

Cleveland District State High School



Preparing Students to Meet the Future

Subject Information Booklet

Year 9 - 2018

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To Parents and Students

This booklet has been produced to assist students in deciding on the appropriate selection of subjects to study in Year 9 (2017). A simple format has been used for all subjects to ensure students and parents have the correct knowledge as to the relevance, content, assessment methods and costs prior to selecting a subject. Please use this information to select a course, taking into account appropriate abilities, interests and career aspirations. The importance of choosing appropriate subjects cannot be overemphasised.

The Core subjects studied in Year 9 are English, Mathematics, Science or Agricultural Science, History (one semester), Geography (one semester) and Health and Physical Education. Students must also select three elective subjects.

When students transition from the Junior Secondary to the Senior Secondary school, they will be asked to select the subjects they will study throughout senior – Years 10, 11 and 12. Students will be guided in Year 9 to complete a Student Education and Training Plan (SET Plan), which will support this transitional process.

What should influence the choice of subjects for year 9?

The student's abilities – It does not serve a useful purpose to choose a course which is too difficult. The student's performance in Year 8 will give some indication of both ability and interests.

The student's long term ambitions and parental expectations should be considered.

Preference and interests are important. Usually a student will do well in subjects that interest them and/or in subjects where they see value, worth and usefulness in relation to their future.

What should not influence the choice of subjects for Years 9?

- What your friends choose;
- What you think is easiest;
- Who you think will be teaching the subject. There is no guarantee that the same teachers will be at Cleveland next year or teaching the same subjects.

Students should take this course selection process seriously. A special section "Choosing what to study in Years 9" has been included in this booklet to assist both parents and students in their discussion.

Paul Bancroft

Executive Principal

Subject Offerings

Faculties	Year 9 (2017)	Year 10, 11 and 12
English	<ul style="list-style-type: none"> English (core) 	<ul style="list-style-type: none"> English (core) or <i>Essential English</i> (core) Literature
Mathematics	<ul style="list-style-type: none"> Mathematics (core) 	<ul style="list-style-type: none"> General Mathematics (core) or Mathematical Methods (core) or <i>Essential Mathematics</i> (core) Specialist Mathematics
Science	<ul style="list-style-type: none"> Agricultural Science (core) or Science (core) Agricultural Practices Animal Husbandry STEM 	<ul style="list-style-type: none"> Agricultural Science Biology Chemistry Marine Science Physics <i>Agricultural Practices</i>
Social Science	<ul style="list-style-type: none"> Geography (core) History (core) Ancient History 	<ul style="list-style-type: none"> Ancient History Geography Modern History
Physical Education	<ul style="list-style-type: none"> Health and Physical Education (core) Recreation Studies Sport Development Football Sport Development Touch Sport Development Volleyball 	<ul style="list-style-type: none"> Health Education Physical Education <i>Recreation</i>
Business Education	<ul style="list-style-type: none"> Business Business Computing Digital Solutions 	<ul style="list-style-type: none"> Accounting Business Economics Digital Solutions Legal Studies <i>Business Studies</i> <i>Information and Communication Technology</i> <i>Tourism</i>
Creative Arts	<ul style="list-style-type: none"> Dance Drama Media Arts in Practice Music Music in Practice Visual Art Visual Arts in Practice 	<ul style="list-style-type: none"> Dance Drama Film, Television and New Media Music Music Extension (Year 12 only) Visual Art <i>Media Arts in Practice</i> <i>Music in Practice</i> <i>Visual Arts in Practice</i>
Languages	<ul style="list-style-type: none"> Chinese French Japanese 	<ul style="list-style-type: none"> Chinese French Japanese
Technology	<ul style="list-style-type: none"> Design Industrial Graphics Technology Wood Technology Metal Industrial Graphics Applied Industrial Skills Food and Nutrition Hospitality Practical Textiles and Cookery 	<ul style="list-style-type: none"> Design Food and Nutrition <i>Building and Construction Skills</i> <i>Early Childhood Studies</i> <i>Engineering Skills</i> <i>Furnishing Skills</i> <i>Hospitality Practices</i> <i>Industrial Graphics Skills</i>

Subjects in italics are Applied subjects which are generally more practical in nature.

Choosing What to Study in Year 9

Some of the most important decisions you make at school are choosing subjects to take in Year 9 and selecting a course of study for Years 10, 11 and 12.

These are important decisions, since they may directly affect your success at school and also how you feel about school. Additionally they may affect your career plans when you leave school.

Overall Plan

As an overall plan, it is suggested that you choose subjects:

- you enjoy;
- in which you have already experienced success;
- which will help you achieve your chosen career goals, or keep your career options open;
- which will develop skills, knowledge and attitudes useful throughout your life.

If you follow the guidelines below and ask for help when you need it, you should come up with a course of study that is appropriate for you and that you also enjoy.

Subject Selection Guidelines

All students will study **five** core subjects in Year 9 which will provide excellent foundations for your future career and personal life – English, Mathematics, Science or Agricultural Science, History/Geography and Health and Physical Education.

Elective Subjects

All students will study **three** electives in Year 9. Students need to be aware of how these subjects link into the Year 10 subject offerings (see Page 2). Our range of elective subjects are designed to develop your interests and practical skills.

Keep your options open

At the moment you may not know exactly what you want to do when you finish school. This is normal, but at this stage of your life it is also important to explore many options.

Keeping your options open means choosing a selection of subjects that makes it possible for you to continue exploring your career options, before making more definite decisions in the future.

Think about career options

It is helpful to have some ideas about possible career choices, even though these ideas may change as you learn more about yourself and the world of work.

You may also like to discuss your ideas with the Guidance Officer and check the following sources of information on careers:

- **Myfuture** - this website is Australia's national career information service **www.myfuture.edu.au**;
- other career information such as brochures from industry groups which show the various pathways to jobs in these industries;
- employers and people who are already doing the work in which you are interested;
- **www.australianapprenticeships.gov.au** – learn about Australian Apprenticeships and the benefits of combining paid work and structured learning to gain recognised industry qualifications.

After checking through this information, it is likely that you will come up with a list of prerequisite subjects needed for courses and occupations that interest you. Be aware that some subjects in Senior require prerequisites to be studied in Year 9.

If you are still unsure of these requirements, check with the Guidance Officer.

Consider the subjects offered

It is important to find out as much as possible about the subjects offered at school. The following ideas will help:

- Read the subject descriptions in this booklet;
- Speak with Heads of Departments and teachers of particular subject;
- Look at books and materials used by students in the subjects;
- Talk to students who are already studying the subjects.

When investigating a subject or unit to see if it is suitable for you, find out about the content (ie. what topics are covered) and how it is taught and assessed.

- Does the subject mainly involve learning from a textbook?
- Are there any excursions, practical work or experiments?
- How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Your choice of subjects may affect your choice of a study program in the senior phase of learning. For example:

- You will need to continue with a Language in Year 9 if you plan to enroll in the International Baccalaureate Diploma Program for Years 10, 11 and 12;
- You will need to achieve a high standard in Year 9 Mathematics and Science if you plan to study Chemistry and Physics in the senior school;
- Music and languages in the Senior years require previous study in Years 8 and 9.
- Successful achievement in pre-requisite subjects may be required before you can select particular subjects for Years 10, 11 and 12.

Make a decision about a combination of subjects that suit you

You are an individual and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a study area because:

- Someone told you that you will like or dislike it;
- Your friends are or are not taking it;
- You like or dislike the teacher;
- You think that only boys or girls take that subject. All subjects have equal value for males and females.

Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects that have proved very difficult, even after you have put in your best effort.

Additionally, if your future career requires the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help

If you need more help; ask for it. Talk to your parents, friends, Heads of Department, teachers or Guidance Officer.

Look at the resources suggested in this booklet and the career investigation activities completed during Access lessons. By doing this you will feel much more confident selecting your subjects.

Occupations Related to Subjects in Year 9

Have you thought about the type of work you would like to do when you finish school? It is wise to begin investigating possibilities early, because the better informed you are the better decisions you will make in the future. As you learn more about yourself and the world of work, you may change your ideas about the type of career path which interests you. This is part of the process most people go through before deciding on a future occupation.

You can investigate careers by relating your interest in school subjects to possible occupations.

