YEAR 9 2017

COURSE HANDBOOK and
SUBJECT DESCRIPTIONS
CONTENTS

GENERAL INFORMATION ................................................................................................................. 2
COURSES OF STUDY AND CHOOSING SUBJECTS ........................................................................ 3
SUBJECT DESCRIPTIONS ................................................................................................................ 4
   ART ........................................................................................................................................... 5
   BUSINESS ................................................................................................................................. 6
   DANCE ..................................................................................................................................... 7
   DRAMA .................................................................................................................................... 8
   ENGLISH ................................................................................................................................. 9
   FRENCH ................................................................................................................................. 10
   GERMAN ............................................................................................................................... 11
   GRAPHICS ............................................................................................................................ 12
   HEALTH AND PHYSICAL EDUCATION ................................................................................. 13
   HOME ECONOMICS .............................................................................................................. 14
   HUMANITIES ......................................................................................................................... 15
   INDUSTRIAL TECHNOLOGY AND DESIGN ........................................................................ 16
   JAPANESE ............................................................................................................................. 17
   MATHEMATICS .................................................................................................................... 18
   MEDIA STUDIES ..................................................................................................................... 19
   MUSIC ..................................................................................................................................... 20
   SCIENCE ............................................................................................................................... 21

SCHOOL SUBJECTS – ALL YEAR LEVELS .............................................................................. 22
SENIOR SUBJECT RECOMMENDATIONS ............................................................................... 23

OCCUPATIONS RELATED TO SUBJECTS IN YEARS 9 & 10 .............................................. APPENDIX
GENERAL INFORMATION

COURSE OUTLINES

A Course Outline for each subject is issued at the beginning of the course. It gives information on the course of study for the year (or semester) as well as details of the assessment programme, including due dates of assignments and other assessment tasks.

ASSESSMENT

- Students must comply with the requirements of each subject as detailed in the assessment statement for that subject.
- The school assignment policy, stated in the Student Handbook (the ‘blue book’), will apply. The policy has been developed to be fair to all students, and to ensure that students meet their obligations regarding completion of a course of study.
- The assessment programme is shown on the Course Outline issued at the start of the course.

ATTENDANCE

- Students are required to be in attendance at all classes on each school day. Absences must be validated through written notification from parents or guardian or, in the case of absence from exams, a medical certificate.

CHANGING SUBJECTS

- Students may be permitted to change subjects after consultation with the Guidance Officer, and after fulfilling certain requirements. Changes are not normally accepted after 3 weeks into a semester of study.

COSTS

- Students will receive advice at the end of the school year as to the Special Subject Charges that will apply for the following year.
- Student Resource Scheme
  Parents and students who elect to be in the Student Resource Scheme will have textbooks issued to them at the beginning of the year. Please refer to the handout on the Scheme available from the General office (continuing students) or in the relevant Enrolment Kit (new students).

REPORTS

- SCHOOL REPORTS
  These are issued at mid-semester and at the end of each semester of study.

HEALTH AND SAFETY IN SCHOOL ACTIVITIES

All activities have an inherent level of risk. In planning school curriculum programs teachers determine the level of risk of activities and include appropriate control measures when required so that activities are conducted with an acceptable level of risk. For information about Health and Safety policies and risk management in Education Queensland schools visit [http://education.qld.gov.au/parents/health.html](http://education.qld.gov.au/parents/health.html).
CORE

All students study these subjects:

GROUP 1  ENGLISH
GROUP 2  MATHEMATICS
GROUP 3  SCIENCE
GROUP 4  HEALTH AND PHYSICAL EDUCATION
GROUP 5  HUMANITIES (includes HISTORY & GEOGRAPHY)

ELECTIVES

Arts key learning area:
  ART, DANCE, DRAMA, MEDIA STUDIES, MUSIC
Languages key learning area:
  FRENCH, GERMAN, JAPANESE
Technology key learning area:
  BUSINESS, GRAPHICS, HOME ECONOMICS, INDUSTRIAL TECHNOLOGY & DESIGN

Students study three elective subjects. Two of these elective subjects are studied for one semester each; one elective is studied as a specialisation for the full year.

Based on the preferences that students submit, they will be allocated to elective subjects for Year 9 and 10. It is not always possible for students to be allocated the three elective subjects that they nominated as their first, second and third preference. Five preferences are requested.

