processes and attitudes that help students investigate a broad range of social, environmental, historical, economic, political and cultural issues. Understandings about topic areas such as Australia, the Asia-Pacific region, globalisation and gender are developed, and the use of inquiry approaches to learning and teaching encourages students to participate more fully in life as active and informed citizens.

SELECTION OF UNITS

All students will study History from Years 7 to 10 as part of the Australian Curriculum. The structure of the units will be on a semester basis, alternating with Health and Physical Education.

Geography is an elective subject in both Year 9 and 10.
# YEAR 9 HISTORY

<table>
<thead>
<tr>
<th>CODE: 09HIS</th>
<th>LENGTH: One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBJECT AVAILABILITY:</strong> Semester 1 and 2</td>
<td><strong>PRE-REQUISITES:</strong> Nil</td>
</tr>
</tbody>
</table>

**Subject description:** Students will investigate colonialism and slavery in the 18th and 19th Centuries, and Australia’s involvement in World War I.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Year 10 History</td>
<td></td>
</tr>
<tr>
<td>• Senior Ancient History</td>
<td></td>
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<tr>
<td>• Senior Modern History</td>
<td></td>
</tr>
<tr>
<td>• Senior Philosophy and Reason</td>
<td></td>
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<tr>
<td>• University entry</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Experiences:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigations</td>
<td></td>
</tr>
<tr>
<td>• Using written sources</td>
<td></td>
</tr>
<tr>
<td>• Using visual sources</td>
<td></td>
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<tr>
<td>• Paragraph writing</td>
<td></td>
</tr>
<tr>
<td>• Research skills</td>
<td></td>
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<tr>
<td>• Essay writing</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Multiple choice &amp; short answer test</td>
<td></td>
</tr>
<tr>
<td>• Written research assignment</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>This subject caters to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students interested in historical people and events</td>
<td></td>
</tr>
<tr>
<td>• Students interested in taking Senior Ancient History, Modern History, or Philosophy and Reason</td>
<td></td>
</tr>
<tr>
<td>• Any students wishing to pursue university study in fields such as law, politics, journalism, creative writing, film-making, psychology, sociology, anthropology or related field</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Nil</th>
</tr>
</thead>
</table>

| Additional Costs: | Nil |

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## YEAR 10 HISTORY

<table>
<thead>
<tr>
<th>CODE: 10HIS</th>
<th>LENGTH: One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 1 and 2</td>
<td>PRE-REQUISITES: NIL</td>
</tr>
<tr>
<td><em>This subject is compulsory for all Year 10 students</em></td>
<td></td>
</tr>
</tbody>
</table>

### Subject description:
Students will investigate the impact of World War II upon Australia and the world, postwar freedom movements, and postwar popular movements.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

### This subject leads to:
- Senior Ancient History
- Senior Modern History
- Senior Philosophy and Reason
- University entry
- OP Pathways and University entry.

### Learning Experiences:
- Investigation
- Using written sources
- Using visual sources
- Argumentation
- Paragraph writing
- Research skills
- Essay writing

### Assessment:
- Multiple choice & short answer test
- Research assignment

### This subject caters to:
- Students interested in history
- Students interested in taking Senior Ancient History, Modern History, or Philosophy and Reason
- Any students wishing to pursue university study in fields such as law, politics, journalism, creative writing, film-making, psychology, sociology, anthropology etc

### Resources Required
Nil

### Additional Costs:
Nil
## YEAR 9 GEOGRAPHY

<table>
<thead>
<tr>
<th>CODE: 09GEO</th>
<th>LENGTH: One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 1 and 2</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

### Biomes, Food Security and Interconnections

**Subject description:** This subject introduces students to a greater understanding of Geography. It investigates biomes, food security, and interconnections.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Year 10 and Senior Geography</th>
</tr>
</thead>
</table>

### Learning Experiences:

Via the themes of Biomes & Food Security and Geographies of Interconnections, students will engage in the following learning experiences:

- Field Work
- Primary Data Collection
- Field Sketching
- Mapping
- Graphing
- Planning

### Assessment

Assessment will include such modes as:

- Short Response Test
- Stimulus Response Essay
- Field Studies Report
- Multi-model Seminar

### This subject caters to:

All students looking to further their knowledge and understanding of the world, its systems and how they all link together.

### Resources Required

Nil

### Additional Costs:

Nil
# YEAR 10 GEOGRAPHY

<table>
<thead>
<tr>
<th>CODE: 10GEO</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Sem. 1 and 2</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

### Environmental Change and Human Wellbeing

**Subject description:** Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

### This subject leads to:
Senior Geography

### Learning Experiences:
Via the themes of Environmental Change and Management and Geographies of Human Wellbeing, students will engage in the following learning experiences:
- Field Work
- Primary Data Collection
- Field Sketching
- Mapping
- Graphing
- Planning

### Assessment
Assessment will be a variety of:
- Short Response Test
- Stimulus Response Essay
- Field Studies Report
- Multi-model Seminar
- Practical Exercise

### This subject caters to:
All students looking to further their knowledge and understanding of the world, its systems and how they all link together.

### Resources Required
Nil

### Additional Costs:
Nil
HEALTH AND PHYSICAL EDUCATION

Year 9 Health and Physical Education
Year 10 Health and Physical Education
GUIDELINES FOR STUDENTS OF HEALTH AND PHYSICAL EDUCATION

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others’ health, safety and wellbeing.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

SELECTION OF UNITS

All students will study Health and Physical Education in Years 9 and 10 as part of the Australian Curriculum. The structure of the units will be on a semester basis, alternating with History.
**YEAR 9 HEALTH AND PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th>CODE: 09HPE</th>
<th>LENGTH: Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJEC T AVAILABILITY: Semester 1 and 2</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

**Subject description:** In Year 9 Health and Physical Education students use a critical inquiry approach when investigating relationships and what is sustainable health. They apply movement concepts and strategies to new performance environments and apply criteria to judge and refine their performance in invasion games, and investigate the role physical activity has played historically in defining cultures and cultural identities whilst performing various multicultural dances.

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Year 10 Health and Physical Education</th>
</tr>
</thead>
</table>

**Learning Experiences:**

- Respectful relationships
- Sexual health
- Sustainable physical and mental health for their future

Students to participate in the following physical activities:

- Invasion games (speedball and touch / Oz Tag)
- Multicultural Dances
- Challenge activities

**Assessment**

- Teacher observation of physical performance
- Supervised Exam (short answer responses)
- Research Report

**This subject caters to:**

All students require the knowledge and skills to make decisions to improve their health, safety and wellbeing.

**Resources Required**

- Sports Uniform
- 1 x A4 Notebook

**Additional Costs:**

- $5 for challenge activities

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# YEAR 10 HEALTH AND PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>CODE: 10HPE</th>
<th>LENGTH: Semester</th>
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</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 1 and 2</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

**Subject description:** In Year 10 Health and Physical Education students use a critical inquiry approach when investigating issues associated with youth mental health and safe party behaviours. They apply movement concepts and strategies to new performance environments and apply criteria to judge and refine their performance in striking games, and apply decision making and problem solving skills in challenge and orienteering activities.

