

BREMER

STATE HIGH SCHOOL



Junior Secondary Curriculum Handbook

2022



Principal's Message

Today's students are fortunate to be able to move towards future goals in a number of ways. By providing numerous alternative pathways at Bremer State High School, we meet the various needs of students wishing to access the full variety of opportunities in post-secondary studies and the workplace.

The Queensland school curriculum is designed to assist students to become lifelong learners. A common curriculum operates across Years 1-10 in Queensland. In Junior Secondary our curriculum is based on the eight Key Learning Areas (KLAs) - English, Health and Physical Education, Languages other than English, Mathematics, Science, Social Science, Technologies and The Arts. The Essential Learnings are set out by the Queensland Curriculum and Reporting Framework (QCARF) which defines what Queensland school students should learn, how they are assessed, and how schools report student achievement.

The Australian Curriculum is being implemented throughout Australia and Bremer State High School has completed implementation of this curriculum.

This handbook is designed to provide students and parents an outline of the Junior Secondary program at Bremer. We expect students in Junior Secondary to complete a balanced program of study. This means students study subjects from each of the Key Learning Areas. The choices available come from selection within a Key Learning Area.

As well as undertaking the academic program, each student is encouraged to make the most of their abilities in music, drama, and sport or in any other co-curricular area. To ensure a balanced development of the individual, it is hoped that all students will participate in at least one co-curricular area and assume some community responsibilities.

We urge parents to make an appointment with staff if the need for further consultation arises.

I look forward to seeing each student develop their potential and achieve to the best of their ability.

Jennifer Skeahan
Executive Principal
Bremer State High School

Common Features of Junior Secondary Subjects

Junior Secondary - Year 7, 8 and 9

At Bremer State High School we require students to complete a balanced study program. This involves completing subjects from the Key Learning Areas: English, Mathematics, Science, Social Science, Health and Physical Education, The Arts, Technologies and Languages other than English (LOTE). A Literacy and Numeracy focus supports the Junior Secondary program.

All students in Years 7 and 8 will study the following core subjects: English, Maths, Science, Social Science, Health and Physical Education, Technologies, The Arts and Language (Which may include Literacy and Numeracy).

All students in Year 9 will study the following core subjects: English, Maths, Science, Social Science and Language (Which may include Literacy and Numeracy). Students in Year 9 will have the opportunity to choose two subjects from a range of electives.

Each subject develops, in different ways and to varying depths, valued attributes of a life long learner. The time spent at school is a preparation for life. Our technological age means it has become even more important that we develop in students the ability to learn how to learn. In each of our subjects we seek to develop the following 'lifelong attributes':

- Knowledgeable person with deep understanding
- Complex thinker
- Active investigator
- Responsive creator
- Effective communicator
- Participant in an interdependent world
- Reflective and self directed learner

In delivering our subjects we maintain four key priorities that are the responsibility of every teacher. These priorities are:

- the ongoing development of Literacy
- the ongoing development of Numeracy
- the development of Life Skills
- a Futures Perspective

Achieving at least a C in an English course is a prerequisite for most tertiary courses and is required for good employment opportunities. Continually working towards improvement is very important.

Students at Bremer receive 4 written reports each year. The standards used are A, B, C, D, E. Students and parents are welcome to enquire about progress at any time and can do this by making appointments through the office to see the appropriate staff.

Success in subjects will come as students ask for help in a timely manner, complete work as asked and submit work required on time. Parents can best help by encouraging:-

- task completion
- their child to take responsibility for their learning
- their child to seek help and advice.

Note: The information provided in this booklet is accurate at the time of production. Some details may change as circumstances dictate.

Core Subjects

English

In English, students develop understandings about literary, mass media and everyday texts, language use and associated literary practices. The learning outcomes for English in the National Curriculum require students to present their understandings in both written and spoken form.