You may wish to use the following steps:

1. Identify the subjects you enjoy and do best in;
2. Use this booklet to find the names of occupations that may be related to these subjects;
3. Accessing information on the **myfuture** website (www.myfuture.edu.au), and talking to people who are currently working in the occupation;
4. Talk to parents, friends, Heads of Departments, teachers and the Guidance Officer.

Although the subjects offered are related to a number of occupations, very few subjects are prerequisites for those careers. A prerequisite subject is one which must be studied in Years 11 and 12 to gain entry to a specific tertiary course or occupation. However, a small number of Year 11 and 12 subjects require previous study in Years 9 and 10. Talk to the Heads of Departments, teachers or the Guidance Officer about these subjects.

English	Chinese, French and Japanese	Health and Physical Education
Actor Archivist Author Book editor Broadcaster Copywriter Foreign affairs and trade officer Human resources officer Interpreter Journalist Lawyer Librarian Management consultant Printing machinist Publisher Receptionist Speech pathologist Teacher Teacher's aide Travel consultant Writer	Announcer Anthropologist Archaeologist Book editor Customs officer Employee relations officer Flight attendant Foreign affairs and trade officer Interpreter Journalist Probation and parole officer Ship's officer Social worker Sociologist Teacher Tour guide Translator Travel consultant Writer	Acupuncturist Ambulance officer Beauty therapist Chiropractor Fitness instructor Hospital food service manager Jockey Massage therapist Nurse Occupational health and safety officer Occupational therapist Physiotherapist Podiatrist Psychologist - sport Radiation therapist Recreation officer Sports scientist Sports coach Stunt performer Teacher
Mathematics	Science	Agricultural Science
Accountant Air traffic controller Architect Bank officer Bookmaker Building contractor Credit officer Economist Engineer Financial dealer/broker Geologist Insurance claims investigator Mathematician Meteorologist Physicist Programmer (information technology) Purchasing officer Quantity surveyor Statistician Stockbroker Surveyor Taxation agent Teacher	Automotive electrician Chemist Computer programmer Electrical fitter Engineer Electronics service person Environmental scientist Forensic scientist Laboratory worker Medical practitioner Meteorologist Nurse Pharmacist Photographer Refrigeration and air-conditioning mechanic Sports scientist Sugarcane analyst Teacher Telecommunication technician Veterinarian Winemaker	Agricultural economist Agricultural engineer Agricultural technical officer Animal attendant Botanist Farmhand Fisher Food technologist Forest technical officer Forester Gardener Horticultural technical officer Jackeroo/jillaroo Landscape gardener Pest and weed controller Stable hand Stock and station agent Sugarcane analyst Teacher Veterinary nurse Wool classer
Geography	History	Business Education
Anthropologist Cartographer Child care worker Community worker Counsellor Environmental scientist Forest worker Geographer Historian Journalist Landscape architect Meteorological technical officer Park ranger Photographer Real estate property manager Stock and station agent Surveyor Teacher Tour guide Town planner Zoologist	Anthropologist Archaeologist Archivist Barrister Community worker Criminologist Foreign affairs and trade officer Geologist Historian Journalist Lawyer Librarian Museum curator Public relations officer Religious leader Sociologist Stage manager Teacher Writer	Accountant Credit officer Criminology Economist Financial planner Hotel/motel manager Human resources officer Investment analyst Marketing officer Office administrator Personal assistant Public relations officer Real estate salesperson Receptionist Retail manager Solicitor Stockbroker Tax agent Teacher Travel consultant

Visual Art	Music	Drama
Architect Artist Craftsperson Diversional therapist Dressmaker Engraver Fashion designer Florist Graphic designer Hairdresser Interior decorator Industrial designer Jeweller Landscape architect Landscape gardener Make-up artist Multimedia developer Photographer Screen printer Set designer Signwriter Teacher Wood turner	Announcer Arts administrator Composer Conductor Film and TV producer Multimedia developer Music critic Music therapist Musical instrument maker Musician Piano technician Recreation officer Singer/vocalist Sound technician Stage manager Teacher – early childhood Teacher – music Teacher – primary Teacher – secondary	Actor Announcer Arts administrator Choreographer Dancer Film and TV lighting operator Film and TV producer Make-up artist Model Public relations officer Receptionist Recreation officer Set designer Speech pathologist Stage manager Teacher – dance Teacher – speech & drama Tour guide Writer
Food and Nutrition, Hospitality	Industrial Design and Technology	Information Technology
Catering manager Clothing patternmaker Cook/chef Dietitian/nutritionist Dressmaker Events manager Fashion designer Food technologist Home care worker Home economist Hospital food service manager Hotel/motel manager Interior decorator Nanny Nurse Pattern maker Retail buyer Tailor Teacher	3D Visualisation/3D Design Architect Architectural drafter Assembler Automotive electrician Boilermaker Builder Cabinetmaker Carpenter/joiner Drafter Engineer Fitter Graphic designer Industrial designer Interior designer Landscape architect Metal fabricator Panel beater Picture framer Product Design/Prototyping Sheetmetal worker Teacher Wood machinist	Air traffic controller Animator Architectural drafter Cartographer Computer programmer Computer service technician Computer systems analyst Database administrator Desktop publisher Draftsperson Electronics engineer Graphic designer IT Manager IT support technician IT teacher Multimedia developer Multimedia systems engineer Software engineer Systems administrator Systems designer Telecommunications technician Web designer/developer Word processing officer
Useful Websites		
<ul style="list-style-type: none"> • www.myfuture.edu.au An online career service designed to help you to explore and plan your career. • www.education.gov.au/career-bullseye-posters Bullseye posters link school subjects with potential jobs and provides information about the education and training levels required. • www.australianapprenticeships.gov.au Learn about Australian Apprenticeships and the benefits of combining paid work with structured training. • www.myskills.gov.au Features information on nationally recognised vocational education and training options. 		

Core Subjects

All Students Study:

English

Mathematics

Science or Agricultural Science

Social Science – History and Geography

Health and Physical Education

Agricultural Science

**This subject is not compatible to be studied with Science
Students must choose to study either Science or Agricultural Science**

Aims

The study of Agricultural Science draws upon many basic elements of science including physics, chemistry, biology, ecology, botany, earth science and microbiology. These fundamental elements are applied within agriculture to provide students with a sound understanding of natural and managed environments. Students improve their knowledge and understanding of the need to produce food and fibre in a more sustainable way. With this comes an awareness of how to better manage soil and water resources, how to farm animals more efficiently, and how to grow crops which provide greater yields with less inputs.

As a science course with an agricultural focus, this subject has a more practical approach. Successful completion of this course will enable students to undertake Agricultural Science, Biology, Marine Science or Agricultural Practices in Years 10 – 12.

Areas of Study

Topics covered in Junior Agricultural Science are:

- Animal physiology, physics and animal behaviour
- Plant chemistry, elements for life, chemical reactions of life
- Soil structure
- Agricultural systems case studies.

Special Subject Advice

Students enrolled in this subject require a laptop.

Students do not require any prior knowledge or agricultural experience to study Junior Agricultural Science.

This subject aims to develop knowledge and understanding of scientific principles within the specialised area of agriculture. Although time is spent conducting practical activities, students must first master the theoretical components which develop knowledge and process skills.

A wide range of learning strategies are employed, including individual self-paced learning activities, group work, independent researching, projects, use of information technology, videos, conduct of trials and experiments, crop management, animal handling and a range of excursions.

Assessment

Students' knowledge, processing and communication skills are assessed during each unit. Students must be able to display their abilities in each of these criteria.

All units involve a written exam and assignment.

The assignment can take one of a number of forms, including scientific report, Powerpoint presentation, research tasks and poster and oral presentations.

Associated Subject Costs

Students may be required to attend a maximum of one excursion during each semester, each of which incurs an additional cost.

Risk Statement

Guardians of students participating in this subject should be aware that as this is a practical subject. Students may be required to use various agricultural tools, machinery and chemicals and to handle live animals and biological specimens.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.

English

Aims

English aims to involve students in activities, which will develop attitudes and skills useful in later life. The work is organised around three strands.

1. **Language** – the development of a coherent and evolving body of knowledge about the English Language and how it works.
2. **Literature and Media** – students learn to interpret, appreciate evaluate and create literary texts such as narrative, poetry prose, plays, film and multimodal texts in spoken, print and digital/online contexts.
3. **Literacy** – students apply their English skills and knowledge to read, view, speak, listen to, write and create texts.