The allocation of the elective specialisation will be based where possible on the student’s first or second preference. The two six monthly electives will be allocated from the next available preferences of the student.

Hints to help you choose your elective subjects......

CAREER  Think about careers you are interested in. The Guidance Officer can help with your choice of subjects necessary for certain careers. (Refer to the careers information towards the end of this booklet).

ENJOYMENT  Choose subjects you enjoy - you are likely to do well in subjects you like doing.

SUCCESS  Consider selecting subjects in which you have done well this year.

SELF DEVELOPMENT  You could choose a subject for your own personal development and one which will be of value to you in your future life. You will be able to specialise in Years 11 and 12.

YOU COULD MAKE THE  WRONG  CHOICE IF YOU -

➢ choose a subject because you hope your friend will be in the same class. (There may be several classes of a particular subject).

➢ choose a subject expecting a certain teacher to be teaching it.

IMPORTANT

Discuss your choice with as many people as possible:

PARENTS
TEACHERS
HEADS OF DEPARTMENTS
GUIDANCE OFFICERS

PIMLIC0 STATE HIGH SCHOOL
SUBJECT DESCRIPTIONS

- ART
- BUSINESS
- DANCE
- DRAMA
- ENGLISH
- FRENCH
- GERMAN
- GRAPHIC DESIGN AND COMMUNICATION
- HEALTH AND PHYSICAL EDUCATION
- HOME ECONOMICS
- HUMANITIES
- INDUSTRIAL TECHNOLOGY AND DESIGN
- JAPANESE
- MATHEMATICS
- MEDIA STUDIES
- MUSIC
- SCIENCE
ART

COURSE OUTLINE

This course encourages students to develop problem solving, visual communication, critical thinking and making skills across a range of art media, techniques and areas of study. The junior visual art program engages students in solving design-based, conceptual and practical problems through the making of their own artwork and appraising artworks.

TOPICS

Specialisation: students complete all four units
Semester Elective: students complete first two units only.

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>(TERM ONE) 2D MEDIA – DRAWING</th>
<th>(TERM TWO) 3D MEDIA - MIXED MEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOCUS MESSAGE/MEANING</td>
<td>Students will be able to produce a 2D artwork (Drawing). After studying the styles and techniques of art movement or artists, students will explore a mood and essence through colour choices, textures and influences from the art movements/artists nominated.</td>
<td>Students will be able to produce a 3D artwork (Sculpture). After studying the use of Masks historically, students will explore and apply the elements to a mask from the foundation up based on the theme nominated by the teacher e.g. venetian, tribal, culture based.</td>
</tr>
<tr>
<td>ELEMENTS</td>
<td>LINE, COLOUR, TONE, TEXTURE, SHAPE/FORM, SPACE</td>
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</tr>
<tr>
<td>CONTEXT</td>
<td>SPIRITUAL</td>
<td>HISTORICAL</td>
</tr>
<tr>
<td>ART ERA</td>
<td>FAUVISM</td>
<td>ANCIENT</td>
</tr>
<tr>
<td>ART ERA</td>
<td>EXPRESSIONISM</td>
<td>INDIGENOUS AUSTRALIAN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>(TERM THREE) 2D MEDIA – PAINTING</th>
<th>(TERM FOUR) 2D MEDIA – GRAPHIC DESIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOCUS MESSAGE/MEANING</td>
<td>Students will be able to produce a 2D artwork (Painting). After studying the styles and techniques of Impressionism and Post – Impressionism, students will explore a mood depicted through subject matter, colour choice influences from the art movements/artists nominated.</td>
<td>Students will be able to create 2D artwork. After studying the use of graphic design, photography, and printmaking, students will explore and apply the elements based on a researched Celebrity Crush and the conventions of their impact on society.</td>
</tr>
<tr>
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<td>INDUSTRIAL</td>
</tr>
<tr>
<td>ART ERA</td>
<td>IMPRESSIONISM</td>
<td>POP ART</td>
</tr>
</tbody>
</table>

ASSESSMENT PROGRAM

Students are assessed on five criteria: KNOWLEDGE & UNDERSTANDING, CREATING, PRESENTING, RESPONDING & REFLECTING.

While much of the course involves students in making practical folios, a written assignment or an exam is also completed each term. Students are required to research, develop concepts, and experiment with designs, as well as developing and applying their knowledge of relevant artworks, artists, techniques and media.