**This subject leads to:** Senior Physical Education, Certificate III in Fitness, Certificate III in Sport and Recreation, Senior Recreation

**Learning Experiences:**
- Students will use a critical inquiry approach to investigate:
  - Resilience and Mental Health
  - Party Safe
- Students to participate in the following physical activities:
  - Striking games (Speedminton, Volleyball, Softball or Street Hockey)
  - Orienteering

**Assessment**
- Teacher observation of physical performance
- Supervised Exam (short answer questions)
- Research Assignment - Multimodal Presentation

**This subject caters to:** All students require the knowledge and skills to make decisions to improve their health, safety and wellbeing.

**Resources Required**
- Sports Uniform
- 1 x A4 Notebook

**Additional Costs:** Nil
THE ARTS

DANCE
DRAMA
MEDIA
MUSIC
VISUAL ART
GUIDELINES FOR STUDENTS OF JUNIOR DANCE

Dance courses progress in levels of difficulty and expectations. To continue Dance in the Senior School, it is preferred that a student achieves a ‘C’ or above in Year 10 Dance. Alternatively, students are expected to audition to demonstrate adequate performance skills.

Students are expected to attend 1-2 live experiences in each unit of Dance. These will involve either performance at or outside school. There will be a cost for each performance. These experiences are invaluable for enhancing students' knowledge, understanding and appreciation of Dance. Some of these performances will constitute part of their assessment.

Students in Years 9 and 10 are expected to attend student-teacher negotiated rehearsals. The aim of these rehearsals is twofold. Firstly, they allow for extra preparation time. Secondly, they strengthen many of the principles of Dance, such as teamwork. The rehearsals will be teacher-supervised.

All students are required to have suitable clothing for performance.
YEAR 9 DANCE

<table>
<thead>
<tr>
<th>CODE: 09DAN</th>
<th>LENGTH: 1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 1</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

Subject description: Bring It On is a unit exploring Popular Dance over the years with a focus on current Hip Hop trends.

This subject leads to: Yr 9 Dance: Contemporary, Yr 9 Dance: World Dance. Yr 10 Dance: Dance In Film, Yr 10 Dance: Contemporary, Year 10 Dance: Musical Theatre

Learning Experiences:
- Students engage in dance lessons to experience the unique nature of the Dance classroom.
- Participate in partner dances e.g. The Lindy Hop.
- Participate in social dancing, Funk and Hip-Hop classes.
- Participate in a Hip-Hop workshop with instructors from Raw Metal Dance Company.
- Performance skills.
- Expressive dance skills.
- Research skills.
- Functions of dance – Ritual, Social and Artistic.
- Learn about the historical, socio-cultural and geographical contexts of each dance style studied.
- Research a chosen dance style looking at the historical, socio-cultural and geographical functions of that dance.
- Choreograph short partner dances in a chosen dance era.
- Present informal demonstrations of social dances.
- Performance of a teacher devised popular dance.
- Students will rehearse and perform choreography as taught in class.
- View videos to support the learning of each style, e.g. Grease, Saturday Night Fever, etc.
- Present an oral seminar presentation on a chosen dance from “So You Think You Can Dance”.

Assessment
- Small group performance
- Individual and Group choreography
- Evaluative oral or written assignment

This subject caters to: Students who study Dance develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Dance.

Resources Required
All students are required to have black leggings or trousers and a black fitted top for performance.

Additional Costs: Students are expected to attend 1-2 live Dance experiences in each unit of dance. These will occasionally involve performances outside school. There will be a cost for each performance. These experiences are invaluable for enhancing students' knowledge, understanding and appreciation of Dance. These performances will constitute part of the assessment e.g. a critical review of a performance.
# YEAR 9 DANCE

**CODE:** 09DANC2  
**LENGTH:** 1 Semester  
**SUBJECT AVAILABILITY:** Semester 2  
**PRE-REQUISITES:** Nil

**Subject description:** Unit 1 *Can You Feel It?* is designed to introduce students to Contemporary dance. The focus will be on students choreographing contemporary movement sequences in response to various stimuli. Unit 2 *Around The World* is designed to develop insight into the student’s culture, as well as sensitivity to other cultures through the function of ritual dance. The students will explore the role of dance in various cultures such as; Indigenous Dance, Irish Dance, Bollywood, Flamenco, African, Chinese Ribbon Dance and various Latin styles.

## This subject leads to:
- Yr 10 Dance: Dance In Film, Yr 10 Dance: Contemporary, Year 10 Dance: Musical Theatre

### Learning Experiences:
- Students participate in Contemporary technique classes learning about correct alignment and parallel feet.
- Apply choreographic form, devices and technique to create dance movement phrases and choreograph short danceworks using dance actions.
- Students will shape Contemporary dance actions to create meaning and mood.
- Students will create abstract movement sequences in response to various stimuli such as: photographs, music, poetry, words and emotions.
- Perform Contemporary dance exercises and sequences.
- Students will research and view works by key Contemporary dance practitioners and evaluate the impact, mood and meaning conveyed through various danceworks.
- Students will identify and discuss the use of choreographic devices in their own and others’ Contemporary danceworks.
- Students will workshop dance actions specific to a number of dance styles including, Indigenous Dance, Irish Dance, Bollywood, Flamenco, African, Chinese Ribbon Dance and various Latin styles.
- Students will analyse, interpret and evaluate ritual dances through research, film excerpts and movement demonstrations.
- Students will sequence dance actions into short dance sequences and rehearse and perform world dance sequences as partners, groups and individually.
- Students will perform both rehearsed and improvised dance sequences.
- Students will research various cultures and examine the role of dance.
- Critique their own and others’ dance performances focusing on the dynamics of each individual world dance style.

### Assessment:
- Group performance
- Individual choreography
- Analytical essay

### This subject caters to:
Students who study Dance develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Dance.

### Resources Required:
All students are required to have black leggings or trousers and a black fitted top for performance.

### Additional Costs:
Students are expected to attend 1-2 live Dance experiences in each unit of dance. These will occasionally involve performances outside school. There will be a cost for each performance. These experiences are invaluable for enhancing students’ knowledge, understanding and appreciation of Dance. These performances will constitute part of the assessment E.g. a critical review of a performance.
**YEAR 10 DANCE**

<table>
<thead>
<tr>
<th>CODE: 10DAN</th>
<th>LENGTH: Full year</th>
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<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 1 &amp; 2</td>
<td>PRE-REQUISITES: Nil</td>
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</table>

**Subject description:** Unit 1 *Dance on Film* is designed to allow students to examine the differences between Dance on film, Dance films and live Dance recordings and investigate the connections between popular dance and music. A range of popular dance styles including; Jazz, Funk, Hip-Hop, Vogue-ing and Lyrical Hip-Hop will be explored. Unit 2 *My Idol* is designed to expose students to Contemporary dance, specifically the choreographic and structural techniques used to create abstract movement. Unit 3 *Razzle Dazzle* is designed to introduce students to the dance styles and choreography of Musical Theatre.

| This subject leads to: | Year 11/12 Dance. |

**Learning Experiences:**
- Students manipulate movement through the use of choreographic devices and the elements and principles of choreography.
- Students look at the development of film clips, music theatre and contemporary dance throughout history.
- Students research the historical understanding of popular dance styles.
- Students choreograph film clip dances based on various themes using popular dance styles e.g. Hip-Hop, Lyrical Hip-Hop, Funk, Vogue-ing.
- Choreograph movement and develop sequences which demonstrate an understanding of popular dance styles and technique.
- Participate in classes in a range of popular dance styles including Jazz, Hip-Hop, Funk, and Break Dancing styles.
- Deconstructing and critically investigating the socio-cultural context of dance clips
- Students participate in Contemporary technique classes learning about correct alignment and parallel feet.
- Apply choreographic form, devices and technique to create dance movement pieces.
- Students will shape Contemporary dance actions to create meaning and mood.
- Students will identify and discuss the use of choreographic devices in their own and others’ Contemporary danceworks.
- Students will identify and discuss the use of dance actions in their own and others’ Contemporary danceworks.
- Students will research the history of Contemporary dance and the evolution of the art form.
- Students will research and view works by key Contemporary dance practitioners/choreographers and the evolution of the art form.