Areas of Study

1. Role Models
2. Creative Writing
3. Exploring Plays
4. Novel Study A
5. Novel Study B
6. Film Study

Special Subject Advice

Students enrolled in this subject require a laptop.

Assessment/Workload

Achievement is assessed at the completion of each unit rather than through major end of semester tests. Assessment is cumulative and is a combination of work completed at home, under test conditions and oral presentations.

Whilst some homework is set for completion on the following day, English homework often includes tasks to be completed over a longer period e.g. the reading of a novel, or longer writing tasks for example.

Associated Subject Costs

Purchase of notebooks, paper for assignments, USB drive, highlighters, stapler and staples and a document folder.

Geography

Aims

The study of Geography is not only fascinating, however it also develops important skills for the student. These include the ability to conduct research, think critically, collect data (primary & secondary), analyse evidence, make judgements and communicate ideas. Such skills are vital for an extensive range of careers, and general life skills.

Other aims of the Geography course are to:

- Help students understand the world in which they live
- Understand the interactions between people and the natural environment
- Study Geographical techniques which include collecting primary data, using technology such as: Google Earth, Field Trips, Mapping and Diagram/Graph skills
- Expanding their language skills to include reports, orals/seminars and essays.

Areas of Study

Two major units will be studied:

- Unit 1: Biomes and Food security
Unit 2: Geographies of interconnection

These interesting topics will provide you with a strong foundation for further Geography studies in both content and skills, whilst also connecting to other subjects across the curriculum, such as Science and History.

Special Subject Advice

Laptop – students enrolled in this subject require a laptop.

Equipment – Students will need a notebook, a manila folder for assessment, a USB and coloured pencils.

Excursions – Students are encouraged to attend an excursion as part of their Geography program. This incurs an additional fee.

Career Links

This subject provides an excellent foundation for students considering university entry through the extensive use of research and analytical skills. Careers in Teaching, Agricultural Science, Biological Science, Cartology, Environmental Science, Forest Technology, Geography, Geology, Hydrography, Landscape Architecture, Marine Science, Meteorology, Oceanography, Park Ranging, Surveying, Tour Guiding, Town Planning, Travel Consulting and Water Services.

Health and Physical Education

The Health and Physical Education program at Cleveland District State High School is based on the Australian Curriculum. The curriculum is organised into two content strands:

- Personal, social and community health
- Movement and physical activity

All units reflect an integrated approach to delivery.

Aims

Maintaining Healthy Lifestyles. Students are encouraged to:

- Choose behaviours which promote healthy living.
- Make informed rational decisions as to their involvement in skilful physical activities such as sports, dance, and outdoor pursuits.
- Display competency in the performance of physical skills.
- Exhibit social development through interaction by way of physical activities.

Areas of Study

Health and Physical Education offers students an opportunity to develop a range of skills for popular team sports such as soccer, hockey, softball, baseball, touch, netball, basketball, aquatic activities, volleyball, cricket, OZ Tag and outdoor pursuits. Many of these courses offered lay a solid foundation for study in Year 10 and Senior Health Education and Physical Education.

Practical Courses offered include (but are not limited to): AFL, Touch Football, Archery, Table Tennis, Badminton, Tennis and Volleyball.

Theoretical Courses offered include: Gender in Sport, Rethinking Drinking, Recreational Drug Use and Sports Nutrition.

Special Subject Advice

Students enrolled in this subject require a laptop.

Participation in **all** units is necessary if students are to achieve all strands by the completion of Year 9.

Correct Sports uniform including school hat **must** be worn to all practical lessons. This includes sports shorts/shirt and appropriate shoes for exercise.

Associated Subject Costs

Costs for Health and Physical Education are integrated into the resource scheme. However students will be expected to pay for any excursions during the year.

Assessment/Workload

- a) Practical assessment is made by observation of applied skills, strategies and tactics in a match situation, modified games and by skills drills.
- b) Assessment in theory units may be by written tests, assignments, projects, etc. Homework is set regularly to revise work covered in all areas of the course.

Students are able to enhance their skills in the physical activities covered in the course by voluntary participation in school sport, and in the school's Athletics, Swimming and Cross Country Carnivals.

It is highly recommended that students wishing to study PE in Year 10,11 and 12 participate in the school's sports programme as a competitor, official or an assistant to enhance their physical skills and application of knowledge.

Risk Statement

Guardians of students participating in Health and Physical Education should be aware that there is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring. Examples of the types of activities undertaken can be seen in the sections above.

History

Aims

The study of History is fascinating and develops important skills for the student. These include the ability to conduct research, think critically, analyse evidence, make judgements and communicate ideas. Such skills are vital for further study, for an extensive range of careers and for general life skills.

Other aims of the Junior History Course are:

- To help students understand the world in which they live through studying significant developments which have shaped the modern world.
- To help students find their personal identity by widening their experience through the study of people of a different time and place.
- To help students to understand the process of change and continuity in human affairs.
- To enable students to gain an appreciation of Australia's heritage and Australia's role in world affairs.

Areas of Study

The focus is on the Making of the Modern World and Australia. This explores history from 1750 until 1901 and includes:

- Key ideas and movements by reformers
- World War One

Special Subject Advice

Students enrolled in this subject a laptop.

A notebook, a USB drive, and a manila folder for assessment items.

Relevance to Future Study

History provides an ideal entry into the senior subjects of Ancient and Modern History. It does, however, have a wider application for all the Social Science senior subjects and the broader curriculum, particularly in the area of literacy and research skills.

Mathematics

Aims

The Australian Mathematics curriculum aims to provide students with a range of skills and areas of understanding which:

- educate student to be active, thinking citizens, interpreting the world mathematically
- use mathematics to help form their predictions and decisions about personal and financial priorities
- enable and enrich the study and practice of mathematics in many other disciplines
- enable citizens to critically examine those issues by using and interpreting mathematical perspectives.
- generate positive attitudes towards mathematics and mathematics learning.

Areas of Study

Mathematical concepts organised for year 9:

- Number and Algebra
- Measurement and Geometry
- Statistic and Probability

In year 9 students study the Australian Curriculum which is delivered through a modified Curriculum to the Classroom (C2C).

There will be two Academic Extension classes. These classes are formed through a performance framework. In other words, the higher performing students will be placed into the extension classes. It is possible for students to move between these groups. These movements are subject to student performance, individual needs and class availability.

All classes will follow the same curriculum and assessment which are based on the Australian Curriculum. All students cover the **same** mathematical concepts and are assessed with the **same** assessment items and criteria.

Special Subject Advice

It is essential that students enrolled in this subject have a laptop.

All year 9 classes will use www.mathletics.com.au , www.mathsonline.com.au and a digital textbook. Students will have access to videos, textbook and online courses 24 hours, 7 days a week.

Students are expected to possess their own ruler, protractor and scientific calculator (Casio fx - 82AU PLUS). It is very important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator use between teachers and students and between peers.

Assessment/Workload

The subject utilises a system of continuous assessment throughout each semester. It is expected that all students will complete work outside the classroom. Assessment techniques include written tests and investigations. Two proficiency strands are applied to student performance.

- Understanding and Fluency
- Problem Solving and Reasoning

Achievement levels are calculated at the end of each semester and are allocated according to the standards reached on the two criteria.

Science

This subject is not compatible with Agricultural Science
Students must choose to study *either Science or Agricultural Science*

Aims

Junior Science is both a practical and academic subject. Its main aim is to give students some understanding of the world around them so they can make informed decisions. Students study four main disciplines of Science: Chemistry, Biology, Physics and Earth Science throughout the year. The course is designed to expose students to a wide range of learning experiences including hands on exercises, laboratory work, presentations and computer simulations. The Junior Science course prepares students for studying Sciences in years 10, 11 and 12. A suitable level of achievement in Year 9 Science is a pre-requisite for Year 10-12 Agricultural Science, Biology, Chemistry, Marine Science and Physics.

Areas of Study and Assessment

The units of work that the students complete are:

- Physics – energy
- Chemistry – isotopes and chemical reactions
- Earth science – plate tectonics and earthquakes
- Biology – human body systems and ecosystems

Special Subject Advice

Students enrolled in this subject require a laptop.

This is an academic subject that requires students to complete a set amount of work in order to achieve at a satisfactory level. But it is also designed to be hands on so as to allow students to do experiments. Safety is a key concern when experiments are conducted. Homework is an essential component of the Science course and is closely monitored.