Due to its practical nature, visual art can be a time consuming subject. Students will need to work on art folios in their own time in order to complete artworks to a high standard of presentation and to achieve the best possible results.
BUSINESS

COURSE OUTLINE
The Year 9 Business course aims to develop the knowledge and skills necessary to:

- Be financially literate
- Participate in society as an informed, responsible and ethical consumer, worker and/or entrepreneur
- Respond to business opportunities and challenges
- Work individually and cooperatively in the business environment to develop business plans and products
- Use information technologies to analyse, record, design and create business reports and products, and communicate to stakeholders

TOPICS
Semester elective: students complete the first four units only
Specialisation: students complete six units (excluding Promoting and Selling)

1. **Better Budgeting** – Personal cash budgets
2. **Promoting and Selling** – Students create a storyboard for a new product
3. **Personal Finance** – Source documents, banking, deposits and cheques
4. **ESSI Money Challenge** – Earning, Spending, Saving and Investing online financial literacy game
5. **Innovators** – Students design a product and create a sales pitch
6. **Workplace Issues** - Understanding workplace laws and regulations
7. **Venture/Business Plan** - A detailed plan of the class venture

ASSESSMENT PROGRAM
Assessment may include: Class Tests, Computer Tasks, Supervised Projects, Venture Participation, Business Plan, and Non-written presentation.
DANCE

COURSE OUTLINE

This course is open to all students with a genuine interest and enthusiasm for dance. Previous experience in dance technique would be an advantage, but is not a necessity. Students are encouraged to use imagination, creativity and skill to create, perform and analyse dance in a variety of contexts and styles.

Dance styles studied throughout the year may include Jazz, Hip Hop, Contemporary, Folk Dance and Ritual Dance.

The course is designed to introduce students to the three organisers of dance:

1. Choreography (Creating and Reflecting)

Students will learn how to choreograph dances in context using technical and expressive skills. During the Reflection process, students will evaluate their own and peers choreographic processes.

2. Performance (Presenting)

Students will perform various dance works, choreographed by both teacher and student. Public performances will include Pimlico Presents and Showcase. Students are assessed on their ability to perform dance styles with appropriate intention and skill.

3. Appreciation (Knowledge and Understanding & Responding)

Students respond to dance works by analysing—describe, interpret and evaluate the dance elements, the choreographic intention and the context of dance.

ASSESSMENT PROGRAM

Choreography and Performance tasks are practical assessments in pairs, small groups and whole class, performing to peers and public audience.

Appreciation tasks are written assignments and in class exams.

NOTE:

1. Dance attire will need to be worn for practical classes and assessments.
2. Dance classes can be physically demanding on the body.
3. On some occasions, attendance at rehearsals outside of normal school hours will be required.
4. Costumes will need to be purchased and made. Costs will be kept to a minimum.
5. In Term 4, students perform in the Year 9 Showcase as part of assessment.
DRAMA

COURSE OUTLINE

This two year course aims to provide an engaging, activity-based and interesting pathway into the world of performance drama. It will promote the development of skills in acting and creating Drama, as well as an appreciation for a wide variety of dramatic works.

Although previous drama experience is an advantage, students with no previous experience can achieve well in this subject.

The course is essentially practical, but written work in Responding & Reflecting tasks is also an important element.

In Year 9, students will study:

1. **Developing a Sense of Drama** – Improvisation, basic performance skills and the Elements of Drama through the exploration of Realism
2. **Developing a Sense of Culture** – Ritual and Contemporary Aboriginal & Torres Strait Theatre forms
3. **Developing a Sense of Purpose** – Theatre for Young People, script work and performance skills

In Year 10 the units of work will involve comedy, collage drama, monologues and a polished class production.

ASSESSMENT PROGRAM

Students will be assessed in three dimensions:

- Forming (Creating)
- Presenting (Presenting and Reflecting)
- Responding (Knowledge and Understanding & Responding)

Assessment will include improvisation, small and large group performances, scriptwriting, and written responses (essays and reviews).

NOTE: Students may be required to provide basic costumes for some performance tasks. Students will be required to attend some performances, such as Arts Council performances, in order to complete Responding Tasks. **These must be paid for by the students.**
ENGLISH

COURSE OUTLINE

English is one of the ‘core’ subjects studied by all students in Years 9 and 10.