		Course Outline	Assessment
Year 7	Semester 1	<p>Unsung Heroes</p> <ul style="list-style-type: none"> ▪ What makes a hero ▪ Different types of heroes – superheroes, classic heroes, fictional vs real heroes ▪ Representations of heroes in media <p>Local heroes and people who inspire</p> <p>Outlaws and Anti-heroes</p> <p>Content:</p> <ul style="list-style-type: none"> ▪ Qualities of an anti-hero/vigilante ▪ Famous anti-heroes and outlaws: Ned Kelly, Robin Hood, <p>Fictional anti-heroes and vigilantes</p>	<p>Unsung Heroes</p> <ul style="list-style-type: none"> ▪ Examination: Combined response questions to a media article representing heroic figures <p>Outlaws and Anti-heroes</p> <ul style="list-style-type: none"> ▪ Imaginative written: Memoire of an anti-hero/outlaw justifying actions and beliefs
	Semester 2	<p>Songs of Protest</p> <p>Content:</p> <ul style="list-style-type: none"> ▪ Poems and song lyrics that call for social change, reform, or revolution ▪ Poetic techniques <p>The Power of Youth</p> <ul style="list-style-type: none"> ▪ Youths as agents of social change ▪ UN Sustainable Development Goals ▪ Famous youth activists: <ul style="list-style-type: none"> ○ Greta Thunberg – Climate Change ○ Boyan Slat – Ocean Clean Up ○ Malala Yousafzai – Equality for girls 	<p>Songs of Protest</p> <ul style="list-style-type: none"> ▪ Analytical written: Blog for Songs of Influence Exhibition at MOAD <p>The Power of Youth</p> <ul style="list-style-type: none"> ▪ Persuasive Spoken: UN Voice Competition (public audience) arguing for action on an issue

ENGLISH		Course Outline	Assessment
Year 8	Semester 1	<p>Fantasy, Fables and Fairy-Tales</p> <p>Content:</p> <ul style="list-style-type: none"> ▪ Fairy-tales, fables and fantasy genre ▪ Origins of fairy-tales, myths and legends ▪ Fracturing fairy-tales and intertextuality <p>Descriptive language</p> <p>Virtual Realities</p> <p>Content:</p> <ul style="list-style-type: none"> ▪ Concept of various representations of self ▪ Blurring of lines between fact and fiction ▪ Impact of social media on youth <p>Social Media and anti-social media</p>	<p>Fantasy, Fables and Fairy-Tales</p> <ul style="list-style-type: none"> ▪ Imaginative written: Narrative intervention - origin story for character in fairy-tale or fable <p>Virtual Realities</p> <ul style="list-style-type: none"> ▪ Persuasive spoken: Impacts of social media on youth arguing for change
	Semester 2	<p>The Power of Prose</p> <p>Content:</p> <ul style="list-style-type: none"> ▪ Relationship between historical, social and cultural contexts and perspectives and viewpoints in literary texts ▪ Concepts of prejudice <p>The Australian Experience</p> <p>Content:</p> <ul style="list-style-type: none"> ▪ Transformation ▪ Indigenous Poetry ▪ Visual representations ▪ Short Stories 	<p>The Power of Prose</p> <ul style="list-style-type: none"> ▪ Examination: Extended response essay analysing how authors reflect/challenge the values and beliefs of cultures and contexts <p>The Australian Experience</p> <ul style="list-style-type: none"> ▪ Written multimodal for a public audience: Informative gallery text examining three texts which reflect the identity/experiences of a group within Australian society

ENGLISH		Course Outline	Assessment
Year 9	Semester 1	<p>Advertising</p> <p>Content:</p> <ul style="list-style-type: none"> ▪ Advertising – purpose and features ▪ How to appeal to a target audience <p>Elements of persuasion</p> <p>Challenging Stereotypes</p> <p>Content:</p> <ul style="list-style-type: none"> ▪ Texts that challenge stereotypes and cultural assumptions: Films, Play 	<p>Advertising</p> <ul style="list-style-type: none"> ▪ Persuasive spoken: Sales pitch to sell a new or existing product (including visual text) <p>Challenging Stereotypes</p> <ul style="list-style-type: none"> ▪ Analytical written: Comparative essay on how two texts challenge stereotypes and cultural assumptions
	Semester 2	<p>Apocalypse Now (Dystopian)</p> <p>Content:</p> <ul style="list-style-type: none"> ▪ Post-Apocalyptic novel study ▪ Concepts of: dystopian futures, survival, power and control. <p>A New Hope (Utopian)</p> <p>Content:</p> <ul style="list-style-type: none"> ▪ Texts that portray a positive vision of the future (poetry, short stories, visual texts) ▪ Concepts of utopia, overcoming adversity, inspiration, hope. 	<p>Apocalypse Now (Dystopian)</p> <ul style="list-style-type: none"> ▪ Analytical written: Exam on dystopian themes are developed in their selected texts <p>A New Hope (Utopian)</p> <ul style="list-style-type: none"> ▪ Imaginative written: Series of journal entries from a character in the future