Assessment Techniques

Assessment varies within each unit of work and is made up of experimental investigations, research tasks, collections of work and exams.

Practical Work

Students in the course will perform experiments and field work during the units studied. Teacher demonstrations will also be included. It is expected that the students know the theory underlying the experiment and they will be required to present their findings in Scientific Practical Reports. These may be included as an assessment item.

Associated Subject Costs

Students are invited to participate in various Science Competitions on offer throughout the year. These incur an additional cost.

Risk Statement

Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various laboratory instruments and heating implements (Bunsen burners and hotplates), to handle biological specimens and to complete field work.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.

Elective Subjects

Agricultural Practices

Aims

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural and horticultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural and horticultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating and contributing to agricultural and horticultural activities.

The course seeks to prepare students for further study in Year 10-12 Agricultural Practices (Applied subject). Agricultural Practices provides students with a hands-on approach to agricultural and horticultural systems and activities.

Areas of Study

Topics covered in Agricultural Practices may include:

- Tools and Machinery – history, design, maintenance, applications
- General Horticulture topics – plant production for decorative purposes, cut flower market or ‘potted colour’; creating food forests for sustainability
- Property Maintenance – upkeep of gardens, paddocks and structures; workplace health and safety
- General Construction – fencing, concreting, creating garden beds and animal shelters

Special Subject Advice

Students do not require any prior knowledge or agricultural experience to study Agricultural Practices.

The subject aims to develop knowledge and understanding of practical skills within the specialised areas of agricultural technology and horticulture. While significant time is spent conducting practical activities, students must also master theoretical components to develop knowledge and process skills.

Students learn through a combination of classroom and field activities. Field activities may include incursions (e.g. mower servicing, farrier and shearer demonstrations, construction), landscaping and construction opportunities. Students will also be expected to participate in general farm work and maintenance.

Assessment

Students’ Knowledge, Application and Planning skills will be assessed during each unit. Students must be able to display their abilities in each of these criteria.

All units will involve either a test (with written and skills components) or an assignment (written, skills-based, multimodal, or a combination of these).

Associated Subject Costs

Students may be required to attend a maximum of one excursion each semester which will incur additional costs. Students may be asked to pay a materials levy to complete various projects.

Risk Statement

Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various agricultural tools, machinery and chemicals and to handle live animals and biological specimens. Students may be exposed to invertebrates (e.g. bees) and stock feed, which may contain traces of nuts.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.

Ancient History

An Introduction to the Ancient World

Aims

'An Introduction to the Ancient World' aims to prepare students for the study Ancient History in Years 10, 11 and 12.

Year 9 students studying 'An Introduction to the Ancient World' will acquire knowledge in ancient civilisations, systems of government and cultural and religious practices. Through the study of history, it is anticipated that students may become, "**more knowledgeable, effective, constructive and committed participants in personal, professional and civic life**" (Ancient History Senior Syllabus, QCAA 2004).

Students will also participate in research and assessment to build upon the skills needed to successfully participate in Senior Ancient History.

Throughout the course, students will learn how to analyse and interpret primary and secondary sources. Students will also learn how new technologies assist in the investigation of history.

Areas of Study

Topics to be studied include:

- What is history and a tour of the Ancient World
- Egypt
- Ancient Greece

The areas chosen for study have direct links to Year, 10, 11 and 12 Ancient History and serve as excellent foundations for success in the senior years.

Special Subject Advice

Laptop – students enrolled in this subject require a laptop.

Equipment – A book, a USB drive, and a manila folder for assessment items.

Excursions – are available in this subject, dependent upon museum displays. Some excursions will incur an additional cost, depending on location and entry fees.

Career Links

This subject can lead to a wide range of careers including: Teaching, Journalism, Politics, Anthropology, Law, Research Officers, Film Production, Diplomat, Criminology, Foreign Affairs, Public Relations, Historian, Industrial Relations Officer, Librarian, Script writer, Photographer.

Animal Husbandry

Aims

The study of animal husbandry develops students' skills and understanding in the care and management of selected commercial and domesticated animals. Students learn important knowledge and skills associated with anatomy, physiology and general farm husbandry practices. With this comes an awareness of how to care for farm animals ethically and efficiently.

The course seeks to prepare students for further study in Year 10-12 Agricultural Practices (Applied subject) by providing students with a hands-on approach to animal care and management where possible. Participation in this course encourages students to seek related occupations with an emphasis upon animals.

Areas of Study

Topics covered in Junior Animal Husbandry include:

- Animal classification and adaptations
- Animal production – factors influencing animal production
- Insects and animal production
- Domestic pets and wildlife production

Special Subject Advice

Students enrolled in this subject require a laptop.

Students do not require any prior knowledge or agricultural experience to study Animal Husbandry. This subject aims to develop knowledge and understanding of theoretical and practical skills within the specialised area of animal care and management. Although time is spent conducting practical activities, students must master the theoretical components which develop knowledge and process skills.

Students learn through a combination of classroom, workshop and field activities. A large proportion of the lesson time is spent conducting practical learning. Field activities include horse and sheep handling, beekeeping and poultry work.

Assessment

Students' knowledge, processing and practical skills are assessed during each unit. Students must be able to display their abilities in each of these criteria.

- All units involve a written test, an assignment and a skills test or check list.
- The assignment can take one of a number of forms, including scientific report, Powerpoint presentation, research tasks, poster and oral presentations and workbook.
- The skills test or checklist assesses individual practical abilities within the specialised areas.

Associated Subject Costs

Students may be required to attend a maximum of one excursion each semester which generally incur additional cost.

Risk Statement

Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various agricultural tools, machinery and chemicals and to handle live animals and biological specimens.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.

Applied Industrial Skills

Aims

Applied Industrial Skills provides opportunities to explore, experience and learn knowledge matched with practical skills valued across a range of industrial settings. It also covers practical skills that would be of benefit to anyone wanting basic home maintenance skills. Through working individually, but also often in a group, students build their understanding and expectations of an industrial workplace. The subjects Technology Wood and Technology Metal aim to provide a more focussed approach towards their senior school equivalents. Applied Industrial Skills aims to give a broader range of skills and knowledge that can be used across any of the Applied subjects or a school based apprenticeship/traineeship.

Areas of Study

Areas of study include:

- Fundamental mechanics (2 and 4 stroke small engines)
- Home maintenance
- Landscaping

Special Subject Advice

Year 9 Applied Industrial Skills provides broad levels of knowledge and skills that would give good foundation knowledge and skills for the following subjects:

- Years 10,11 and 12 Building & Construction Skills (QCAA Applied Subject)
- Years 10,11 and 12 Engineering Skills (QCAA Applied Subject)
- Years 10,11 and 12 Furnishing Skills (QCAA Applied Subject)

No prior knowledge of the subject is necessary for Year 9, however, sound passes in Maths and English are recommended.

Students are required to wear black closed in/ lace up leather shoes/joggers that protect the upper part of the foot (in line with school policy). Safety equipment will be provided to students when required, however some students may wish to provide their own.

While this is a practical based subject, there are theory components to the subject. Students will require a laptop for this subject.

Assessment/Workload

Student Outcomes will be measured against assessment criteria of Knowledge & Understanding, Analysis & Applying, and Producing & Evaluating. These criteria areas will be equally weighted to determine these results at the end of each semester. The majority of assessment is through practical projects, however there are formal written assessment items for each project.

Business Computing

Aims

Business Computing builds on the existing skills of students. This subject will equip students with knowledge and skills required to use the Microsoft and Adobe software. They will develop an understanding of how to apply the hardware and software combinations in real-world contexts and use their acquired skills to solve technical and/or creative problems.

Business Computing focuses on the major applications of business technology including word processing, data presentation, and graphic design. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of business technology who can work with clients and colleagues to identify issues and solve problems.

Areas of Study

- Digital Literacy
- Data Management and Presentation
- Creating a Business Identity - Adobe Illustrator
- Social Media Marketing - Adobe InDesign

Prerequisites

Nil

Special Subject Advice

Students enrolled in this subject require a laptop and headphones.

Assessment/Workload

The assessment program will include a variety of assessment techniques that are integrated with the learning experiences. Assessment techniques will involve projects and tests. Most of the work for this subject will be completed in class time, however, revision of skills learnt and additional time spent on projects at home will sometimes be required.

Business

Aims

Business practice underpins studies within this subject area. This involves the use of management, entrepreneurial creativity, communication and technologies. Study of this subject promotes students' thinking, questioning, analysing, innovating, creating, communicating and participating skills.