By the end of Year 10 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts.

Students create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts. Students develop their capacity to create texts for specified purposes, including entertainment, analysis and persuasion.

The following strands will be studied in Year 9:
- **Language**: developing knowledge about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating texts
- **Literacy**: expanding a repertoire of skills and knowledge, to enhance English usage

Together, the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language variation and change</td>
<td>Literature and context</td>
<td>Texts in context</td>
</tr>
<tr>
<td>Language for interaction</td>
<td>Responding to literature</td>
<td>Interacting with others</td>
</tr>
<tr>
<td>Text structure and organisation</td>
<td>Examining literature</td>
<td>Interpreting, analysing and evaluating</td>
</tr>
<tr>
<td>Expressing and developing ideas</td>
<td>Creating literature</td>
<td>Creating texts</td>
</tr>
</tbody>
</table>

ASSESSMENT PROGRAM

- Assignments
- In class exam
- Spoken Presentations
FRENCH

COURSE OUTLINE

The French course is intended to prepare students for a world in which intercultural communication and understanding are becoming more and more important.

Students are taught the language appropriate to situations they may come across as a visitor to France or French-speaking countries such as Switzerland or Canada, or when meeting with French speakers who visit or live in Australia.

Studying French can assist students to:
- engage with the global community
- widen cultural understanding and experiences
- be able to travel through parts of the world more easily (French is important in 44 countries around the world.)
- gain a competitive edge in some parts of the job market
- develop new perspectives and problem-solving skills
- gain a greater insight into the workings of English

The use of authentic materials (DVD, audio CD’s, magazine articles, Internet sites) originating from France or using native speakers ensures that students are learning "real" French and come to understand better the customs and cultures of French-speaking countries.

The Pimlico Language Centre provides access to a range of technology to assist language learning.

Topics in Year 9 and 10 may include:

Voyage en France – Paris; Shopping; A Day in the Life of…….; Leisure; Relationships;
La Francophonie – French culture and language outside France; Life in a different environment.

Students who are interested in learning a foreign language and who wish to find out about different cultures are strongly encouraged to take French.

ASSESSMENT PROGRAM

Assessment tasks include a variety of assessment techniques e.g. short assignment tasks, in-class activities or projects and in-class tests. Understanding and Communicating are each assessed during the semester.
GERMAN

COURSE OUTLINE

The German course is intended to prepare students for a world in which intercultural communication and understanding are becoming more and more important.

Students are taught the language appropriate to situations they may come across as a visitor to Germany or German-speaking countries such as Switzerland and Austria, or when meeting with German speakers who visit or live in Australia.

Studying German can assist students to:

- engage with the global community
- widen cultural understanding and experiences
- be able to travel through parts of the world more easily (German is the most widely spoken language in Europe.)
- gain a competitive edge in some parts of the job market
- develop new perspectives and problem-solving skills
- gain a greater insight into the workings of English

The use of authentic materials (DVD's, audio CD's, magazine articles, Internet sites) originating from Germany or using German native speakers ensures that students are learning "real" German and come to understand the customs and cultures of German speaking countries.

The Pimlico Language Centre provides access to a range of technology to assist language learning.

Topics in Year 9 and 10 may include:

All about us; Shopping in Berlin;  A day in the life of…..;  On a visit to Austria and Germany;  Free-time and the media in Germany and Australia; Exchanges- life in a German-speaking country;  Celebrations and the future.

Students who are interested in learning a foreign language and who wish to find out more about different cultures are strongly encouraged to take German.

ASSESSMENT PROGRAM

Assessment tasks include a variety of assessment techniques e.g. short assignment tasks, in-class activities or projects and in-class tests. Understanding and Communicating are each assessed during the semester.
GRAPHICS

COURSE OUTLINE

Graphics is a course of study which provides an opportunity for students to gain an understanding of graphical design and communication across a spectrum of applications. The principles of graphical design & communication are developed through foundation activities and are then further applied through a design folio which focuses on real-world problems. Students are encouraged to be imaginative and creative whilst problem solving.