Mathematics

Students will have the opportunity to learn through traditional methods and extended investigations, hands on learning experiences and applying and using ICT's.

Homework is an essential component of the study of Mathematics.

		Course Outline	Assessment
Year 7	Semester 1	<ul style="list-style-type: none"> Data & Probability Fractions (Common, decimal and percentages) Factors and Multiples Fractions (Addition, multiplication & division) Index notation Order of operations 	1 Test (Exit slips) 1 Assignment
	Semester 2	<ul style="list-style-type: none"> Algebra Cartesian Plane Transformations Angles Measurement (Perimeter and Area) Distributive Law, Commutative Law, Associative Law	1 Exam 1 Assignment
Year 8	Semester 1	<ul style="list-style-type: none"> Data Directed numbers, money and financial mathematics Index Notation and Index Laws Chance and Data 	1 Test (Exit slips) 1 Assignment
	Semester 2	<ul style="list-style-type: none"> Linear and Non- Linear relations Patterns and Algebraic processes Time Zones Mathematical design (Measurement – Area & Volume) Geometric reasoning 	1 Exam 1 Assignment
Year 9	Semester 1	<ul style="list-style-type: none"> Pythagoras & Trigonometry Rates & ratios Similar triangles and scale factor Algebra (Review of the basics and Distributive Law) Measurement (Area, Surface Area and Volume) 	2 – 3 Tests per Semester 2 Assignments per Semester
	Semester 2	<ul style="list-style-type: none"> Graphing linear and simple non-linear equations Chance & Probability Algebra (Review of the basics and Distributive Law) Algebra (Index Laws, Simple Interest) Data (Categorical & numerical data, stem & leaf plots, histograms, mean, median & mode.) 	2 – 3 Tests per Semester 2 Assignments per Semester

Science

Science has an important role in the general education of all students.

Bremer students will study the key discipline areas of science and focus on applying their knowledge to the problems and issues of modern society. They will develop a range of thinking skills that will serve them well in the future. They will come to understand something of the nature of science and its impact on their daily lives. The Bremer Science course is designed to prepare students for all future choices with a focus on the value and pleasure of lifelong learning.

		Course Outline	Assessment
Year 7	Semester 1	Term One Scientific Basics Solutions & Mixtures Term Two Forces, Gravity and Friction	Assignment - Prac Report Competency Task - Prac Booklet Assignment - Prac Report / Booklet
	Semester 2	Term Three Earth and The Solar System The Water Cycle Term Four Ecosystems and Classification of Living Things	Exam Exam
Year 8	Semester 1	Term One Scientific Basics Chemistry (Atoms and Elements) Term Two The Rock Cycle	Assignment - Prac Report Competency Task - Prac Booklet Exam
	Semester 2	Term Three	

<p>Year 8</p>		<p>Energy Transformations Alternate Energy</p> <p>Term Four Cells & Reproduction Body Systems – Circulation and Respiration</p>	<p>Assignment - Prac Report Competency Task - Prac Booklet</p> <p>Exam</p>
<p>Year 9</p>	<p>Semester 1</p>	<p>Term One Electricity Light and Sound Waves</p> <p>Term Two Radioactivity Structure of the Earth</p>	<p>Assignment - Prac Report Competency Task - Prac Booklet</p> <p>Exam</p>
	<p>Semester 2</p>	<p>Term Three Homeostasis Energy in Ecosystems</p> <p>Term Four Chemistry</p>	<p>Exam</p> <p>Assignment - Prac Report Competency Task - Prac Booklet</p>

Social Science

Social Science makes the world go round. An appreciation and study of History, Civics and Citizenship, Economics and Business, and Geography at the Junior School level empowers students on their journey as life-long learners as active and involved citizens of the world. The wide selection of classes in the junior school allows students to make more informed decisions for electives in the senior school.