**Assessment**
- Group performance
- Individual and Group choreography
- Analytical Essay
- Exam

**This subject caters to:** Students who study Dance develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Dance.

**Resources Required**
- All students are required to have black leggings or trousers and a black fitted top for performance.

**Additional Costs:**
- Students are expected to attend 1-2 live Dance experiences in each unit of dance. These will occasionally involve performances outside school. There will be a cost for each performance. These experiences are invaluable for enhancing students’ knowledge, understanding and appreciation of Dance. These performances will constitute part of the assessment e.g. a critical review of a performance.
GUIDELINES FOR STUDENTS OF DRAMA

Drama courses progress in levels of difficulty and expectations. To continue Drama in the Senior School, it is preferred that a student achieves a ‘C’ or above in Year 10 Drama. Alternatively, students are expected to audition to demonstrate adequate performance skills.

Students are expected to attend 1-2 theatrical experiences in each unit of Drama. There will be a cost for each performance and a requirement to attend outside of school hours. These experiences are invaluable for enhancing students’ knowledge, understanding and appreciation of Drama. These performances are mandatory and will constitute part of their assessment.

Students in Years 9 and 10 are expected to attend student-teacher negotiated rehearsals out of school hours. The aim of these rehearsals is twofold. Firstly, they allow for extra preparation time. Secondly, they strengthen many of the principles of Drama, such as teamwork. The rehearsals will be teacher-supervised.

All students are required to have black clothing for performance.
<table>
<thead>
<tr>
<th>Exploring Stories</th>
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<tbody>
<tr>
<td><strong>CODE:</strong> 09DRA</td>
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<tr>
<td><strong>SUBJECT AVAILABILITY:</strong> Semester 1</td>
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</table>

**Subject description:** Exploring Stories is a unit exploring storytelling through Greek and Verbatim Theatre.

| This subject leads to: | Year 9 Drama: Issues and Beliefs; Year 10 Drama: Realism, Brecht and Absurdism; Year 10 Drama: Australian Gothic and Collage Drama. |

**Learning Experiences:**
- Analysing and presenting published scripts
- Exploring verbal and non-verbal communication
- Exploring the use of body language
- Stagecraft
- Investigating the elements of Drama including: place, space, role, language, movement, relationships, focus, mood, symbol.
- Building team/group work skills
- Analysing and evaluating own and others performance.

**Assessment**
- Scriptwriting
- Theatre review
- Small group performances of scripts

**This subject caters to:** Students who study Drama develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Drama and Drama in Practice.

**Resources Required**
All students are required to have black clothing for performance.

**Additional Costs:** Students are expected to attend 1-2 theatrical experiences in each unit of Drama. There will be a cost for each performance. These experiences are invaluable for enhancing students' knowledge, understanding and appreciation of Drama. These performances will constitute part of the assessment e.g. a critical review of a performance.
## YEAR 9 DRAMA

### From the Past to the Present

<table>
<thead>
<tr>
<th>CODE: 09DRAC2</th>
<th>LENGTH: One Semester</th>
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<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 2</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

**Subject description:** From the Past to the Present is a unit exploring culturally derived styles through Cinematic and Indigenous Theatre.

### This subject leads to:
- Year 10 Drama: Realism, Brecht and Absurdism; Year 10 Drama: Australian Gothic.

### Learning Experiences:
- Explore the conventions of Cinematic theatre
- Analysing and presenting published scripts
- Exploring verbal and non-verbal communication
- Exploring issue-based and indigenous theatre
- Exploring legends, myth and ritual
- Stagecraft
- Investigating the elements of Drama including: place, space, role, language, contrast, movement, relationships, focus, mood, symbol.
- Building team/group work skills
- Analysing and evaluating own and others performance

### Assessment
- Small group performances (self-devised and scripted)
- Original concept of a performance
- Scriptwriting
- Live theatre review

### This subject caters to:
Students who study Drama develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Drama and Drama in Practice.

### Resources Required
All students are required to have black clothing for performance.

### Additional Costs:
Students are expected to attend 1-2 theatrical experiences in each unit of Drama. These experiences are invaluable for enhancing students' knowledge, understanding and appreciation of Drama. These performances will constitute part of the assessment e.g. a critical review of a performance.
**YEAR 10 DRAMA**

<table>
<thead>
<tr>
<th>CODE: 10DRA</th>
<th>LENGTH: Full Year</th>
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<tbody>
<tr>
<td><strong>SUBJECT AVAILABILITY:</strong> Full Year</td>
<td><strong>PRE-REQUISITES:</strong> 09DRA or 09DRAC2</td>
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</tbody>
</table>

**Subject description:** In this subject students will enhance their knowledge, understanding and appreciation of Drama through attendance at theatrical experiences and will build on many principles of Drama, such as teamwork.

**Semester 1:** This unit explores theatre styles such as Realism, Brechtian and Absurdist Theatre.

**Semester 2:** This unit explores Australian theatre styles such as Australian Gothic Theatre.

**This subject leads to:** Senior Drama (OP) or Drama in Practice (non-OP)

**Learning Experiences:**
- Characterisation skills
- Script writing
- Directing workshops
- Adapting plays to rehearsal schedules
- Script analysis
- Conventions of different styles of Drama
- Inclusion of sound, lighting and multi-media in performance
- Analysing and presenting published scripts
- Exploring verbal and non-verbal communication
- Stagecraft
- Investigating the elements of Drama including: place, space, role, language, contrast, movement, relationships, focus, mood, symbol.
- Building team/group work skills
- Analysing and evaluating own and other’s performance

**Assessment**
- Group performances (self-devised and scripted)
- Seminar
- Director’s Journal
- Scriptwriting
- Live theatre review

**This subject caters to:** Students who study Drama develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Drama and Drama in Practice.

**Resources Required**
All students are required to have black clothing for performance.

**Additional Costs:**
Students are expected to attend 1-2 theatrical experiences in each unit of Drama. There will be a cost for each performance. These experiences are invaluable for enhancing students’ knowledge, understanding and appreciation of Drama. These performances will constitute part of the assessment e.g. a critical review of a performance.
GUIDELINES FOR STUDENTS OF MEDIA

Media can be described as the way in which information is communicated to the public at large. It may come in the form of news, fact gathering, or entertainment. As such, the media arts include film, television, radio, print, gaming and web-based media. Increasingly, new forms are characterised by digitisation and participatory culture on the internet. In common with all art forms, in their making and reception, they excite and extend the imagination: inviting students to express creativity in productions, to critique media products for their worthiness, and to design new ideas.

The subject Media gives students opportunities to create and share media artworks; this helps students find meaning and express insight. As a consequence, students of Media develop knowledge, understanding and skills from exploring technologies, mass communications and cultural contexts. Students learn to be ethical and responsible media users. Safe and proper use is a key learning focus. Students are encouraged to become advocates for the betterment of the digital age, and gain an awareness of the social, environmental and legal impacts of the new and traditional media forms.