The three areas of design covering 2 and 3 dimensional viewing systems are:
- Built Environment Design
  - Architecture
  - Landscape architecture
  - Interior design
- Industrial Design
  - Creating & developing concepts for products
- Graphic Design

Some learning experiences that the students may undertake are:
- Developing packaging for an Aeronautical Vehicle eg Rocket, Spaceship, Plane
- Creatively presenting consumer data in graph/chart format
- Portraying houseware designs in a pictorial form
- Detailed 2D representations of a machine part
- Basic surveying and setting out in the school grounds
- Use of computer aided design & drafting software (Autocad, Solidworks, Revit)
- Presentation (rendering) of drawings using CADD
- Manufacturing their creations using a 3D Printer - Toy design

COMPUTER ACCESS

This is a computer-based subject. For participation in this subject it is essential to have access to a computer and the required software in class and at home for homework tasks and assignments. Details of the BYO laptop programme will be provided as required. Students are expected to participate in the programme if they choose this subject.

ASSESSMENT PROGRAM

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Over the course of study, students complete the following each semester:
- Design Folio - completed mainly in class; theme based units; electronic drafting/design
- Foundation Studies Folio (FSF) – drawing concepts/skills linked to Design Folio; electronic drafting
- Short Response Test - related to work covered in class for Foundation Studies Folio

PIMLICO STATE HIGH SCHOOL
HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is one of the ‘core’ subjects studied by all students in Years 9 and 10.

COURSE OUTLINE

This subject aims to:
- Instil in students a desire to follow healthy lifestyle practices.
- Help students to develop an understanding of relationships, risk awareness and minimisation, mental health, exercise and fitness.
- Teach students a variety of physical skills, tactics and strategies through a range of physical activities.

This course includes theory units on Health and Personal Development including relationships, risk awareness and minimisation, mental health, exercise and fitness as well as practical units covering a variety of games, sports and other physical activities.

COURSE REQUIREMENTS

Students are required to participate in both theory and practical lessons. ALL UNITS ARE COMPULSORY.

ASSESSMENT PROGRAM

- Theory units are assessed using a variety of techniques including written exams, research reports, in-class essays, and ICT based multimodal assessment.
- Practical units are assessed on the student’s consistent performance of the physical skills and techniques required for the practical activity being studied for the duration of the unit.
HOME ECONOMICS

COURSE OUTLINE

Home Economics is a multi-disciplinary area of study that provides opportunities for students to understand and shape preferred solutions to a range of challenges in their personal, family, community and work roles. Students will develop knowledge and skill in the areas of Food Studies and Textiles Studies.

Home Economics is focused on developing the following skills in students:

- Be innovative, enterprising and creative
- Balance work responsibilities with personal responsibilities and leisure
- Choose nutritious foods in a changing marketplace
- Design, evaluate and make decisions related to textiles and food
- Make informed, responsible and ethical consumer decisions, including acting sustainably.
- Negotiate for effective and diverse family and interpersonal relationships
- Prepare nutritious foods and develop health promoting food behaviours
- Take control of their health and develop health promoting behaviours
- Understand and take action to enhance human growth and development
- Understand and confront the way they influence and are influenced by broad societal factors such as media, advertising, peer pressure, government policies and changing technologies
- Utilise design and technology relevant to families and communities.
- Provide opportunities for students to develop vocationally related knowledge and skills, such as those related to food technology, hospitality, childcare and the design and textile industries.

TOPICS

Food Studies units may include:
- **Veg Out!** - Study of vegetables, nutrition and methods of cookery for a healthy diet.
- **Super-Size Me!** - Fast food v’s home made with regards to quality and nutrition for teens.

Textiles Studies units may include:
- **Slumber Time!** – Design and production of PJ’s including dyeing techniques and a study of cotton.
- **Soft Spot!** – Advocacy for and the design and production of a textile item for a charity.
- **Renovate, Recycle, Rejuvenate** – The development of textile item from recycled materials.

ASSESSMENT PROGRAM

Assessment criteria each semester follow the Technology curriculum which includes:

- Knowledge and Understanding
- Investigating and Designing
- Producing (Food and Textiles practical products)
- Evaluating
- Reflecting

Assessment each semester includes:

Practical work, and written work including process journals, reports, assignments and/or tests.

REQUIRED COURSE SUPPLIES AND EQUIPMENT

For the Food units students will be required to supply their own cooking ingredients – a list will be provided at the beginning of the unit. For the Textile units students will be required to supply fabric and accessories for their tasks. They will also require a basic sewing kit – a list of contents will be provided by the teacher. These items are essential for practical tasks, including assessment.