		Course Outline	Assessment
Year 7	History	Term 1 Investigating the Ancient Past - Australia	Short Response Exam
		Term 2 The Mediterranean World –Ancient Egypt	Short Response Exam
	Civics & Citizenship	Term 2 Australia’s Legal and Political Systems in a Diverse Society	Project
	Economics & Business	Term 3 Individual and Business Success in the Market	Project
	Geography	Term 3 Our World of Water Term 4: Liveability	Response to Stimulus Exam Geographical investigation
Year 8	History	Term 1 The Middle Ages	Historical Explanation
		Term 2 Polynesian Expansion	Folio of Learning Responses
	Civics & Citizenship	Term 2 Influences that Shape Citizenship Within Australia’s Democracy	Project
	Economics & Business	Term 3 Business Opportunities in the Australian Market	Project
	Geography	Term 3 Landforms and Natural Hazards Term 4 Changing Nations, Migration and Urbanisation	Response to Stimulus Geographical Response
Year 9	History	Term 1 The Industrial Revolution Term 2 World War 1 Depth studies in Year 9 will be tailored to allow students to make a more informed decision for elective choices in Year 10.	Term 3 Depth Study* Term 4 Depth Study* Extended Response to Historical Sources

Health and Physical Education

HPE is a subject that aims to improve the health and well-being of all students at Bremer SHS. This is an integrated study that involves both practical and theoretical elements of classwork. The course consists of 1 theory lesson, 1 sport specific lesson and 1 lesson of fun and fitness to promote lifelong physical activity. Both the 70 minute theoretical and the practical lessons are important for the acquisition of positive academic outcomes for students in Year 7, 8 and 9.

		Course Outline	Assessment
Year 7	Semester 1	<p>Transition & Resilience – handling peer pressure & developing resilience skills during transition periods in life.</p> <p>Practical – Indigenous Games</p> <p>Bullying and Cyber Safety Issues – Senior students and peer mentoring assist to teach students anti-bullying strategies.</p> <p>Practical - Athletics</p>	<p>Written response to stimulus material – in class time</p> <p>Practical Performance</p> <p>Report – class based</p> <p>Practical Performance</p>
	Semester 2	<p>Adolescent Nutrition – key basics of nutrition including food groups, reading food labels and making healthy choices</p> <p>Practical – World Cup Soccer</p> <p>Exercise Physiology – evaluation of fitness components and training types required for a sport or activity chosen by students</p> <p>Practical – Small ball sports</p>	<p>Report - class time and homework through the term</p> <p>Practical Performance</p> <p>Research assignment – class time and homework through the term</p> <p>Practical Performance</p>
Year 8	Semester 1	<p>My Decision, My life – developing an individual decision making process to deal with peer pressure around alcohol and other drugs</p> <p>Practical – Large ball sports</p> <p>Adolescent relationships - Students analyse the factors influencing emotional responses when communicating with friends</p> <p>Practical - Athletics</p>	<p>Exam</p> <p>Practical Performance</p> <p>Assignment – homework and class based</p> <p>Practical Performance</p>

<p>Year 8</p>	<p>Semester 2</p>	<p>Healthy choices – students examine influences on their diet and make recommendations for improvement</p> <p>Practical – World Cup Netball</p> <p>Exercise Physiology – designing training programs to improve sports performance</p> <p>Practical – Bat and ball sports</p>	<p>Research assignment – homework and class based</p> <p>Practical Performance</p> <p>Exam</p> <p>Practical Performance</p>
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The practical units utilise the wide range of resources that we have at Bremer SHS. These resources include ovals, multi-purpose hall, outside basketball courts, tennis courts and a mini-gym.

Students are asked to wear hats and sunscreen (sunscreen is provided at school) and bring a water bottle for all outside lessons.