In a wider sense, students are given the necessary knowledge, understanding and skills required for emerging careers in a dynamic, creative and global industry that is constantly adapting to new technologies. Hence, a course of study in Media can establish a basis for further education and employment in the fields of advertising and marketing, publishing, journalism, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.
**YEAR 9 MEDIA**

<table>
<thead>
<tr>
<th>CODE:09MED</th>
<th>LENGTH: One Semester</th>
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**SUBJECT AVAILABILITY:** Semester 1 and 2  
**PRE-REQUISITES:** Nil

**Subject description:** Year 9 Media Studies involves constructing meaning using some introductory digital tools, considering specific audiences and the specific purposes that the media has. Specifically, students learn to manipulate media languages through learning camera work (an DSLR camera) and entry level video editing tools, as well as an introduction to Photoshop.

Experience in making still and moving images, and digitising sounds, is joined by work in written and spoken forms. Specifically, students construct critique in PEEL paragraphs and learn how to make a spoken podcast. This is an introduction to the ways that mass media practices are used to market, deliver and exhibit ideas.

**This subject leads to:** Year 10 Media Studies

**Learning Experiences:**

- Students will aim to understand the impact of media on society and be able to research and analyse media-related issues. They will apply critique, language conventions and online research skills to their writing.

  More specifically, students will understand animation styles, techniques, demography, processes and skills and identify social messages communicated through animation, as well as refine their producing, creative collaboration and reflective skills.

  Three short units are covered as coursework for the semester – an anchoring unit on animation, a short unit on digital story-telling and “the hero’s journey”, and a unit on expressing opinions.

**Assessment**

Assessment will include 3 formative, homework tasks:

- Design of an avatar character;
- Powerpoint/ Presi on “The Principles of Animation”;
- PEEL paragraphs in response to the animated film, ‘Up.’

There are 3 formal, summative tasks:

- DESIGN a digital story-book idea;
- CRITIQUE in a short podcast or written blog an animated film;
- PRODUCE a short 15 sec stop-animation.

**This subject caters to:** Students who study Media develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards the senior subject Film, Television and New Media.

**Resources Required**

All students are required to have headphones and access to a laptop for editing purposes. Students will require an SD card and a 32G USB.

**Additional Costs:** Students are expected to attend 1-2 theatrical experiences in each unit of Media. These experiences are invaluable for enhancing students' knowledge, understanding and appreciation of Media. These performances will constitute part of assessment e.g. a critical review of a performance.
YEAR 10 MEDIA

CODE: 10MED  LENGTH: 2 Semesters

SUBJECT AVAILABILITY: Full Year  PRE-REQUISITES: 09MEDIA

Subject description: Learning in Media Studies involves students making and responding to media forms, independently and in small groups. They explore media as an art form, and analyse the way in which mass communications constructs meaning. Students refine and extend their understanding of not only technologies like DSLR camera and video editing tools, but the more general use of story structure, character, settings, points of view, and genre conventions. The make productions, design their ideas, and critique media works and traditions.

As with Year 9 Media, there is a subject focus on the ethical, safe and proper use of media forms; and the course builds an awareness about the betterment of media practices in the digital age. Students analyse the way in which audiences make meaning and how audiences interact with and share media artworks. As they make and respond to media artworks, students explore meaning and interpretation, forms and elements, and social, cultural and historical influences of media arts. They evaluate the social and ethical implications of media arts: they extend their knowledge of camera, lighting, sound and video editing tools.

Semester 1: Advertising; Photography  Semester 2: Documentary; Audio

This subject leads to: Film, Television and New Media (OP Pathway)

Learning Experiences: Students gain an appreciation for how advertising works in magazines, billboards and on the net. Magazine full-page ads provide a learning text to scrutinise how photographs can be constructed for their layout, spatial composition and colouring. Semester II looks at documentary and how audio voice-over, music and sound effects work.

Assessment

DESIGN: A documentary pitch; Voice-over script;
PRODUCTION: Still photo-shoot; Group documentary;
CRITIQUE: Blog on advertising; Podcast on sound use.

This subject caters to: Students who study Media develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards senior subjects Film, Television and New Media, and Media in Practice.

Resources Required: All students are required to have headphones and access to a laptop for editing purposes. Students will require an SD card and a 32G USB.

Additional Costs: Students are expected to attend 1-2 cinematic experiences in each unit of Media. These will occasionally involve excursions outside school. There will be a cost for each event. These experiences are invaluable for enhancing students’ knowledge, understanding and appreciation of media. These events will constitute part of the assessment e.g. a critical review of a film.
GUIDELINES FOR STUDENTS OF MUSIC

Junior Music aims to introduce students to the study of music, which, like the other arts, is an important part of our way of life. In the course, students encounter music in a variety of ways. They have the opportunity to play and sing music of all types, to create their own compositions and to learn to listen to music and to understand a variety of musical styles.

WHAT BENEFIT DO STUDENTS GAIN FROM THE SUBJECT?
Recognition of the long-term learning benefits of engaging in music education is documented world-wide. In both literacy and numeracy results, high school student-musicians outpace peers. Studies have found links between music instruction and improved academic achievement, for example researchers find music is a superior way to teach students the concept of fractions. Regardless of socioeconomic background, music-making students achieve higher marks in standardized tests. Hungary, Netherlands and Japan top worldwide science achievement and have a strong commitment to music education.

Music will enable students to develop socially and emotionally in many ways. It can provide an avenue for getting to know others and working in cohesive teams. Many students will find music most enjoyable and a subject that assists in balancing their junior school course.

After completing Year 10, the study of music can lead to continued study in Years 11 and 12 and a wide variety of career opportunities. Alternatively students can continue to be involved in music activities, such as being involved in community groups, being active patrons of the arts, and simply enjoying self-expression through playing or singing.
## YEAR 9 MUSIC

### Contemporary Music & Music of the Stage

<table>
<thead>
<tr>
<th>CODE: 09MUS</th>
<th>LENGTH: One Semester</th>
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<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 1</td>
<td>PRE-REQUISITES: Nil</td>
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**Subject description:** This unit explores the variety of styles found in contemporary popular and rock music in Term 1, and Music of the Stage in Term 2.

This subject leads to: Year 9 Music in Semester 2 and Year 10 Music

### Learning Experiences:

- Explore contemporary popular and rock music styles and explore music of the stage including Musicals, Operas, Ballet, dance music from around the world and the role music plays in ritual.
- Manipulate sound and silence to achieve aesthetic outcomes when they perform and create music.
- Develop musicianship
- Practise, refine and perform a range of solo and ensemble contemporary repertoire and musical theatre repertoire with confidence, expression and stylistic integrity.
- Improvise, arrange and compose original works in a contemporary style.
- Use aural skills and synthesis of knowledge of the elements of music, stylistic features, and structures.
- Use notation and available technologies to record and share their own music making.
- Evaluate their own and others’ music practices to inform and shape their own music making.
- Use music terminology to describe features of the music.
- Justify their opinions and preferences about music.
- Investigate the elements of music including: duration, expressive devices, pitch, structure, texture, timbre.

### Assessment

- Performing (solo and/or ensemble)
- Seminar or Analytical essay
- Performance Journal
- Composing
- Concert review

### This subject caters to:

Students who study Music develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Music and Music in Practice.