RISK MANAGEMENT

Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which will be provided by the class teacher.
HUMANITIES

Humanities is one of the ‘core’ subjects studied by all students in Years 9 and 10. The courses include all of the learning areas of Social Sciences – History, Geography, Legal Studies, Economics/Business, Civics and Citizenship.

COURSE OUTLINE:

Humanities is concerned with investigating how society operates, encouraging students to learn about their past and to suggest positive changes for the future. It enables students to reflect on values, democracy, social justice, economic and ecological sustainability and peace.

In Year 9, students explore the issues involving Australia and the wider world. All units in Year 9 are part of the National Curriculum. The course is divided into three main strands:

- **HISTORY** (40% of the course): Topics include WWI, the Industrial Revolution and the Making of a Nation.
- **GEOGRAPHY** (40% of the course): Topics include Biomes and the Interconnections of Food Security.
- **SOCIAL SCIENCE** (20% of the course): This includes the learning areas of Legal Studies, Economics/Business, Civics and Citizenship. Topics include Political and Legal Change and Business and the Global Economy – Risk and Reward.

In Year 10, students focus on the four main strands of Social Science which prepares the students for Year 11 and 12 and/or the working world. Once again, all units are part of the National Curriculum. The strands include:

- **HISTORY** (40% of the course): Topics include The Industrial Revolution, Making a Nation and World War I.
- **GEOGRAPHY** (40% of the course): Topics include Biomes and Food Security and Interconnections.
- **SOCIAL SCIENCE** (20% of the course): This includes the learning areas of Legal Studies, Economics/Business, Civics and Citizenship. Topics include Australia’s Political and Legal System, Financial Responsibility – Risks and Rewards and Competing in a Global Economy.

Humanities in Year 9 and 10 develops general capabilities within students that they use in class and in their lives outside school. These include information and communication technology (ICT); critical and creative thinking; ethical behaviour; intercultural understanding; Aboriginal and Torres Strait Islander histories and cultures; sustainability; and, Australia’s engagement with Asia. A key component of the Year 9 and 10 courses is the completion of fieldwork which is directly related to assessment pieces.

Humanities is designed to give young Australians the understanding needed to make sense of their own world, an appreciation of the diversity, complexity and interdependence of places and their peoples, and a set of skills that will be useful in their future life. It will give them a knowledge of both Australia and of the world, and of significant trends and issues that will affect their lives. Above all, they will learn how to think, how to find and evaluate new knowledge, and how to be critical users of this knowledge in their adult life.

ASSESSMENT PROGRAM: Assessment is aimed at developing a student’s skills in research, using computer software, group work, and examining and solving problems. Assessment will be based on in-class and research assessment pieces each semester.

COSTS: There are costs relating to excursions e.g. local fields trips ($18.00 per trip)
INDUSTRIAL TECHNOLOGY & DESIGN

COURSE OUTLINE

Industrial Technology & Design is a course of study which investigates the nature and functions of available resources related to the Construction, Engineering/Manufacturing, Furnishings and Plastics industries. It requires students to identify and understand a design challenge, select appropriate resources and strategies that may solve the problem, implement a plan and evaluate the outcomes. Students are encouraged to be active participants in the creation of solutions through design, making and appraising. They are exposed to a range of intellectual challenges while developing practical skills associated with hand & power tools, machinery and equipment.

Some learning experiences that students may undertake are:

- Small furnishings
- Basic electronics
- Fabrication & Welding
- Machining (lathe)
- Plastics
- Hydraulics/pneumatics
- Solar power
- Computer aided design and modelling
- Competitions, eg CO2 Dragster Competition, Solar Car Challenge

ASSESSMENT PROGRAM

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Over the course of study students complete the following each semester:

- **Technology Tests** - theoretical aspects related to workshop projects; literacy & numeracy linked to project/s, work procedures and drawing interpretation
- **Project Folio/s** - provides a record of how the student considered and addressed the design challenge/s
- **Workshop Projects** - used to develop knowledge and skill of materials, processes, equipment; create and develop design solutions
JAPANESE

COURSE OUTLINE

The Japanese course is intended to prepare students for a world in which intercultural communication and understanding are becoming more and more important.

Students are taught the language appropriate to situations they may encounter either as a visitor to Japan or when meeting with Japanese speakers who visit or live in Australia.