German is currently studied at Bremer State High School. Some students will study an intensive Literacy / Numeracy Programme in place of Languages to provide support.

LOTE (Languages Other Than English) German

The study of another language allows students to discover aspects of the world from the perspective of another culture. It reinforces the study of English as a language system whilst broadening students' horizons to the rich cultural history of European languages. Our year long program focuses on practical language skills to prepare students for international travel and informing them of German culture and identity.

		Course Outline	Assessment
Years 7 8 9	Semester 1	We begin our year by examining all things food and parties in Germany before moving on to the world of fashion. Our studies this semester also encompass aspects of finance such as the Euro and exchange rates.	<ol style="list-style-type: none"> 1. Shopping List and Menu 2. Party Invitation 3. Food Presentation 4. Fashion Parade 5. Catalogue Exam
	Semester 2	Semester 2 includes a study of how travel and tourism differs in Germany compared to Australia before we finish our year with a Film and Music study. Our focus this semester is on examining intercultural aspects of both Australia and Germany.	<ol style="list-style-type: none"> 1. Country Information Poster 2. Directions Exam 3. Listening Exam 4. Intercultural Film Comparison

Students in Year 7 and 8 will also complete subjects from the key learning areas of:

- The Arts
- Technology


Literacy Programme

Literacy classes are designed to strengthen and develop the reading and writing skills of students. Students engage in a range of testing to determine their ability levels across the areas of reading comprehension, spelling, grammar and writing. Students undertake a specialised learning pathway designed to enhance all areas of literacy development. Students engage in two Literacy lessons per week which follow a structured format including reading and writing skill sessions. Regular monitoring of progress and development occurs during the semester.

A major focus of the Literacy Improvement Agenda here at Bremer is the partnership shared between the classroom, the student and the family. It is vital that parents and caregivers play a significant role investing in the student's development.

Numeracy Programme

The area of Numeracy consists of a number of different strands: Measurement, Space, Number, Statistics and Probability. Students are allocated classes based on the analysis of a range of testing data and progress through a range of activities designed to meet their learning needs. Numeracy classes are all designed to be a very engaging with hands on, kinaesthetic practical activities that emphasise real life numeracy program solving.

 Students who are excelling in their studies may apply, or be invited, to enrol in the following extension subject:

- BSEP – replacing core Science

BSEP (Bremer Science Extension Pathway)

Students enrolling at Bremer SHS will be given the opportunity to apply to join the Bremer Science Extension Pathway. This pathway enables students to engage in Science Curriculum, while being extended both vertically and horizontally. The program has a focus on Higher Order Thinking Skills, critical and creative thinking, real world applications and problem solving. Science Extension Pathway Students are given opportunities not open to all students; including visiting the annual World Science Fair in Brisbane and undertaking their own research projects as part of the CSIRO Crest Medallion program.

Elective Subjects

Year 9 students will complete two electives from the elective subjects.

Please note: elective subjects will only run if enough students select the subject and the school has staff available to teach the subject.

Technology

Business Studies

Business Studies develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines those aspects of economics and business that underpin decision-making at personal, local, national, regional and global levels. Students learn to appreciate the interdependence of decisions made, as well as the effects of these decisions on consumers, businesses, governments and other economies.

		Course Outline	Assessment
Year 9	Semester 1	<p>Innovation & how businesses seek to create competitive advantage in local & global markets.</p> <p>Changing roles & responsibilities of participants in the workplace.</p> <p>How participants in the global economy interact.</p>	<p>Exam – combination response</p> <p>Investigation – research report</p>
	Semester 2	<p>Competing as a business in the global economy.</p> <p>Operating a business in a competitive environment.</p>	<p>Project – Business plan</p> <p>Project – Reflective report</p>