### Resources Required

All students are required to have headphones and access to an instrument on which to practise.

### Additional Costs:

Students are expected to attend 1-2 musical experiences in each unit of Music. These will occasionally involve performances outside school. There will be a cost for each performance. These experiences are invaluable for enhancing students’ knowledge, understanding and appreciation of music. These performances will constitute part of the assessment e.g. a critical review of a performance.
# Contemporary Music and Vocal Music

<table>
<thead>
<tr>
<th>CODE: 09MUSC2</th>
<th>LENGTH: One Semester</th>
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<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 2</td>
<td>PRE-REQUISITES: Nil</td>
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</table>

**Subject description**: This unit explores how music is combined with drama and dance on the stage in genres including musical theatre.

**This subject leads to:** Year 10 Music

**Learning Experiences:**
- Explore vocal music throughout history and contemporary music repertoire.
- Manipulate sound and silence to achieve aesthetic outcomes when they perform and create music.
- Develop musicianship.
- Practise, refine and perform a range of solo and ensemble repertoire with confidence, expression and stylistic integrity.
- Improvise, arrange and compose original music.
- Use aural skills and synthesis of knowledge of the elements of music, stylistic features, and structures.
- Use notation and available technologies to record and share music.
- Evaluate their own and others’ music practices to inform and shape their own music making.
- Use music terminology to describe features of the music.
- Justify their opinions and preferences about music styles.
- Investigate the elements of music including: duration, expressive devices, pitch, structure, texture, timbre.

**Assessment**
- Performing (solo and/or ensemble) music.
- Seminar or Analytical essay
- Performance Journal
- Composing
- Concert review

**This subject caters to:** Students who study Music develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Music and Music in Practice.

**Resources Required**
All students are required to have headphones and access to an instrument/voice for practice purposes.

**Additional Costs:**
Students are expected to attend 1-2 musical experiences in each unit of music. These will occasionally involve performances outside school. There will be a cost for each performance. These experiences are invaluable for enhancing students' knowledge, understanding and appreciation of music. These performances will constitute part of the assessment e.g. a critical review of a performance.
<table>
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<tr>
<th><strong>YEAR 10 MUSIC</strong></th>
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<tr>
<td><strong>CODE: 10MUS</strong></td>
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<td><strong>SUBJECT AVAILABILITY:</strong> Full Year</td>
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</table>

**Subject description:** Year 10 Music gives students an understanding of aural and listening analysis of music repertoire and development of music recording skills. This subject also gives a historical overview of music and the arts.

**Semester 1:** This unit explores instrumental and jazz music genres.

**Semester 2:** This unit explores music from film and the role music technology plays in the production of music.

**This subject leads to:** Senior Music and Music Extension (OP Pathway) or Music Studies (Industry Pathway)

**Learning Experiences:**
- Manipulate sound and silence to achieve aesthetic outcomes when they perform and create music.
- Develop musicianship.
- Practise, refine and perform a range of solo and ensemble repertoire with confidence, expression and stylistic integrity.
- Improvise, arrange and compose original works.
- Use aural skills and synthesis of knowledge of the elements of music, stylistic features, and structures.
- Use notation and available technologies to record and share music.
- Evaluate their own and others’ music practices to inform and shape their own music making.
- Use music terminology to describe features of the music.
- Justify their opinions and preferences about music.
- Investigating the elements of music including: duration, expressive devices, pitch, structure, texture, timbre.

**Assessment**
- Performing (solo and/or ensemble)
- Seminar
- Analytical essay
- Performance Journal
- Composing
- Concert review

**This subject caters to:** Students who study Music develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Music and Music in Practice.

**Resources Required**
- All students are required to have headphones and access to an instrument for practice purposes.

**Additional Costs:**
- Students are expected to attend 1-2 musical experiences in each unit of Music. These will occasionally involve performances outside school. There will be a cost for each performance. These experiences are invaluable for enhancing students’ knowledge, understanding and appreciation of music. These performances will constitute part of the assessment e.g. a critical review of a performance.
GUIDELINES FOR STUDENTS OF JUNIOR VISUAL ART

Students are to progress through the levels of study in the prescribed order as skills and activities are structured to gradually allow more understanding of visual literacy and process.

If students have not completed 10VAR (Year 10 Visual Art) and wish to continue with visual art, they will be directed to either the Certificate III in Visual Art or the Visual Art Studies (11VST) program. However, students who may wish to gain admittance to 11VAR (the academic study of art at the senior level) can apply for consideration. The student will need to present to a panel of two teachers evidence of their practical abilities, knowledge in appraising and discuss their reasons for wishing to study the subject.
# YEAR 9 VISUAL ART

<table>
<thead>
<tr>
<th>CODE: 09VAR</th>
<th>LENGTH: One Semester</th>
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<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 1</td>
<td>PRE-REQUISITES: Nil</td>
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</table>

**Rainbows and Darkness**

**Subject description:** Building creativity from Introduction to Art in Years 7 and 8 through self-portrait drawing, painting & photography.

Topics could include:
- Elements and design of art and colour theory
- Self-portrait
- Drawing and painting techniques to express emotion
- Photography
- Cyanotypes
- Appraising photographic art.

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Year 10 – 12 Visual Art and Year 11 and 12 Visual Art Studies.</th>
</tr>
</thead>
</table>

**Learning Experiences:**
Design, drawing, painting, photography & Art appraising (including Art vocabulary).

**Assessment:**
Completion of an Art folio, Photography appraising, Self-portrait painting & mixed media.

**This subject caters to:**
Students interested in future Art studies.

**Resources Required**
Students will require an SD card and a 32G USB for photography. Essential equipment includes an Art/visual journal, water colour pencils, student set of brushes, artline pens. Students may be asked to provide some of the following resources: Paints, Crayons, Charcoal Pencils, Brushes, Palettes, Palette Knives, Paper cards, Drawing Boards, Consumables such as tape and glue.

**Additional Costs:**
Gallery and excursion expenses - $40.
**YEAR 9 VISUAL ART**

<table>
<thead>
<tr>
<th>CODE: 09VARC2</th>
<th>LENGTH: One Semester</th>
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<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 2</td>
<td>PRE-REQUISITES: 09VAR an advantage</td>
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</table>

**Fantasy Creations**

**Subject description:** Building creativity from Introduction to Art in Years 7 and 8 or Year 9 Semester 1 through painting and 3 dimensional mediums such as ceramics & stop motion animation. Topics could include:
- Ceramic gargoyle
- Modelling clay stop motion animation
- Collage
- Fantasy art painting
- Appraising fantasy art.

**This subject leads to:** Years 10 – 12 Visual Art and Year 11 and 12 Visual Art Studies

**Learning Experiences:** Design, drawing, painting, 3-D mediums, collage & Art appraising (including art vocabulary).

**Assessment**
- Completion of an Art folio, Fantasy Art appraising, 3-D Sculptural media, Stop motion animation.

**This subject caters to:** Students interested in future Art studies.

**Resources Required**
- Essential equipment includes an art/visual journal, water colour pencils, student set of brushes, artline pens. Students may be asked to provide some of the following resources: paints, crayons, charcoal pencils, brushes, palettes, palette knives, paper cards, drawing boards, consumables such as tape and glue.