Business incorporates the use of collaborative learning techniques designed to foster student responsibility for their own learning and decision-making. Information technologies are developed through the hands-on application of the Microsoft suite of software. Students will also have the opportunity to participate in the ASX Sharemarket Game.

Areas of Study

- Business Competiveness
- Marketing Skills
- Business Plans and Business Ventures
- Managing Financial Risks and Rewards

Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

Prerequisites

Nil

Assessment/Workload

The assessment program will include a variety of assessment techniques that are integrated with the learning experiences. Assessment consists of class tests, assignments, multimodal presentations and practical tasks associated with the running of business ventures.

Chinese

Aims

By the end of Year 9, a student should have gained enough practical knowledge of Chinese to communicate on a simple level as a visitor to China, or with Chinese speaking people in Australia. The study of Chinese not only provides a basis for further study but also assists students with future career opportunities.

Areas of Study

The Chinese course provides students with an equal balance of the four macro skills: listening, speaking, reading and writing. The Year 9 course emphasises family and school life. Some well-known Chinese stories and mythologies are introduced.

Special Subject Advice

A dedicated student may select an additional language to the language previously studied in Years 7/8. Such students should be prepared to make an additional effort to 'bridge the gap' with the assistance of their teacher. The languages are demanding subjects and prospective students should have achieved success in a Year 8 language.

Language learning is heavily scaffolded and taught in a linear fashion. Students should be mindful that to pick up the language after skipping a semester or more is, whilst not impossible, difficult. Students should think very carefully before adding an additional language especially if they decide to study the International Baccalaureate Diploma Program.

Senior School and Tertiary Studies

Students who plan to enrol in the International Baccalaureate Diploma Program for Years 10, 11 and 12 should continue their language studies in Year 9 as studying a language is compulsory for this program.

Students looking to continue their studies at a tertiary level should consider that successful completion of a language course at the senior level may give them a rank advantage (two points) when applying for tertiary admission.

Assessment/Workload

Assessment consists of assignments and testing of the essential macroskills at least once and a maximum of twice each semester.

Associated Subject Costs

Purchase of notebooks, display folders and cultural events such as Chinese lunches and excursions.

NB: Any student studying languages through Distance Education will have to pay the costs associated with enrolment for Distance Education.

Dance

Aims

Junior Dance at Cleveland District State High School aims to build characteristics of communication, improvisation, problem solving, decision making and planning/organising abilities. Through studying the three organisers in dance students will gain an understanding of the fundamentals within the three strands of social, ritual and artistic dance. This course prepares students to undertake senior dance and builds a strong sense of achievement and satisfaction from the creation of physical expression with creative ideas. By choosing dance students will build confidence, fitness, co-ordination and the ability to analyse, interpret and evaluate.

Areas of Study

The course is divided into three areas:

- Choreography
- Performance
- Responding

Year 9

- Introduction to Choreography, Performance, Appreciation
- Ritual Dance
- Tap Dance and Musical Theatre
- Social Dance

Special Subject Advice

Students enrolled in this subject require a laptop.

Although students do not need to have any experience in Dance, they should be interested in the subject and be committed to learning. Students will be working individually and in groups. Students are required to have suitable clothing that is comfortable to dance in: Shorts, stretchy pants and comfortable shirts. Although much of the work will be completed in classes, students may need to spend their own time in extra rehearsals.

Learning and Assessment/Workload

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Making – choreographing
- Making – performance
- Responding

Associated Costs

Students will be given the opportunity to attend live dance performances. These excursions cost approximately \$25 (transportation included). Viewing these performances allows students to experience and observe professional dance artists.

Risk Statement

As this is a practical and creative subject students will require a high degree of control and coordination. There is potential for injury during sessions when students are exploring movement and creating a dance.

Design

Aims

The subject Design focuses on the practical application of the design thinking, drawing skills and prototyping skills required to develop creative ideas in response to human needs, wants and opportunities. Students will study across a range of contexts, working both independently and collaboratively to solve complex, open-ended problems. Students then communicate design proposals to suit different audiences. Students learn the value of creative thinking and build resilience as they experience iterative design processes where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Areas of Study

- Sketching fundamentals
- Design process fundamentals
- Computer Aided Design fundamentals
- Prototyping fundamentals

Special Subject Advice

Year 9 Design leads into Years 10,11 and 12 Design (QCAA General subject).

Design is a rigorous academic subject. Students wishing to study this subject should have achieved at least a “C” in Year 8 English **and** Mathematics.

Students enrolled in this subject require a laptop that meets the minimum specifications of Autodesk and Adobe software. A laptop will be required for every lesson. Across all units, students will require basic sketching equipment.

Assessment/Workload

Assessment tasks occur in the form of:

- Classwork folios
- Design Challenges – both assignment based and supervised exam.

Being an academic subject, there is a homework load in this subject. Preparation of drawings and prototypes for design challenges and folios will require students to use reasonable amounts of out of class time each week.

Digital Solutions

Aims

This course aims to develop a high level of knowledge, understanding and skills. Students will design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs. They will learn to use computational thinking to create digital solutions. Apply systems thinking to shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

Students will become confident in using digital systems to automate the transformation of data into information and to communicate ideas in a range of settings. Apply practices that support safe, ethical and respectful communications and collaboration with their audience.

Units of Study include

- Computational Thinking, Algorithms and Coding (Python)
- Data Representation & Management – SQL, Data Security
- Network Systems & Human Computer Interaction
- Investigation – Design Thinking

Prerequisites

Students wishing to study this subject should achieve at least a 'C' in Year 8 English and a 'B' in Mathematics.

Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

Assessment/Workload

The assessment program will include a variety of assessment techniques that are integrated with the learning experiences. Assessment techniques will involve items such as: projects, folios of work, practical exercises and formative tests.

Most of the practical work is completed in class time, however, revision of skills learnt and additional practice at home will assist improvement of skills. At other times homework covering the theoretical aspects of the subject will be assigned.

Drama

Aims

Junior Drama at Cleveland District State High School aims to build characteristics of communication, improvisation, problem solving, decision making and planning/organising abilities. Through studying the three dimensions in drama, students will gain an understanding of the fundamentals. This course prepares students to undertake senior Drama and builds a strong sense of achievement and satisfaction from the creation of dramatic expression with creative ideas.

The course aims to build the following:

- Skills in drama, movement and other expressive/artistic forms.
- Skills in interpersonal relationships and teamwork.
- To foster confidence and self-discipline in social interaction.
- To encourage further involvement in dramatic and other creative activities.
- To develop skills in communication.

Areas of Study

The course looks at three dimensions:

- Forming - making/creating drama.
- Performing - performing the work of others.
- Responding - reacting to drama, analysis and evaluation.

Special Subject Advice

Students enrolled in this subject require a laptop.

To study Drama with some success students need to be achieving reasonably well in English. Students need to be aware that the subject is **practical and performance based** in nature and that they will be required to work in groups and as independent learners; however, there is also a theory component.

Learning and Assessment/Workload

Students demonstrate evidence of their learning over time in relation to the following assessable elements: 'making-forming', 'making-performing', 'responding'.

Associated Subject Costs/Excursions

Year 9 Drama students usually attend performances given by Arts Council sponsored actors. These shows cost approximately \$15 per student. The number of performances depends on the program offered but generally it is one per semester. These performances offer students the opportunity to observe actors using the skills they themselves are trying to develop. They are an important part of the subject and are considered compulsory.

Risk Statement

As this is a practical and creative subject students will use various theatre props and staging.

Food and Nutrition

Aims

Food & Nutrition is the study of food in the context of nutrition, food science and food technology. The subject takes a strong practical approach balanced with teacher demonstrations and some theory. Students will also actively engage in food and nutrition problem-solving that contributes positively to sustainable social, economic, technological and environmental futures.

Areas of Study

Students will study units of work incorporating

- Food Science (what happens when we cook food) and
- Food Technology (how we package and market our food)
- Nutrition (the impact of food choices on short and long term health)

This subject will be beneficial to students interested in pursuing careers in the areas of Dietetics/Nutrition; Food & Nutritional Management eg in hospitals, aged care; Food Chemist; Food Marketing; Health Education; Teaching

Special Subject Advice

Students enrolled in this subject will require a laptop and will need to bring this to school every day.