Performing Arts

Dance

		Course Outline	Assessment
Year 9	Semester 1	<p>Decades Dance</p> <p>Exploring the development of popular and partnered dance styles throughout the decades</p> <p>Developing Dance languages for these styles</p> <p>Skill-building around teamwork, alignment, strength and coordination</p>	<p>Making</p> <p>Performance of a Popular Dance Choreography of a popular Partnered Dance.</p> <p>Choreography of a partnered dance from a historical context</p> <p>Responding</p> <p>Analysis of various Popular style Dance performances.</p>
	Semester 2	<p>Lyrical / Contemporary & Musical Theatre</p> <p>Exploring the development of the Lyrical / Contemporary and Musical Theatre Dance styles.</p> <p>Developing Dance Languages for these styles.</p> <p>Continued skill-building around teamwork, alignment, strength and coordination.</p>	<p>Making</p> <p>Performance of a Lyrical/Contemporary dance</p> <p>Choreography of a Musical Theatre dance.</p> <p>Responding</p> <p>Analysis of various Contemporary and Musical Theatre styles dance performances.</p>

Industrial Technology & Design**Design and Engineering**

This subject requires students to develop solutions to a range of practical situations. Aligning with the 'Double Diamond' design approach used in Year 11 and 12, students 'explore' design situations looking for opportunities and then 'develop' solutions. Students are often required to work independently and to also develop safe practical skills associated with hand and power tools, machinery and equipment.

		Course Outline	Assessment
Year 9	Semester 1	Design - CO2 Race Car Design principles, Car design, Aerodynamics, Wood and plastic material processes, Sticker designs	Project Realisation Design Folio
	Semester 2	Engineering – Bridge Building WH&S procedures, material properties and testing, design constraints, collaboration, model load testing	Project Realisation Design folio

Performing Arts

Drama

		Course Outline	Assessment
Year 9	Semester 1	<p>Process Drama: Youth Issues</p> <p>Script Analysis of the play Juice and All Stops Out.</p> <p>Development of ensemble and Performance Skills.</p>	<p>Making</p> <p>Group Performance and Play building/Scriptwriting.</p> <p>Responding</p> <p>Ongoing reflective and evaluative journal.</p>
	Semester 2	<p>Scripted Drama: Comedy focus Script: Scaredy Cat</p> <p>Study of the conventions of children's comedy / theatre</p> <p>Development of skills in these different comedic styles.</p>	<p>Making</p> <p>Group Scripted performance of Scaredy Cat.</p> <p>Responding</p> <p>Comedic vision speech</p>

Technology**Food Studies**

Food Studies is designed to allow students to achieve a broad understanding of food selection, preparation and presentation for use in the home and the hospitality industry. It especially focuses on the planning and preparation of tasty, healthy, budget foods which can form part of the everyday diet of students' families.

		Course Outline	Assessment
Year 9	Semester 1	Making Smart Choices	Practical cooking tasks Written & Research tasks Exam - theory
	Semester 2	Fusing Culture	Practical cooking tasks Written & Research tasks

Industrial Technology & Design

Graphics

Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication across a broad spectrum of applications. The course draws upon the fundamental principles of graphical communication.

		Course Outline	Assessment
Year 9	Semester 1	<p>Foundation Graphics</p> <p>Isometric, Oblique & Orthographic Projection (Sketching & Manual Drafting)</p> <p>Orthographic Projection & 3D Modelling (Sketching & Inventor Work)</p>	<p>Classwork Exercises</p> <p>Manual Drafting Exam</p> <p>CAD Assignment</p>
	Semester 2	<p>Design in Graphics</p> <p>Built environment Design using the 3D Drawing Boards</p> <p>Product design using the laser cutter, sticker printer/cutter, 3D printer, impact printer (Corel Draw and Metaza)</p>	<p>3D Drawing Board Assignment</p> <p>CAD/CAM Exercises</p>

Health and Physical Education

HPE is a subject that aims to improve the health and well-being of all students at Bremer SHS. This is an integrated study that involves both practical and theoretical elements of classwork. The course consists of 1 theory lesson, 1 sport specific lesson and 1 lesson of fun and fitness to promote lifelong physical activity. Both the 70 minute theoretical and the practical lessons are important for the acquisition of positive academic outcomes for students.