**Additional Costs:** Gallery and excursion expenses - $40.
## YEAR 10 VISUAL ART

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<tr>
<th>CODE:</th>
<th>10VAR</th>
<th>LENGTH:</th>
<th>One Year</th>
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<tr>
<td>SUBJECT AVAILABILITY:</td>
<td>Year</td>
<td>PRE-REQUISITES:</td>
<td>09VAR or 09VARC2</td>
</tr>
</tbody>
</table>

### Modernism and Allusions of Power

**Subject description:** Building creativity from previous Art classes by greater interpretation and purposeful expression with the development of Visual Literacy.

Topics include:
- Elements and design of Art, colour theory and visual literacy
- Expression through line, colour and symbols
- Research of the art movements within Modernism
- Appraising the ‘Modernist’ art period and its artists.
- Expression of emotion through colour, texture, mask making and mixed media painting
- Research of social issues expressed through Art
- Appraising artists expressing social issues.

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Year 11 and 12 Visual Art and Visual Arts in Practice and Certificate III in Visual Art.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Experiences:</td>
<td>Design, drawing, painting, print making, sculpturing, mixed media and Art appraising (including art vocabulary).</td>
</tr>
<tr>
<td>Assessment</td>
<td>Visual Art journal, drawing, Lino printing, appraising, mask making, mixed media canvas, appraising multi modal presentation.</td>
</tr>
<tr>
<td>This subject caters to:</td>
<td>Students interested in future Art studies.</td>
</tr>
<tr>
<td>Resources Required</td>
<td>Students will require an SD card and a 32G USB for photography. Essential equipment includes an art/visual journal, water colour pencils, student set of brushes, artline pens. Students may be asked to provide some of the following resources: paints, crayons, charcoal pencils, brushes, palettes, palette knives, paper cards, drawing boards, consumables such as tape and glue.</td>
</tr>
<tr>
<td>Additional Costs:</td>
<td>Gallery and excursion expenses - $40-$60.</td>
</tr>
</tbody>
</table>
BUSINESS AND TECHNOLOGY

BUSINESS EDUCATION

INFORMATION AND COMMUNICATION TECHNOLOGY

HOME ECONOMICS

GRAPHICS

INDUSTRIAL AND DESIGN TECHNOLOGY
GUIDELINES FOR STUDENTS OF BUSINESS EDUCATION

Knowledge of the business world is an essential component of the general education of all students. Without an understanding of business, a citizen cannot effectively interact in a consumer-oriented society. Business Education offers students the opportunity to gain an understanding of the overall structure and organisation of business generally, as it affects them.

Business Education is also about the world of work. A sense of vocational identity is a desired outcome of Business Education and it is one of the starting points for student choice of school units and courses. Any educational program which assists students in the development of their vocational identity gives them a firmer foundation for the selection of appropriate units and courses and enables them to assume responsibility for the consequences of their choice.
YEAR 9 BUSINESS

Business in Action

<table>
<thead>
<tr>
<th>CODE:</th>
<th>09BUS</th>
<th>LENGTH: One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY:</td>
<td>Semester 1 and 2</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

Subject description: The aim of this subject is to introduce students to the activities of business. Students need to be aware of the dual role of citizens and both the consumers and participants of the business cycle.

Students will study:
- Simulated running of a Sole Trader Business ONLINE:
  - Prepare to run a virtual business
  - Idea Generation
  - Feasibility
  - Practice run of virtual business
- Takeover an existing ‘Virtual Café’
  - Trade for two years (virtual)
  - Organise three departments: finance, operations, marketing
  - Produce promotional material for virtual café
  - Create menu and production selection
  - Produce department report and present
  - Analyse and action KPI’s.

This subject leads to: Year 10 Commerce and Law

Learning Experiences:
- Work together as part of a team; start an enterprise; solve problems; develop communication skills; be an employee or employer; learn about business by running a computer simulation.

Assessment
- Assignments, Exams and Presentations.

This subject caters to:
- The program enables students to apply the knowledge and skills learned at school to challenges they will face in life beyond the classroom.

Resources Required
- Laptop

Additional Costs:
- Nil
## YEAR 10 BUSINESS

### Commerce and Law

<table>
<thead>
<tr>
<th>CODE: 10BUS</th>
<th>LENGTH: One Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Year Long</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

### Subject description:
Year 10 Business incorporates three senior areas of study – Legal Studies, Accounting and Economics. Legal Studies will be studied in one semester and Accounting and Economics combined in second semester.

### Legal Studies
- Understanding Our Laws
  - The Court Hierarchy
  - Role of Police
  - Rights of the Individual
  - Crime and Punishment
  - Youth and the Law

### Accounting and Economics
- Manual accounting process for a business
- Using an accounting package (MYOB) for a merchandising industry
- Introduction to Australian Economy
- Consumer Choice
- Personal Finance

### This subject leads to:
Three areas of study in Year 11 and 12 – Legal Studies, Accounting and Economics.

### Learning Experiences:
Introduction to our legal system, accounting process in business and an understanding of the Australian economy.

### Assessment
Assignments, Exams and Presentations.

### This subject caters to:
Students interested in future studies in the Business and Legal areas.

### Resources Required
Nil

### Additional Costs:
Nil
GUIDELINES FOR INFORMATION AND COMMUNICATION TECHNOLOGY

Competency in computer skills is essential for all in our community as computers are now an integral part of personal communications, recreation and employment.

The aim of Information and Communication Technology (ICT) Education is to increase the awareness of students to the technology process, to make them aware of the use and abuse of technology in society, to relate how technology affects their daily lives and give the necessary skills, knowledge and attitudes to enable students to make informed and 'wise' decisions about the use of technology to improve our society.

ICT in the Junior School is designed to provide students with the experience and knowledge to assist them in making informed decisions related to subject choices in senior school in ICT. 9ICT is designed for students who have an interest in learning programming languages, Mobile App Development and gaming and for those considering studying Senior ICT. 10ICT is designed for students with special interests in computing/programming using Arduino and Raspberry Pi and for those wishing to pursue a career in Information Technology. It is especially useful for those wishing to study Information Processing and Technology (IPT), Information Technology Systems (ITS) or Information and Communication Technology (ICT) in Years 11 and 12.
# YEAR 9 INFORMATION AND COMMUNICATION TECHNOLOGY

## Programming for Digital Technology

<table>
<thead>
<tr>
<th>CODE: 09ICT</th>
<th>LENGTH: One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBJECT AVAILABILITY:</strong> Semester 1 &amp; 2</td>
<td><strong>PRE-REQUISITES:</strong> Nil</td>
</tr>
</tbody>
</table>

**Subject description:** Programming for Digital Technology is a course which covers topics relevant to students interested in games programming and mobile app development. The material covered will include:

- Introduction to designing and developing computer games
- Mobile App Development for beginners

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Year 10 Advanced Digital Technology; Year 11 Information and Communication Technology (ICT); Year 11 Information Technology Systems (ITS); Year 11 Information Processing and Technology (IPT)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Experiences:</th>
<th>This unit introduces students to game development and Mobile App Development. Students will learn techniques to design and develop a small computer game using Gamemaker and will use App Inventor to create their very own Mobile App.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2 x Practical Assignments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>This subject caters to:</th>
<th>Students interested in future studies in ICT</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>All students will require a 32G USB.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Additional Costs:</th>
<th>Nil</th>
</tr>
</thead>
</table>
**Advanced Digital Technology: IT Skills for the Future**

<table>
<thead>
<tr>
<th>YEAR LEVEL: 10</th>
<th>CODE: 10ICT</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: Nil</td>
<td></td>
</tr>
</tbody>
</table>

**Subject description:** Advanced Digital Technology is a course which covers topics relevant to students interested in learning a programming language, Arduino and techniques used for accessing and processing information in the world of digital technology. The material covered will include:

- Introduction to programming languages to create small programs and computer games
- Data and Information Processing
- HTML for Web Page Design

**This subject leads to:** Year 11 Information and Communication Technology (ICT); Year 11 Information Technology Systems (ITS); Year 11 Information Processing and Technology (IPT).

