



Junior Secondary Curriculum Handbook 2020



BREMER
STATE HIGH SCHOOL
bremershs.eq.edu.au



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 tertiary study and the workplace.

The Queensland school curriculum is designed to assist students to become lifelong learners. A common curriculum operates across Years 1-9 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, Technology, and The Arts. The Essential Learnings are set out by the Queensland Curriculum and Reporting Framework (QCAR) 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 commenced implementing 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 talk with and 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.

Kay Louwrens
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 (Music, Visual Art, Dance, Drama & Media), Technology (Home Economics, Business, IT & Design and Manufacturing) and Languages other than English (LOTE). A Literacy and Numeracy focus underpins the Junior Secondary program.

All students in Years 7, 8 and 9 will study the following core subjects:
English, Maths, Science, Social Science, Health and Physical Education, Literacy and Numeracy.

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

The attainment of a 'pass' / C standard in Literacy and Numeracy is most important to us. Achieving this standard is also a prerequisite for attaining the Queensland Certificate of Education (the end of Year 12 qualification). Consequently, students at Bremer are assisted in a variety of ways. An example is our Intensive Literacy and Numeracy Program in Years 7, 8 and 9.

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 will 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>Creative Narratives In this unit students examine and explore narrative text structures and language features.</p> <p>Novel Study: Moral Dilemmas In this unit students read, listen to and view a (differentiated) novel, and examine and explore the moral dilemmas, ideas, viewpoint character representations and the ways in which language can influence the audience in direct relation to emotions and opinions.</p>	<p>Narrative (Short Story) Students create an imaginative narrative in response to 1 of 2 stimulus provided to express or challenge a point of view.</p> <p>Written Persuasive Argument (Folio) Students write an argument to persuade the reader to accept their point of view about the moral dilemma represented in the chosen novel.</p>
	Semester 2	<p>Analysing persuasion in media texts In this unit students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features that persuade.</p> <p>Exploring cultural perspectives in Australian poetry In this unit, students listen to and read a variety of poems that put forward different cultural (Australian) perspectives.</p>	<p>Multimodal Analysis Students create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions.</p> <p>Short Response Students demonstrate an understanding of poetic devices, structure and cultural reps in poetry by annotating responding to comp and analytical questions.</p>

English		Course Outline	Assessment
Year 8	Semester 1	<p>Representations of Youth in News Media In this unit students read, view and listen to a variety of news media texts. Students explore representations of individuals, groups and events, explaining how text structures and language features of news media texts affect these representations.</p>	<p>Media Analysis Exam Students respond to newspaper articles to demonstrate their understanding of how text structures and language features position readers.</p>
		<p>Fractured Fiction In this unit students examine the history and purpose of fairy tales and how these have evolved over time. They consider invited and resistant readings of fairy tales and how narrative structure and language features influence readings.</p>	<p>Imaginative Narrative: Fractured Fairy tale Students create a narrative in the form of a fairy tale that addresses modern issues or representations.</p>
	Semester 2	<p>Indigenous Perspectives in Texts In this unit, students listen to, read and interpret a variety of literary and visual texts, including a novel, about Aboriginal and Torres Strait Islander peoples' histories and cultures. They examine how these texts influence emotions and opinions on matters raised in the texts through the use of particular text structures and language features.</p>	<p>Multimodal Analysis Students create an analytical essay response to inform their peers about how Indigenous perspectives in a novel are portrayed through language and text structures.</p>
		<p>Living in a Digital World In this unit, students view a television series script, <i>Noah and Saskia</i>, that explores significant moral or ethical questions relevant to young people today and consider the reactions of the characters in the series to these situations.</p>	<p>Persuasive Oral Presentation Students write and present a persuasive monologue in the role of a character from the television series, justifying moral or ethical choices that the character made.</p>