		Course Outline	Assessment
Year 9	Semester 1	<p>Respectful relationships – evaluation of factors influencing the adolescent decision making process</p> <p>Practical – Challenging and new activities</p> <p>Sustainable Health – identification of, and response to, a health concern at Bremer</p> <p>Practical – Challenging and new physical activities</p>	<p>Exam</p> <p>Practical Performance</p> <p>Investigation Report</p> <p>Practical Performance</p>
	Semester 2	<p>Biomechanics – introduction to how the body moves and the bodies responses to physical education.</p> <p>Practical – Badminton or softball</p> <p>Party Safe – safe practices and decision making. Promoting healthy choices for lifelong health</p> <p>Practical – Futsal</p>	<p>Multimodal Presentation</p> <p>Practical Performance</p> <p>Investigation Report</p> <p>Practical Performance</p>

Technology**Home Economics**

Home Economics focuses on the well-being of individuals and families in everyday activities, therefore enabling students to relate what they are learning easily and directly to their own everyday experiences and to apply their gained knowledge to their lives now and in the future. In all cultural contexts, people need to have food, textiles and shelter as well as satisfactory ways of meeting social, emotional, physical, financial and intellectual aspects of life.

		Course Outline	Assessment
Year 9	Semester 1	Transforming Textiles	Design Folio Practical Tasks
	Semester 2	Sustainable Table	Exam – Theory Practical Design Tasks

Technology**Information & Communication Technology Education**

Information and Communication Technology (or Digital Technologies) refers to the creation, manipulation, storage, retrieval and communication of information and to the range of technological devices and systems used to perform these functions. The course of study emphasises human – computer interaction, and the social and ethical issues associated with the use of information technology.

		Course Outline	Assessment
Year 9	Semester 1	<ol style="list-style-type: none"> 1. Computer Networks 2. Using Data 	<ol style="list-style-type: none"> 1. Exam 2. Practical Assessment
	Semester 2	<ol style="list-style-type: none"> 3. Computer Programming 4. Coding with Minecraft 	<ol style="list-style-type: none"> 3. Practical Assessment 4. Folio of tasks

Industrial Technology & Design**Manufacturing**

This subject aims to prepare students for a range of industrial courses offered in Years 11 and 12. Delivered using a 'traditional' teacher centred approach students develop safe practical skills associated with hand and power tools, machinery and equipment.

		Course Outline	Assessment
Year 9	Semester 1	Wood/Plastic Technology WH&S procedures, Marking out techniques, Wood and plastic work processes, Material properties	Project 1 – Money Box Project 2 – Jewellery Box Theory Booklet
	Semester 2	Metals Technology & Graphics WH&S procedures, Marking out techniques, metal work processes, Material properties	Project 1 – Carry All Theory Booklet CAD Folio

Performing Arts

Media Arts

		Course Outline	Assessment
Year 9	Semester 1	<p>Superheroes</p> <p>Comic Books / Graphic Novels</p> <p>Marvel and DC Universes – comics movies</p> <p>The Character of the superhero</p> <p>Superhero Character Design</p> <p>Comic Strip development</p> <p>Photography</p>	<p>Making</p> <p>Comic Strip design and creation</p> <p>Superhero design</p> <p>Responding</p> <p>Various DC / Marvel films – Thor, Spiderman etc.</p>
	Semester 2	<p>Representation</p> <p>Investigating popular Social Media sites (Facebook, Instagram, Snapchat, Twitter, websites)</p> <p>Celebrity representation or representing self and social media</p> <p>Social media Campaigns</p> <p>Photo story</p>	<p>Making</p> <p>Developing a Social Media Campaign</p> <p>Celebrity website design</p> <p>Creation of a photo story</p> <p>Responding – Celebrity photo analysis</p>

Performing Arts

Music

		Course Outline	Assessment
Year 9	Semester 1	<p>Like a Version</p> <p>The study of different music genres through time and how each new style tends to be a reaction against a previous convention.</p> <p>Students plan and perform a piece of music where they subvert the genre and play it in a different way.</p>	<p>MAKING Musicology</p> <p>Writing about the manipulation of musical elements of a song to create a different genre</p> <p>Performance</p> <p>Solo or group performance of a cover song</p>
	Semester 2	<p>Sell Me a Story</p> <p>A study of Music for advertising and how music can be used to alter your mood.</p> <p>Students write and record their own advertising jingle.</p> <p>Video Killed the Radio Star</p> <p>Music for video games</p>	<p>MAKING Composition</p> <p>Writing an advertising jingle</p> <p>Performance</p> <p>Performing a piece of video game music on an instrument of choice</p>