**Learning Experiences:** Students will learn programming techniques and language in a games design context. Students will also explore data and information processing using practical and fun themes as well as creating web pages using HTML which is the programming language of the web.

**Assessment**
- 3 x Practical Assignments
- 1 x Exam

**This subject caters to:** Students interested in future studies in ICT and those interested in programming

**Resources Required**
All students will require a 32G USB.

**Additional Costs:** Nil
GUIDELINES FOR STUDENTS OF HOME ECONOMICS

Home Economics is an exciting and innovative subject area that offers students the opportunity to develop essential skills for life, future employment or study. The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. It is a practically oriented subject with the emphasis on a hierarchical development of skills. Home Economics brings together theoretical understandings and practical applications related to food and nutrition, human development and relationships, living environments and textiles. Home Economics has something for everyone!
## YEAR 9 HOME ECONOMICS

### Home Economics by Design

<table>
<thead>
<tr>
<th>CODE: 09HEC</th>
<th>LENGTH: One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 1 &amp; 2</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

**Subject description:**
This unit examines:
- the everyday practices required for healthy food preparation.
- The elements and principles of design
- Textile embellishment techniques.

**This subject leads to:** Year 10 Home Economics, Year 10 Hospitality

**Learning Experiences:**
- Activities to study nutrition for individuals and families
- Weekly food preparation for daily meals
- Safe and effective use of modern appliances
- Effective food management
- Creative textiles design - embellishment techniques – T shirt design.

**Assessment**
- 1 completed sewing article - bag or similar article
- Continuous weekly practical lessons
- Research assignment
- Theory test
- Folio/notebook

**This subject caters to:** Year 9 students interested in learning the life skills related to sound consumer practices in food preparation as well as those interested in further studies in this subject area.

**Resources Required**
Apron

**Additional Costs:** During the cookery unit, students will be required to provide ingredients for the practical lesson most weeks, though some are provided by the school.
YEAR 9 HOME ECONOMICS

Technology Essentials: Textiles to Damper

<table>
<thead>
<tr>
<th>CODE: 09HECC2</th>
<th>LENGTH: One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 1&amp;2</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

**Subject description:** This unit looks at technology in use in day to day life. It involves –
- the development of basic sewing skills to create a textiles article
- an exploration of Australia’s multicultural cuisine.

This subject leads to:
Year 10 Home Economics, Year 10 Hospitality

**Learning Experiences:**
- Basic sewing skills – learning to use a sewing machine
- Creative design of a textiles item
- Investigating Australia’s eating patterns
- Exploring Australia’s multicultural menu – Italian, Greek, Vietnamese, Japanese, Mexican etc.
- Food preparation techniques
- Cultural diversity – the rights and feelings of others
- Impact of technology on the modern Australian diet

**Assessment**
- 1 completed sewing article
- Continuous weekly practical lessons
- Cultural depth study
- Theory test
- Folio/notebook

This subject caters to:
Year 9 students interested in learning the life skills of basic sewing and design, as well as how to prepare healthy food for themselves.

**Resources Required**
Apron

**Additional Costs:**
During the cookery unit, students will be required to provide ingredients for the practical lesson most weeks, though some are provided by the school.
# YEAR 10 HOME ECONOMICS

## Home and Family: Skills for life

<table>
<thead>
<tr>
<th>CODE: 10HEC</th>
<th>LENGTH: Full Year</th>
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</thead>
<tbody>
<tr>
<td><strong>SUBJECT AVAILABILITY:</strong> Full Year</td>
<td></td>
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<tr>
<td><strong>PRE-REQUISITES:</strong> Nil</td>
<td></td>
</tr>
</tbody>
</table>

**Subject description:**

**Unit 1: A Shelter by Design** - Investigates how housing and needs can impact on human behaviour and enhance well-being.

**Unit 2: Textiles** - Clothing is a necessity for everyday life: an understanding of the way textiles behave and how best to utilise them can enhance well-being. Theory of textiles is interwoven with practical construction tasks.

**Unit 3: Families** - Examines the impact different family forms and structures can have on individual development. Also incorporates designing meals for individual and specific health needs.

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Senior Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>While this subject is ideally suited to students wishing to follow an OP Pathway, it is also very suitable for students wishing to complete study in the Childcare area as well as Hospitality.</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Experiences:**

- Effect of environment on human behaviour
- Study of house plans for different needs
- Finance options for homes
- Interior design and planning
- Changing roles and family structures
- Health promoting foods and preparation for differing needs
- Practical construction tasks for interior design and textile items

**Assessment**

- Theory testing for each unit of work.
- 2 items – 1 interior design project, 1 textile construction project
- Practical cookery exam in unit 3
- 2 assignments – 1 food based, 1 textile based.

**This subject caters to:**

Students interested in developing more advanced skills in food preparation and textiles construction as well as those wishing to continue study during Senior schooling.

**Resources Required**

- Apron

**Additional Costs:**

Requirements for practical tasks, related to both foods and textiles studies
## YEAR 10 HOSPITALITY

### Hospitality

<table>
<thead>
<tr>
<th>CODE: 10HOS</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

**Subject description:** This subject includes topics which scaffold into the Senior school subject of a Certificate III in Hospitality. It involves topics such as-
- Food hygiene
- Kitchen safety
- Menu planning,
- Food preparation skills- knife skills, bakery skills, function planning, food service and presentation skills, entertaining.

| This subject leads to: | Senior Certificate III in Hospitality. While this unit has a hospitality direction, it would also prove valuable as a pre-requisite for Senior Home Economics. |

### Learning Experiences:
- Weekly practical tasks based on a variety of themes including- morning and afternoon teas, barbeques, formal dinners, buffets, party menus etc.
- Food presentation skills.
- Theory associated with practical topics
- Participation in class functions as well as functions providing hospitality services for the broader school population.

### Assessment
- Theory testing each semester.
- Continuous weekly practical cookery.
- Practical cookery exam each semester.
- One assignment each semester.

### This subject caters to:
- Students interested in developing more advanced skills in food preparation and service techniques as well as those wishing to continue further tertiary study in this field.

### Resources Required
- Apron

### Additional Costs:
- Requirements for practical tasks.
GUIDELINES FOR GRAPHICS AND INFORMATION DESIGN

This study area is about drawing, designing and communicating information. Each of the units in the study is about relating to the use of graphic information products in a “real world” context. In learning about graphics and information, students will:

- form and develop the ability to analyse and interpret information;
- meet needs and solve problems in creative ways, using imagination and visualisation;
- transfer information and ideas, and disseminate knowledge to a variety of audiences.

The graphic presentation of ideas and information is often the most effective means of making difficult concepts and technical data readily understood. Information and communication technologies are found everywhere in our society. Advertising, media, shopping malls and schools use many visual messages to communicate a variety of meanings. The Internet and multimedia development have also pushed visual communication techniques to the fore, and presented many and varied opportunities for employment in the visual communications industry. This growth has increased the need to learn about the ways that graphics and information are generated, and to interpret messages that are conveyed.