Year 9 Food and Nutrition leads into Year 10,11 and 12 Food and Nutrition (QCAA General subject)

It is the responsibility of students to provide their own ingredients for most practical lessons. Parents/Carers may need to consider this when subjects are selected.

Students are expected to complete both practical and theoretical components of the course to a satisfactory standard to pass. Each unit of work will have different requirements and an outline will be given at the beginning of each semester.

Students are required to wear black leather lace up shoes/joggers that protect the upper part of the foot.

As there is a strong practical component in this subject, students will be expected to comply with all Workplace Health & Safety regulations. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year. This means that behaviour in this subject is expected to be of the highest standards at all times.

Assessment/Workload

Students will be required to undertake the following areas of assessment:

- Written tests
- Practical and theoretical assignments
- Practical Work: This is assessed on work completed in class and is **continuous** throughout each semester of the course.

Being an academic subject, will be a homework load in this subject.

French

Aims

By the end of Year 9, a student should have gained enough practical knowledge of French to communicate on a simple level as a visitor to a French speaking country or with French speaking people in Australia. The study of a language not only provides a basis for further study but also assists students through the creation of future vocational opportunities.

Areas of Study

Each course aims to provide students with an equal balance of the four Macro skills: Listening, Speaking, Reading and Writing. By the end of Year 9, students should be able to communicate at a basic but effective level in realistic foreign language situations, using all four skills.

Special Subject Advice

A dedicated student may select an additional language to the language previously studied in Years 7/8. Such students should be prepared to make an additional effort to 'bridge the gap' with the assistance of their teacher. The languages are demanding subjects and prospective students should have achieved success in a Year 8 language.

Language learning is heavily scaffolded and taught in a linear fashion. Students should be mindful that to pick up the language after skipping a semester or more is, whilst not impossible, difficult. Students should think very carefully before adding an additional language especially if they decide to study the International Baccalaureate Diploma Program.

Senior School and Tertiary Studies

Students who plan to enrol in the International Baccalaureate Diploma Program for Years 10, 11 and 12 should continue their language studies in Year 9 as studying a language is compulsory for this program.

Students looking to continue their studies at a tertiary level should consider that successful completion of a language course at the senior level may give them a rank advantage (two points) when applying for tertiary admission.

Assessment/Workload

Assessment consists of assignments and testing of the essential macroskills at least once and a maximum of twice each semester.

Associated Subject Costs

Purchase of notebooks, display folders and cultural events such as French lunches and French Film Festival.

NB: Any student studying languages through Distance Education will have to pay the costs associated with enrolment for Distance Education.

Hospitality

Aims

This course is designed to cater for the needs of those students who wish to concentrate their study in the area of food. The course emphasises cookery skills – both basic and advanced, management practices and their theoretical aspects.

Areas of Study

Hospitality will cover areas such as selection, storage, nutritional value, preparation and service of food for home and entertainment. The course is theme based and a different topic is covered each term. Themes include:

Let's have a Party, Nuts about Nutrition, Food on a Shoe String and Food in the Fast Lane.

Year 9 Hospitality transitions into Year 10 Hospitality, which focusses on the preparation of food for entertaining and international cookery. While the subject Practical Textiles and Cookery also prepares students for Hospitality in the senior years, this subject will give students more experience in the kitchen.

Special Subject Advice

It is required that students enrolled in this subject have a laptop.

This subject has been designed for students who enjoy cooking and working with food, and/or those students who wish to pursue a career in the hospitality and catering industry.

Assessment/Workload

Students will be required to undertake the following areas of assessment:

- Written tests
- Practical and theoretical assignments
- Practical Work: This is assessed on work completed in class and is **continuous** throughout each semester of the course. A rating is also given for completion of Practical tests each semester.

Associated Subject Costs

Student should choose this subject only if they are willing to take part in **all practical lessons** which requires students to supply their own ingredients and occasionally some specialised utensils eg baking trays/tins **each week**. These costs should be considered (and may be discussed with the HOD if necessary) **before** selecting this subject.

Students choosing this subject must comply with the Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

Students are required to wear black closed in, lace up leather shoes/ joggers that protect the upper part of the foot.

Risk Statement

As this is a practical subject, there is an element of risk as students will be using various kitchen utensils (including knives) and electrical appliances. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year. Also students must complete the theory component and demonstrate competency with each utensil/appliance before they operate it.

Industrial Graphics

Aims

Industrial Graphics skills are drawing skills used by manufacturing industries when transforming raw materials into products wanted by society.

Industrial Graphics Skills will provide you with opportunities to explore, experience and learn knowledge and practical skills required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The emphasis is directed towards the students being technically competent in the following Areas of Study and being able to use CAD (Computer Aided Design) proficiently and extensively.

Areas of Study

These areas are incorporated in three contextual units:

- Engineering drafting
- Building & Construction drafting
- Furnishing drafting

All of the above areas will incorporate 2D and 3D drawing systems and use a combination of freehand and Computer Aided Design (CAD) techniques.

Special Subject Advice

Year 9 Industrial Graphics leads into Years 10, 11 and 12 Industrial Graphics Skills (QCAA Applied Subject).

No prior knowledge of the subject is necessary for Year 9, however, sound passes in Maths and English are highly recommended.

Students enrolled in this subject require a laptop that meets the minimum specifications for Autodesk products.

Assessment/Workload

Assessment will be criteria based and will cover: Knowing and Understanding, Analysing and Applying, and Producing and Evaluating.

Assessment tasks occur in the form of: Projects, Practical Demonstrations and Exams.

Industrial Graphical projects require high levels of accuracy and attention to detail across the entire package of work, as such they can be very time consuming to complete to a high standard.

Japanese

Aims

By the end of Year 9, a student should have gained enough practical knowledge of Japanese to communicate on a simple level as a visitor to Japan or with Japanese speaking people in Australia. The study of a language provides a basis for further study and also assists students through the creation of future vocational opportunities.

Areas of Study

Each course aims to provide students with an equal balance of the four Macro skills: Listening, Speaking, Reading and Writing. By the end of Year 9, students should be able to communicate at a basic but effective level in realistic foreign language situations, using all four skills.

Special Subject Advice

A dedicated student may select an additional language to the language previously studied in Years 7/8. Such students should be prepared to make an additional effort to 'bridge the gap' with the assistance of their teacher. The languages are demanding subjects and prospective students should have achieved success in a Year 8 language.

Language learning is heavily scaffolded and taught in a linear fashion. Students should be mindful that to pick up the language after skipping a semester or more is, whilst not impossible, difficult. Students should think very carefully before adding an additional language especially if they decide to study the International Baccalaureate Diploma Program.

Senior School and Tertiary Studies

Students who plan to enrol in the International Baccalaureate Diploma Program for Years 10, 11 and 12 should continue their language studies in Year 9 as studying a language is compulsory for this program.

Students looking to continue their studies at a tertiary level should consider that successful completion of a language course at the senior level may give them a rank advantage (two points) when applying for tertiary admission.

Assessment/Workload

Assessment consists of assignments and testing of the essential macroskills at least once and a maximum of twice each semester.

Associated Subject Costs

Purchase of notebooks, display folders and cultural events such as Japanese lunches and Japanese Film Festival.

NB: Any student studying a language through Distance Education will have to pay the costs associated with enrolment for Distance Education.

Media Arts in Practice

Aims

The aim of this subject is to give students skills and techniques associated with creative design, illustration and digital media. Students will learn basic digital drawing and image making using programmes like Adobe Photoshop as well as traditional illustration/design techniques. Students learn how to produce commercially ready designs that can be reproduced in a variety of contexts. This course looks at the technical aspects involved with design and involves working with a range of software.

Content

- Illustration
- Photomontage
- Graphic Design
- Font Design
- Packing design and promotion
- Basic Photography
- Stop animation

Special Subject Advice

- Students are to have some artistic ability – skills in drawing will be an advantage however it is not a requirement.
- Students should have an interest in creative design or illustration.
- Students may do character design but this is not a game orientated subject – this subject explores image making using technology.
- Students enrolled in this subject will require a laptop.

Assessment/Workload

Assessment is based on a practical portfolio of tasks which are to be completed in class time. The criteria is 'making' and 'responding'.

Risk Statement

As this is a practical and creative subject, students will use various audio-visual equipment throughout the year.

Music

Aims

This subject aims to explore the elements of music through the art of performance, composition and analysis. Students will develop an appreciation for a range of styles in addition to developing and refining individual musical skills. The aim of the course is to promote confidence, innovation, technique and enjoyment for music through engaging and diverse learning experiences.