English		Course Outline	Assessment
Year 9	Semester 1	<p>Memoirs Students read, deconstruct and critique a wide range of memoir-style texts, examining the ways in which language can be used to effectively to convey a personal experience.</p> <p>Sustainability in Poetry Students examine poetic techniques used by poets to present the issue of environmental sustainability.</p> <p>Students practice the <i>Language of Persuasion</i> and other oral persuasive techniques to position an audience.</p>	<p>Imaginative Narrative - Memoir Students construct a personal memoir based on personal experience.</p> <p>Persuasive Presentation Students present a persuasive speech on poetry and pitch a poem for a website.</p>
	Semester 2	<p>Speculative Fiction: Novel Study Students complete a class reading of a chosen novel from the speculative fiction genre.</p> <p>Exploring ethical issues in a drama text. Students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity.</p>	<p>Analytical Essay Question Focus on the ways in which the speculative aspects of the novel effectively represent the themes present.</p> <p>Character Monologue Read and interpret a selected play, expressing moral and ethical issues in the persona of one of the characters from a drama text.</p>

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

Science

Science has a place in the general education of all students irrespective of whether they intend entering science or technology-based careers or not.

Science at Bremer is based on the Queensland C2C interpretation of the Australian Curriculum. Students will study the key discipline areas of science and focus on applying their knowledge to the problems and issues of modern society and developing a range of thinking skills that will serve them well in any future. They will come to understand something of the nature of science, its impact on their daily lives, and the means by which it can be directed toward desirable ends. 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 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 Rock Cycle	Assignment - Prac Report Exam

Year 8	Semester 2	<p>Term Three Energy Transformations Alternate Energy</p> <p>Term Four Cells Reproduction Body Systems</p>	<p>Assignment - Prac Report Competency Task - Prac Booklet</p> <p>Exam</p>
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Science		Course Outline	Assessment
Year 9	Semester 1	<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>
	Semester 2	<p>Term Three Homeostasis 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 and Geography at the Junior School level empowers students on their journey as life-long learners and active and involved citizens.

History: There is a little bit of Indiana Jones in all of us. History in Junior Secondary explores concepts and themes from ancient times, the middle ages and the modern world. Students have the opportunity of learning that you do not have to have a chapter written about you in a History book to be an active historical agent.

Geography: From volcanoes and earthquakes to water resources and sustainable living, Geography students are active and involved participants who trek into the social environment and “wilderness” on field trips and excursions to better understand the world around them. Geographers play a key role in overcoming many of the world’s biggest issues such as climate change and international poverty, as we head into the 21st Century.

		Course Outline	Assessment
Year 7	History Semester 1	Term 1 Investigating the Ancient Past Term 2 The Mediterranean World – Egypt	Short Response Exam Short Response Exam
	Geography Semester 2	Term 3 Our World of Water Term 4 Liveability	Response to Stimulus Geographical Investigation
Year 8	History Semester 1	Term 1 Serfing Through the Middle Ages Term 2 Polynesian Expansion	Historical Explanation Short Response Exam
	Geography Semester 2	Term 3 Landforms and Natural Hazards Term 4 Changing Nations, Migration and Urbanisation	Response to Stimulus Migration Report
Year 9 (6 month course)	History (Term 1 or 3)	Making a Better World – The Industrial Revolution World War 1	Short Response Test Extended Response to Historical Sources
	(Term 2 or 4)	The Industrial Revolution World War 1	Short Response Test 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>

Year 8	Semester 2	Healthy choices - Students examine influences on their diet and make recommendations for improvement.	Research assignment - homework and class based
		Practical - World Cup Netball	Practical Performance
		Exercise Physiology - Designing training programs to improve sports performance.	Exam
		Practical - Bat and ball sports	Practical Performance
Year 9	Unit 1 (Term 1 or 3)	Respectful relationships - Evaluation of factors influencing the adolescent decision making process.	Exam
		Practical - Large ball sports	Practical Performance
	Unit 2 (Term 2 or 4)	Sustainable Health - Identification of, and response to, a health concern at Bremer.	Multimodal presentation
		Practical - Athletics or small ball sports	Practical Performance

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 studied by selected students instead of Literacy as a part of the Bremer State High School's High Achievers Program.