Studying Japanese can assist students to:
- engage with the global community
- widen cultural understanding and experiences
- be able to travel to some countries more easily
- gain a competitive edge in some parts of the job market
- develop new perspectives and problem-solving skills
- gain a greater insight into the workings of English

The use of authentic materials (e.g. videos, DVD’s, audio CD’s, magazine articles, Internet sites) originating from Japan or using Japanese native speakers ensures that students are learning "real" Japanese and come to understand the customs and cultures of Japanese-speaking countries.

The Pimlico Language Centre provides access to a range of technology to assist language learning.

Topics in Year 9 and 10 may include:
- Shopping;
- Seasons, festivals and activities;
- Family and daily routines;
- Dining and socialising;
- Relating with others;
- Hosting and homes;
- Environment;
- Planning a trip;

Students who are interested in continuing to learn Japanese and wanting a gateway into the Asian region are strongly encouraged to take this subject.

ASSESSMENT PROGRAM

Assessment tasks include a variety of assessment techniques e.g. short assignment tasks, in-class activities or projects and in-class tests. Understanding and Communicating are each assessed during the semester.
MATHEMATICS

Mathematics is one of the ‘core’ subjects studied by all students in Years 9 and 10.

COURSE OUTLINE

The Mathematics course aligns with the Australian Curriculum content descriptors.

The following content strands will be studied in Year 9:

Number and Algebra
   Number and place value, 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

In Year 10, students will study either Mathematics or Mathematics with Extension. These two courses cover the same topics but are targeted towards different streams of mathematics. Towards the end of Year 9, a letter of recommendation will be sent home to indicate which mathematics course may be most suitable based on results over particular topics. Parents can contact the Head of Department for Mathematics if they would like to discuss this recommendation.

It is imperative that students intending to choose Mathematics B in Year 11 study Mathematics with Extension in Year 10 to ensure they have covered the pre-requisite content required for the Mathematics B. If students intend to choose Mathematics A or Prevocational Mathematics then Mathematics provides the content required for these courses. Parents can contact the Head of Department if a change needs to be made.

ASSESSMENT PROGRAM

- Mid and End Semester Exams
- Investigations with in class & take home components.
MEDIA STUDIES

COURSE OUTLINE

In this subject, students study a range of different media, including print (magazine, newspaper), broadcast (television), cinema, animation and the internet, with a focus on how these operate within society as tools for communication.

Students will develop skills in critical analysis and appreciation of each form of media, by responding to meaning and considering the purpose and context of media production.

Students will also be engaged in practical activities in order to design and produce texts in the various forms of media.

Media learning deepens students’ understanding of the elements associated with producing and communicating in the film and television and new media realm. It also develops global citizens who are more active in and critical of the media and how it contributes to society.

TOPICS

Specialisation: students complete all four units.
Semester elective: students complete first two units only.

Examples of units include:

- Short Film Production
- Video Games
- Advertising
- Animation

COMPUTER ACCESS

This is computer-based subject. For participation in this subject it is essential to have access to a computer and the required software in class and at home for homework tasks and assignments.

ASSESSMENT PROGRAM

Students will be assessed in three dimensions -
- Producing Media (Presenting & Reflecting)
- Designing Media (Creating)
- Critiquing Media (Knowledge & Understanding, Responding)

Assessment will include written assessments (e.g. critical reviews), orals and practical production tasks. Practical tasks will involve both individual and group work.
MUSIC

COURSE OUTLINE

This course will enable the enthusiastic musician to build on the skills developed in Year 8 through musicianship exercises, composition, analysis and performance.

Students with little formal musical background can achieve well in the subject, although previous musical experience would be an advantage, and a good level in Year 8 music is desirable. There will be an emphasis on identifying and notating musical sound through practical and theoretical activities.

Knowledge and Composition

Students will develop skills in attentive and critical listening to a vast array of music, including popular music, music from the media, classics (eg Beethoven, Mozart and Haydn) other cultures, folk and contemporary styles. Students will become composers through a development of theory skills and application of these skills through the Sibelius computer music composition program.

Performance

Development of vocal, keyboard and guitar skills in practical musicianship studies will continue throughout the course. Practical work concentrates on singing and playing individually and in small groups in a variety of styles. Students are encouraged to participate in instrumental lessons either through the school instrumental program or through private tuition, and participation in one of the school ensembles will help to foster their development as an overall musician.