During this subject students will focus on the following areas:

- Performing
- Composition and arranging
- Analysis of a variety of genres and styles
- Music Theory

Areas of Study

The course covers the development of music through a wide variety of music styles and eras including: Rock, World Music, History of Music, and Musicals.

Special Subject Advice

Students enrolled in this subject require a laptop.

Students wishing to do this subject:

1. Should learn a musical instrument (or voice) either through the school's Instrumental Music Program or from a private music teacher.
2. Should have obtained at least a "Sound Level of Achievement" in Year 8 Creative Arts.

Learning and Assessment/Workload

Students demonstrate evidence of their learning over time in relation to the following assessable elements: 'making – performing', 'making – composing', 'responding'.

Assessment may include the following:

- Written assignments
- Performance (playing group, solo)
- Audiation – Listening Skills
- Music Content – Styles & Theory
- Composition/Arranging (writing music).

Homework is set occasionally and all students are expected to practise their instrument regularly and attend rehearsals and performances as required.

Associated Subject Costs

Throughout the year students are encouraged to attend various performances and workshops. Average costs: approximately \$15

Risk Statement

As this is a practical and creative subject students will use various musical equipment.

Music in Practice

Aims

This is a school subject that places emphasis on practical work. It aims to provide students with a general knowledge of contemporary music, music industry skills and playing experience on a range of instruments including: keyboard, guitar, drum kit or vocal. Students will develop their basic theoretical knowledge through composing and performing tasks. This subject provides excellent preparation for the senior 'Music in Practice' course.

Areas of Study

This course offers a wide variety of Contemporary Music such as:

- Song writing and composition skills
- Music performance skills
- Aspects of Health and Safety in relation to the Music Industry
- Career and Industry pathways
- Sound appreciation, acoustics and P.A. systems
- General Music Theory.

Assessment/Workload

Tests and practical performances will occur throughout the semester.

- Knowledge Exams
- Practical performances
- Assignments
- Demonstrations

All students are expected to practise their instrument regularly and attend rehearsals and performances as required.

Special Subject Advice

It is an advantage that students wishing to do this subject should be learning a musical instrument either through one of the school's musical programmes or from a private music teacher. However, it is not a pre-requisite. The emphasis within this subject is developing practical skills. The criteria are 'making' and 'responding'.

Students enrolled in the subject require a laptop.

Associated Subject Costs

Students are encouraged to attend Arts Council performances and workshops throughout the year: approximate cost \$15.

Risk Statement

As this is a practical and creative subject students will use various musical equipment, staging and lighting equipment.

Practical Textiles and Cookery

Aims

Practical Textiles and Cookery focuses on the wellbeing of people and their integration within their personal, family, community and work roles. It gives students life skills to allow them to live more confidently and better cope with the demands of present day living. This subject combines theory with practical applications related to food preparation and textiles.

Areas of Study

Students will study across the strands:

- Food Studies
- Textile Studies

Students will study one semester of cookery and one semester of textiles.

During the cookery semester students will participate in weekly practical lessons and study the theory of nutrition and food preparation. During the textiles semester students will create two practical items and study the theory of design and fabrics.

Special Subject Advice

It is required that students enrolled in this subject have a laptop.

This course would be beneficial to those intending to study Hospitality in Years 10,11 and 12 or students who would like to learn the practical aspect of working with textiles or in the kitchen.

Students choosing this subject must comply with the Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

Students are required to wear black closed in/lace up leather shoes/joggers that protect the upper part of the foot.

Associated Subject Costs

It is expected that students complete both practical and theoretical aspects of the course to a satisfactory standard to pass. Each unit will have different requirements and an outline will be given at the beginning of each term.

It is the responsibility of the student to provide their own ingredients/materials each week for cookery and for textile tasks. (Parents/Carers may need to consider this when subjects are selected).

Assessment / Workload

Written tests – work booklets – process journals – practical tasks.

Practical work is continuous and contributes to end of semester rating.

Risk Statement

As this is a practical subject, there is an element of risk as students will be using various kitchen utensils (including knives), electrical appliances & textiles equipment. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year. Also students must complete the theory component and demonstrate competency with each utensil/appliance before they operate it.

Recreation Studies

Aims

This strand is targeted towards students who enjoy and have an interest in physical activity. It will provide students the opportunity to be actively involved in a variety of games and sports, as well as learning about why sport has become an integral aspect of Australian culture.

Special Subject Advice

- Students enrolled in this course require a laptop.
- Participation in all units is necessary
- It is recommended that students enrolled in this course have an interest and enjoy physical activity.
- It is expected that **ALL** students choosing this subject participate in interschool sport, (Tuesdays).
- **Students must wear their correct Sports uniform and school cap to all Practical classes.**

Areas of Study

Practical Courses offered may include (but are not limited to): AFL, Touch Football, Cricket, Badminton, Tennis and Volleyball

Theoretical Courses offered include: Tournament organisation and planning, Australian Sport Culture, Developing a Positive Mindset, Australian Sporting Heroes

Associated Subject Costs

Costs for Recreation Studies are integrated into the resource scheme. However students will be expected to pay for any excursions during the year.

Assessment/Workload

- c) Practical assessment is made by observation of applied skills, strategies and tactics in a match situation, modified games and by skills drills.
- d) Assessment in theory units may be by written tests, assignments, projects, etc. Homework is set regularly to revise work covered in all areas of the course.

Students are able to enhance their skills in the physical activities covered in the course by voluntary participation in school sport, and in the school's Athletics, Swimming and Cross Country Carnivals.

Risk Statement

Guardians of students participating in Health and Physical Education should be aware that there is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring. Examples of the types of activities undertaken can be seen in the sections above.

Sport Development Football

The Sport Development Touch Football (SDF) program at Cleveland District State High School is based on the Australian Curriculum. The curriculum is organised into two content strands:

- Personal, social and community health
- Movement and physical activity

All units reflect an integrated approach to delivery.

Aims

Maintaining Healthy Lifestyles. Students are encouraged to:

- Choose behaviours which promote healthy living.
- Make informed rational decisions as to their involvement in skilful physical activities such as sports, dance, and outdoor pursuits.
- Display competency in the performance of physical skills.
- Exhibit social development through interaction by way of physical activities.

Areas of Study

Sport Development Football offers students an opportunity to develop a range of skills for the popular team sport of touch football. Many of the skills learnt in SDF offer a solid foundation for study in Year 10 and Senior Health Education, Recreational Studies and Physical Education.

Practical Focus: The predominant practical focus for this subject is Football. Students will learn the skills, tactics and strategies required to participate fully in this sport. They will also develop knowledge and skills associated with officiating, coaching and organising tournaments for football. However, during specific stages of the year, SDF students will participate in lessons that focus on other sports such as European handball, Athletics and AFL.

Theoretical Courses offered include: Gender in Sport, Rethinking Drinking, Recreational Drug Use and Sports Nutrition.

Special Subject Advice

Students enrolled in this subject require a laptop.

Participation in **all** units is necessary if students are to achieve all strands by the completion of Year 9.

Correct Sports uniform including school hat **must** be worn to all practical lessons. This includes sports shorts/shirt and appropriate shoes for exercise.

Associated Subject Costs

Costs for Health and Physical Education are integrated into the resource scheme. However students will be expected to pay for any excursions during the year.

Assessment/Workload

- e) Practical assessment is made by observation of applied skills, strategies and tactics in a match situation, modified games and by skills drills.
- f) Assessment in theory units may be by written tests, assignments, projects, etc. Homework is set regularly to revise work covered in all areas of the course.

Students who enrol in SDF are encouraged and expected to participate in all interhouse carnivals. The majority of our school teams (Swimming, Cross Country and Athletics) traditionally include students involved in our Sports Development Program. It is highly recommended that students wishing to study PE in Year 10,11 and 12 participate in the school's sports programme as a competitor, official or an assistant to enhance their physical skills and application of knowledge.

Risk Statement

Guardians of students participating in Health and Physical Education should be aware that there is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring. Examples of the types of activities undertaken can be seen in the sections above.

Sport Development Touch Football

The Sport Development Touch Football (SDT) program at Cleveland District State High School is based on the Australian Curriculum. The curriculum is organised into two content strands:

- Personal, social and community health
- Movement and physical activity

All units reflect an integrated approach to delivery.