LOTE (Languages Other Than English)

German

The study of another language provides an opportunity for students to see the cultural diversity of the world and its people. It reinforces the study of English as a language system whilst broadening the students' horizons to the rich cultural history of European languages. Our 3 year program focuses on practical language skills and reflection on cultural similarities and differences between Australia and the rest of the world.

	Course Outline	Assessment
Year 7	We start the year by learning how to introduce ourselves and our family. We move to investigating our favourite sports people and wild animals. We finish the year by looking at schools in Germany and comparing them to schools in Australia.	<ol style="list-style-type: none"> 1. Letter to our German partner school 2. Sports profile 3. Bilingual Children's book 4. Role play
Year 8	In the second year, we look at the topic of health to revise basic vocabulary from the previous year. We continue with creating our own superhero. In our second semester, we explore different countries around the world and look at German food.	<ol style="list-style-type: none"> 1. Sick note to school 2. Superhero profile 3. Country information poster 4. Shopping list and bilingual recipe
Year 9	The 3 rd year of German focuses on intercultural comparison. We start with looking at housing around the world and then move onto weather. We research music in Germany and in the last term compare living in Australia with living in Germany.	<ol style="list-style-type: none"> 1. Dream House sales brochure 2. Weather report 3. Music profile 4. Comparative Essay (in English)

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

- The Arts
- Technology

Students who are experiencing difficulty in core subjects may be enrolled in one or more of the following intensive support subjects:

- Support classes
- Essentials English
- Essentials Social Science

Support Classes

The Support Classes provide students who have significant literacy and numeracy deficits with intensive classroom support and assistance. Support Classes are smaller in student numbers and students in them work through a specially designed, modified curriculum, focussing on the development of literacy and numeracy skills. Students are assessed at a level that reflects their learning needs.

English Essentials

Essentials classes in English are offered to provide access to the Australian Curriculum to students who require differentiation in instruction and task conditions from the mainstream classes. The goal is to meet student learning needs and enable achievement of a passing standard in English through this differentiated pathway. Criteria and achievement standards used are the same as mainstream classes such that a result received in an Essentials class is equivalent to that received in a mainstream class. Students are allocated to Essentials classes at the start of each year based on their NAPLAN and English results from the previous years' study.

Social Science (History/Geography) Essentials

Students are able to engage in the study of the Social Science curriculum with the assistance of identified learning support adjustments. This enables students the opportunity to explore the same key historical and geographical concepts and skills as their peers with the additional support of key learning activities and assessment opportunities that are differentiated to cater for their identified literacy and numeracy needs.

Literacy Program

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 Program

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 one of more of the following extension subjects:

- BSEP – replacing core Science
- LOTE (German) – replacing core Literacy.

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	Managing financial responsibilities, risks and rewards.	Exam – practical tasks Case Study Project
	Semester 2	Competing as a business in the global economy.	Exam – Practical tasks Folio of work

Performing Arts

Dance

		Course Outline	Assessment
Year 9	Semester 1	<p>Popular & Partnered Social Dance</p> <p>Exploring the development of Popular and Social Dance Styles.</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>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 & Engineering**

This subject requires students to develop solutions to a range of practical situations. Based on a 'Design, Make and Appraise' (DMA) approach, students are often required to work independently. Students 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>Juice</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</p> <p>Play building/Scriptwriting</p>
	Semester 2	<p>Comedy</p> <p>Observation and analysis of human behaviour.</p> <p>Exploration of different styles of comedy: stand up, slapstick, physical theatre and satire.</p> <p>Development of skills in these different comedic styles.</p>	<p>Making</p> <p>Performance of a comedy routine.</p> <p>Responding</p> <p>Written response to Australian Satirical comedy.</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
	Semester 2	Fusing Culture	Practical cooking tasks Written & Research tasks

Social Science

Geography

From volcanoes and earthquakes to water resources and sustainable living, Geography students are active and involved participants who trek into the social environment and “wilderness” on field trips and excursions to better understand the world around them. Geographers play a key role in overcoming many of the world’s biggest issues such as climate change and international poverty, as we head into the 21st Century.