ASSESSMENT PROGRAM

Individual and group practical performances, music compositions, research written assignments and formal tests. Students are assessed on five criteria: KNOWLEDGE & UNDERSTANDING, CREATING, PRESENTING, RESPONDING & REFLECTING.
SCIENCE

Science is one of the ‘core’ subjects studied by all students in Years 9 and 10.

COURSE OUTLINE

YEAR 9:

- Biological Sciences – Human Body Systems, Ecology
- Chemical Sciences – Reactions, Endothermic/Exothermic
- Physical Sciences – Electricity and Heat, Light and Sound
- Earth and Space Sciences – Radioactive Decay, Tectonic Plates
- Science as a Human Endeavour and Science Inquiry Skills will be addressed in all units of the course.

YEAR 10:

- Biological Sciences – Genetics, Evolution
- Chemical Sciences – Periodic Table, Chemical Reactions
- Physical Sciences – Motion, Collisions
- Earth and Space Sciences – Global Systems, The Universe
- Science as a Human Endeavour and Science Inquiry Skills will be addressed in all units of the course.

ASSESSMENT PROGRAM

Assessment includes written tests, research assignments, experimental design and scientific reports.
SCHOOL SUBJECTS – ALL YEAR LEVELS

This table illustrates the range of subjects offered in faculty areas across the school:

<table>
<thead>
<tr>
<th>FACULTY AREAS</th>
<th>YEAR 7/8</th>
<th>YEARS 9/10</th>
<th>YEARS 11/12</th>
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<td>Recommended - C in Year 10 Mathematics</td>
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<td>BIOLOGY</td>
<td>Recommended - B in Year 10 Science</td>
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<td>CHEMISTRY</td>
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<td>ANCIENT HISTORY</td>
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<td>MODERN HISTORY</td>
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<tr>
<td>SOCIAL AND COMMUNITY STUDIES</td>
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## SENIOR SUBJECT RECOMMENDATIONS (continued)

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<th>Subject</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td><strong>GRAPHICS</strong></td>
<td>Essential - C in Year 10 Graphics</td>
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<tr>
<td><strong>CONSTRUCTION</strong></td>
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<tr>
<td><strong>ENGINEERING</strong></td>
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<tr>
<td><strong>HOME ECONOMICS</strong></td>
<td>Recommended – C in Year 10 English</td>
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<tr>
<td></td>
<td>Desirable - C in Year 10 Home Economics</td>
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<tr>
<td><strong>HOSPITALITY</strong></td>
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<td><strong>DANCE</strong></td>
<td>Desirable - C in Year 10 English</td>
</tr>
<tr>
<td><strong>DRAMA</strong></td>
<td>Essential – C in Year 10 English, both oral and written skills</td>
</tr>
<tr>
<td><strong>FILM, TELEVISION AND NEW MEDIA</strong></td>
<td>Recommended – C in Year 10 English, both oral and written skills</td>
</tr>
<tr>
<td><strong>MUSIC</strong></td>
<td>Essential – C in Year 10 Music, or background in instrumental music</td>
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<tr>
<td><strong>VISUAL ART</strong></td>
<td>Essential - C in Year 10 Art and English</td>
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<td><strong>ACCOUNTING</strong></td>
<td>Desirable – C in Year 10 English</td>
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<tr>
<td><strong>BUSINESS COMMUNICATION &amp; TECHNOLOGIES</strong></td>
<td>Desirable – C in Year 10 English</td>
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<td><strong>BUSINESS</strong></td>
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<td><strong>PHYSICAL EDUCATION</strong></td>
<td>Recommended - C in Year 10 Health and Physical Education. Students must be physically capable of participation in all units of the course</td>
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<tr>
<td><strong>RECREATION</strong></td>
<td>Students must be physically capable of participation in all units of the course</td>
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<tr>
<td><strong>AQUATIC PRACTICES</strong></td>
<td>Essential - Ability to swim 50 metres and tread water for 10 minutes</td>
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<tr>
<td><strong>INFORMATION PROCESSING AND TECHNOLOGY</strong></td>
<td>Desirable - A in Year 10 Mathematics and B in Extension components, and B in Year 10 English</td>
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<tr>
<td><strong>INFORMATION, DIGITAL MEDIA &amp; TECHNOLOGY</strong></td>
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