This study gives direct experiences in the process of generating ideas and information using creative and conventional graphic techniques. The graphic communications produced involve two-dimensional and three-dimensional representations of form, space and design relationships.
## YEAR 9 GRAPHICS

<table>
<thead>
<tr>
<th>CODE:</th>
<th>09GRA</th>
<th>LENGTH: Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY:</td>
<td>Semester 1 &amp; 2</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

**Subject description:** This study area is about drawing, designing and communicating information. Each of the units in the study is about relating the use of graphic information products in a ‘real world’ context. In learning about Graphics and information students will:

- Form and develop the ability to analyse and interpret information;
- Meet the needs and solve problems in creative ways, using imagination and visualisation;
- Transfer information and ideas; and disseminate knowledge to a variety of audiences.

**This subject leads to:** Year 10 Graphics

**Learning Experiences:** This study area is about drawing, designing and communicating information. Each of the units in the study is about relating to the use of graphic information products to a “real world” context. In learning about graphics and information, students will gain knowledge of:

- Selection of 2D or 3D viewing system
- Elements of Design
- Standards and Conventions
- Sketching and dimensioning components
- Presenting drawings using CAD
- Playing the image game
- Rendering techniques
- Corporate identity
- Visual language, symbolism and imagery
- Presenting information – quality, layout and techniques
- Information gathering and concepts in market research
- Basic Architectural Standards and Conventions.

**Assessment:**

- Design and drawing tasks
- Production projects
- Exam
- Assignments

**This subject caters to:** Students interested in further studies in Graphics or Technology Studies

**Resources Required**

Pencil for sketching, eraser.

**Additional Costs:** Nil
**YEAR 10 GRAPHICS**

<table>
<thead>
<tr>
<th>CODE: 10GRA</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

**Subject description:** This unit of study is about drawing, designing and communicating information. Each of the units in the study is about relating the use of graphic information products in a “real world” context.

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Senior Graphics</th>
</tr>
</thead>
</table>

**Learning Experiences:**

In learning about graphics and information, students will -
- Form and develop the ability to analyse and interpret information;
- Meet needs and solve problems in creative ways, using imagination and visualisation;
- Transfer information and ideas, and disseminate knowledge to a variety of audiences.

Students study the following 3 areas of study throughout the year –
- Industrial Design
- Built Environment
- Graphic Design

**Assessment**

- Research and investigation tasks
- Design and drawing tasks
- Production projects

**This subject caters to:** Students interested in further studies in Graphics

**Resources Required**

Pencil for sketching, eraser.

**Additional Costs:** Nil
GUIDELINES FOR STUDENTS OF INDUSTRIAL TECHNOLOGY AND DESIGN

Industrial Technology and Design is an area of study that provides both theoretical and practical applications of design, materials and actual production of project items. These can range from timber boxes to items of furniture, project manufacturing, and electronic circuits when studying different types of technological systems.

You will be given the opportunity to use a range of hand and power tools to make useful items from different materials.

Safety is an important part of Industrial Technology and Design, and when you are the workshops you must have solid leather upper shoes and an apron. Safety spectacles and other safety items required will be supplied by the College.
## YEAR 9 INDUSTRIAL TECHNOLOGY AND DESIGN

### Design and Rule

<table>
<thead>
<tr>
<th>CODE: 09ITD</th>
<th>LENGTH: One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Semester 1 &amp; 2</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

**Subject description:** Technology and Design is an area of study that provides both theoretical and practical applications of design, materials and actual production of project items. These can range from timber boxes to items of furniture or design of projects by students that allow students to develop critical thinking skills through research and analysis.

<table>
<thead>
<tr>
<th>This subject leads to:</th>
<th>Year 10 VET Studies or Year 10 Technology Studies</th>
</tr>
</thead>
</table>

### Learning Experiences:

- Project: Drawings, Timber Trinket Box
  - Safety and hazards in the workshop
  - Hand tool identification
  - Basic woodworking and machine identification
  - Introduction to materials
  - Basic design sketching
  - Shaping and forming timber materials
  - Production and evaluation procedures
  - Calculating quantities of materials

### Assessment

- Folio – basic drawings, tools and equipment theory
- Project Production
- Project evaluation

### This subject caters to:

Students who have an interest in producing useful projects and development of hand skills and/or students interested in future studies in Industrial Technology subjects.

### Resources Required

Pencil

### Additional Costs:

Nil
# YEAR 10 INDUSTRIAL TECHNOLOGY AND DESIGN

## Year 10 Technology Studies

<table>
<thead>
<tr>
<th>CODE: 10ITD</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

**Subject description:** This subject encourages learners to be independent and creative problem solvers. Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They understand how information, materials and systems can be combined in innovative ways in response to real-world situations.

**This subject leads to:** Senior Technology Studies (OP Pathway)

### Learning Experiences:

**Project 1: Varied**
- Use of hand and power tools
- Occupational Health and Safety Issues
- Communication in the workplace
- Workplace drawings and standards
- Production of projects using timber
- Plan and organise work

**Project 2: CO2 Powered Racer**
- Investigate the methods of propulsion
- Devise, research and development of plans
- Aerodynamic principles in design
- Engineering principles in design
- Testing of materials and processes
- Shaping and forming materials
- Safety of designed products through ergonomics and end user controls
- Use of Computer Aided Drafting Presentation methods and testing with predetermined constraints.

### Assessment

**Project 1 Assessment:**
- Reading and interpreting drawings
- Theoretical Exams
- Teacher Observation

**Project 2 Assessment:**
- Project planning and development folios
- Working drawings and developmental sketching
- Practical production of desired outcome
- Testing of desired outcome
- Appraisal and logbook

### This subject caters to:
Students who are pursuing careers in the following:
- Architecture
- Surveying
- Engineering
- Industrial Design
- Manufacturing Design
- Trades requiring Design Principles

### Resources Required
Nil

### Additional Costs:
Nil
## YEAR 10 INDUSTRIAL TECHNOLOGY AND DESIGN

### Year 10 VET (Vocational) Studies

<table>
<thead>
<tr>
<th>CODE: 10ITDC2</th>
<th>LENGTH: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT AVAILABILITY: Full Year</td>
<td>PRE-REQUISITES: Nil</td>
</tr>
</tbody>
</table>

**Subject description:** This subject will give students a foundation that builds skills and knowledge regarding materials, tools and workshop processes to construct a range of varied projects. It allows students to understand the safety requirements of a workshop setting when using powered machinery. Students will cover core competencies of both the construction and furniture making industries which will be recognised in further studies in the senior years of school.

### This subject leads to:
- Senior VET Subjects
  - Certificate I in Construction
  - Certificate II in Furniture Making

### Learning Experiences:
- Areas of Study may include:
  - Occupational Health and Safety Issues
  - Communication in the workplace.
  - Workplace drawings and standards.
  - Production of projects using timber
  - Hand and power tools use.
  - Plan and Organise work

### Assessment
- Completion of class projects
- Reading and interpreting drawings
- Theory Books (Competency Based Assessment)
- Teacher Observation

### This subject caters to:
Students who are pursuing careers in the following:

- Trade related careers such as:
  - Carpentry
  - Plumbing
  - Cabinet Making
  - Tiler
  - Roofer

### Resources Required
- Pencil, Apron (Optional)

### Additional Costs:
- $50