Health & Physical Education

Sports Science

Sports Science is designed to engage and guide students in the idea of lifelong physical activity. It is the study of performance in sport and has a wide range of learning experiences to increase the knowledge base of our students. This subject is a precursor to senior secondary Sport Science, Recreation Studies and Physical Education. If you like playing sport as well as understanding the theory behind sport performance and participation then this course is for you!!

		Course Outline	Assessment
Year 9	Semester 1	<p>Sport Psychology: Psychological concepts relating to sport performance. For example: confidence, self-esteem, concentration and choking.</p> <p>Motor Learning: Study of how athletes develop skills and progress through stages of learning in order to maximise sports performance.</p>	<p>Exam</p> <p>Practical Performance</p> <p>Project – Experiment design</p> <p>Practical Performance</p>
	Semester 2	<p>Functional Anatomy: Students use their knowledge of functional anatomy to evaluate their own sports performance and identify key areas of improvement.</p> <p>Participation in Sport: The study of fitness megatrends such as CrossFit, gyms and Australian Ninja Warrior. How can these hugely popular activities be used to increase participation in physical activity?</p>	<p>Report</p> <p>Practical Performance</p> <p>Research assignment</p> <p>Practical Performance</p>

Practical activities each term will be drawn from activities such as Futsal, Indoor Hockey, European Handball, AFL, Tennis, Badminton, Basketball and Touch.

Students are assessed equally in theoretical and practical components contributing to one overall grade.

Students are asked to wear hats and sunscreen (sunscreen is provided at school) and bring a water bottle for all outside lessons.

Visual Arts

Visual Arts

Students make, reflect upon and appraise two dimensional and three-dimensional forms. They combine drawing, design, painting, printmaking, sculpture, ceramics, installation, performance art, fibre arts, multimedia approaches, photographic art, film and video art and electronic imaging. They use various surfaces, wet and dry media, found and made objects and a variety of other technological and aesthetic processes. Students explore multiple concepts, ideas, media and artistic contexts. These include personal, public and community contexts in display. They connect with cultural, social, spiritual, historical, political and economic contexts in making and appraising images and objects.

		Course Outline	Assessment
Year 9	Semester 1	<p>TOPIC 1A PEOPLE MAKING: Exploring, developing and sharing artworks as artists.</p> <p>CONTEXT: Image, Self and identity; Interpretation of self (Image to the world); Interpretation of personal identity; Extension of personality.</p> <p>TOPIC 1B PEOPLE MAKING: Exploring, developing and sharing artworks as artists.</p> <p>CONTEXT: 1. Delving deeper into the metaphoric representations of connections, reconnections & interconnections of people to places, memory and environment, and /or</p> <p>2. People and their possessions- Exploring the visual potential of 2D and 3D objects in association with ideas.</p>	<p>For each term:</p> <p>Folio based assessment (Art Making)</p> <p>Written Appraisals – Appreciating artists and what they create. (Art Reflections)</p>
	Semester 2	<p>TOPIC 2A PLACE MAKING: Exploring, developing and sharing artworks as artists.</p> <p>CONTEXT: Exploring the visual potential of merging various cultural icons of 'place' within the different kinds of cultural, societal & interpretative associations.</p> <p>TOPIC 2B PLACE MAKING: Exploring, developing and sharing artworks as artists.</p> <p>CONTEXT: Developing a body of work that interprets the concept of 'landscapes of the mind'-an album of personal reflections. Stimulus:</p>	<p>For each term:</p> <p>Folio based assessment (Art Making)</p> <p>Written Appraisals – Appreciating Art works and the messages they send. (Art Reflection)</p>

		Merged past & present artworks; Land and time; Change through time; Albums of changing ideas, viewpoints and perspectives.	
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