		Course Outline	Assessment
Year 9	Semester 1	<p>Term 1 Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.</p> <p>Term 2 As a continuation from the previous unit the distinctive aspects of biomes are used to look at food production and food security. Investigations using studies drawn from Australia and across the world will highlight the importance of the agricultural industry for all. Students will respond to proposals about how to best manage food production for Australia into the future.</p>	<p>Short Response Exam</p> <p>Response to Stimulus Exam</p>
	Semester 2	<p>Term 3 Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. There is a strong focus on chocolate!</p> <p>Term 4 Students will complete a geographical inquiry into the social, economic and environmental effects of the interconnections of production, consumption and trade of a multinational consumer on places throughout the world. This is an independent research unit where students are given freedom to investigate the consequences of the production of a technological item of their choice.</p>	<p>Folio Response</p> <p>Research assignment</p>

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 Isometric, Oblique & Orthographic Projection (Sketching & Manual Drafting).</p> <p>Orthographic Projection & 3D Modelling (Sketching & Inventor Work).</p>	<p>Classwork Exercises Manual Drafting Exam</p> <p>CAD Assignment</p>
	Semester 2	<p>Design in Graphics Built environment Design using the 3D Drawing Boards.</p> <p>Product design using the laser cutter, sticker printer/cutter, impact printer (Corel Draw and Metaza).</p>	<p>3D Drawing Board Assignment</p> <p>CAD/CAM Exercises</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	Practical Tasks & Theory Exam Practical Tasks
	Semester 2	Sustainable Table	Research Assignment Practical Tasks & Theory Exam

Technology**Information & Communication Technology Education**

Information and Communication Technology 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	Digital Citizenship Computer Programming	Brochure & Poster Publication Coded Game
	Semester 2	Minecraft for Education Digital Solutions	Folio of practical tasks Folio of practical 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 WH&S procedures, Marking out techniques, metal work processes, Material properties	Project 1 – Carry All Project 2 – Screwdriver Rack Theory Booklet

Performing Arts

Media Arts

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

Performing Arts

Music

		Course Outline	Assessment
Year 9	Semester 1	<p>For Every Action There is an Equal and Opposite Reaction</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 Composition</p> <p>Changing the elements in a song to place it in a new genre.</p> <p>Performance</p> <p>Solo or group performance of a cover song.</p>
	Semester 2	<p>Sell, Sell, Sell</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>Making Composition</p> <p>Writing an advertising jingle.</p> <p>Performance</p> <p>Recording the jingle in a recording studio.</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 Visual Art works and reflect upon what other artists across time have created. They appraise two dimensional and three dimensional art forms with a view to understanding a range of artistic approaches. They combine drawing, design, painting, printmaking, sculpture, ceramics, installation, fibre arts, multimedia approaches, photographic 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 in making their art. Students explore multiple artistic concepts, ideas, media techniques and contexts. These include personal, public and community contexts for displaying work. Students engage with cultural, social, spiritual, historical, political and economic contexts in the making of art work and in the appraising of art images and objects. They use their Visual Art Journals to document all of their ideas and plans for their art works.

		Course Outline	Assessment
Year 9	Semester 1	Year 9 art draws links between artistic practice and concepts in different representing ideas. Students consider practical explorations about iconic 19 th and 20 th artistic ideas. They are encouraged to take more daring approaches in the making and thinking about their own artistic production by using multi-media techniques.	Folio based assessment (Art Making) – create a range of art works according to a different concept in each term. Written Art Reflections – Appreciating artists and the art work that they create.
	Semester 2	Semester 2 builds students creative expression and confidence in creative art making. Students develop techniques for creative brainstorming, design, planning, idea illustration and craft in order to create mixed media works that align to contemporary art making approaches.	Folio based assessment (Art Making) – create a range of art works according to a different concept in each term. Written Art Reflections – Appreciating Art works and the messages they send.