Aims

Maintaining Healthy Lifestyles. Students are encouraged to:

- Choose behaviours which promote healthy living.
- Make informed rational decisions as to their involvement in skilful physical activities such as sports, dance, and outdoor pursuits.
- Display competency in the performance of physical skills.
- Exhibit social development through interaction by way of physical activities.

Areas of Study

Sport Development Touch Football offers students an opportunity to develop a range of skills for the popular team sport of touch football. Many of the skills learnt in SDT offer a solid foundation for study in Year 10 and Senior Health Education, Recreational Studies and Physical Education.

Practical Focus: The predominant practical focus for this subject is Touch Football. Students will learn the skills, tactics and strategies required to participate fully in this sport. They will also develop knowledge and skills associated with officiating, coaching and organising tournaments for touch football. However, during specific stages of the year, SDT students will participate in lessons that focus on other sports such as European handball, Athletics and AFL.

Theoretical Courses offered include: Gender in Sport, Rethinking Drinking, Recreational Drug Use and Sports Nutrition.

Special Subject Advice

Students enrolled in this subject require a laptop.

Participation in **all** units is necessary if students are to achieve all strands by the completion of Year 9.

Correct Sports uniform including school hat **must** be worn to all practical lessons. This includes sports shorts/shirt and appropriate shoes for exercise.

Associated Subject Costs

Costs for Health and Physical Education are integrated into the resource scheme. However students will be expected to pay for any excursions during the year.

Assessment/Workload

- g) Practical assessment is made by observation of applied skills, strategies and tactics in a match situation, modified games and by skills drills.
- h) Assessment in theory units may be by written tests, assignments, projects, etc. Homework is set regularly to revise work covered in all areas of the course.

Students who enrol in SDT are encouraged and expected to participate in all interhouse carnivals. The majority of our school teams (Swimming, Cross Country and Athletics) traditionally include students involved in our Sports Development Program. It is highly recommended that students wishing to study PE in Year 10,11 and 12 participate in the school's sports programme as a competitor, official or an assistant to enhance their physical skills and application of knowledge.

Risk Statement

Guardians of students participating in Health and Physical Education should be aware that there is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring. Examples of the types of activities undertaken can be seen in the sections above.

Sport Development Volleyball

The Sport Development Volleyball (SDV) program at Cleveland District State High School is based on the Australian Curriculum. The curriculum is organised into two content strands:

- Personal, social and community health
- Movement and physical activity

All units reflect an integrated approach to delivery.

Aims

Maintaining Healthy Lifestyles. Students are encouraged to:

- Choose behaviours which promote healthy living.
- Make informed rational decisions as to their involvement in skilful physical activities such as sports, dance, and outdoor pursuits.
- Display competency in the performance of physical skills.
- Exhibit social development through interaction by way of physical activities.

Areas of Study

Sport Development Volleyball offers students an opportunity to develop a range of skills for the popular team sport of touch football. Many of the skills learnt in SDV offer a solid foundation for study in Year 10 and Senior Health Education, Recreational Studies and Physical Education.

Practical Focus: The predominant practical focus for this subject is Volleyball. Students will learn the skills, tactics and strategies required to participate fully in this sport. They will also develop knowledge and skills associated with officiating, coaching and organising tournaments for volleyball. However, during specific stages of the year, SDV students will participate in lessons that focus on other sports such as European handball, Athletics and AFL.

Theoretical Courses offered include: Gender in Sport, Rethinking Drinking, Recreational Drug Use and Sports Nutrition.

Special Subject Advice

Students enrolled in this subject require a laptop.

Participation in **all** units is necessary if students are to achieve all strands by the completion of Year 9.

Correct Sports uniform including school hat **must** be worn to all practical lessons. This includes sports shorts/shirt and appropriate shoes for exercise.

Associated Subject Costs

Costs for Health and Physical Education are integrated into the resource scheme. However students will be expected to pay for any excursions during the year.

Assessment/Workload

- i) Practical assessment is made by observation of applied skills, strategies and tactics in a match situation, modified games and by skills drills.
- j) Assessment in theory units may be by written tests, assignments, projects, etc. Homework is set regularly to revise work covered in all areas of the course.

Students who enrol in SDV are encouraged and expected to participate in all interhouse carnivals. The majority of our school teams (Swimming, Cross Country and Athletics) traditionally include students involved in our Sports Development Program. It is highly recommended that students wishing to study PE in Year 10,11 and 12 participate in the school's sports programme as a competitor, official or an assistant to enhance their physical skills and application of knowledge.

Risk Statement

Guardians of students participating in Health and Physical Education should be aware that there is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring. Examples of the types of activities undertaken can be seen in the sections above.

STEM

Science Technology Engineering and Mathematics

Aims

In this course students will be exposed to topics which aim to develop their higher order thinking and problem solving skills through experimental inquiry based learning. This subject groups together the areas of Science, Technology, Engineering and Mathematics which are all closely interlinked in solving many of the challenges facing modern society.

Areas of Study

Topics from Chemistry, Computer and Information Technology Science, Engineering, Geosciences, Life Sciences, Mathematical Science and Physics will be explored with emphasis on The Scientific Method and Engineering process rather than content acquisition.

By utilising links with Universities and industry representatives our students are able to work together with scientists, technologists, engineers and mathematicians giving our learners an exciting yet realistic picture of how STEM interacts with the real world.

This is an academically rigorous subject designed to arm students with the skills they require if they wish to pursue a rewarding career in Mathematics, Design, Engineering or the Sciences in the future.

Special Subject Advice

Students enrolled in this subject require a laptop.

Students who enroll in this subject should have a keen interest in Mathematics and Science and must have demonstrated a high degree of competence in Science, Mathematics and Technology (rating of A or B).

Assessment/Workload

Due to the nature of this subject, assessment will not include formal examinations. Assessment tasks will be project based and reliant upon group and independent work. Students will be required to submit work in a range of forms, including extended written responses, demonstrations, oral presentations, logbooks and digital files.

Associated Subject Costs

Various field trips may be incorporated as part of the course which generally incur additional cost.

Risk Statement

Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various laboratory instruments and heating implements (Bunsen burners and hotplates) and to handle biological specimens.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.

Technology Metal

Aims

The subject Technology Metal focuses on the underpinning industry practices and production processes required to create, maintain and repair predominately metal products in the engineering manufacturing industry. By studying this subject, students enhance their opportunities regarding employment, enterprise, further study, leisure and lifelong learning. This subject provides an opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Areas of Study

Areas of study include:

- Introduction to workshop practices
- Sheet metal working
- Light fabrication
- Fitting and machining.

Special Subject Advice

Year 9 Technology Metal leads into Years 10, 11 and 12 Engineering Skills (QCAA Applied Subject).

Students are required to wear black closed in/ lace up leather shoes/joggers that protect the upper part of the foot (in line with school policy). Safety equipment will be provided to students when required, however some students may wish to provide their own.

Students will require a laptop for this subject.

Assessment/Workload

Student Outcomes will be measured against assessment criteria of Knowledge & Understanding, Analysis & Applying, and Producing & Evaluating. These criteria areas will be equally weighted to determine these results at the end of each semester. The majority of assessment is through practical projects, however there are formal written assessment items for each project.

Risk Statement

As this is a practical subject, there is an element of risk ie: students will be using various hand tools, power tools and fixed machinery. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each machine before they operate it.

Technology Wood

Aims

The subject Technology Wood focuses on the underpinning industry practices and production processes required to create, quality aesthetic products in the furnishing industry. By studying this subject, students enhance their opportunities regarding employment, enterprise, further study, leisure and lifelong learning. This subject provides an opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Areas of Study

Areas of study include:

- Introduction to workshop practices
- Cabinet making
- Furniture making
- Furniture finishing

Special Subject Advice

Year 9 Technology Wood leads into either Years 10, 11 and 12 Building & Construction Skills (QCAA Applied Subject) or Years 10,11 and 12 Furnishing Skills (QCAA Applied Subject).

Students are required to wear black closed in/ lace up leather shoes/joggers that protect the upper part of the foot (in line with school policy). Safety equipment will be provided to students when required, however some students may wish to provide their own.

Students will require a laptop for this subject.

Assessment/Workload

Student Outcomes will be measured against assessment criteria of Knowledge & Understanding, Analysis & Applying, and Producing & Evaluating. These criteria areas will be equally weighted to determine these results at the end of each semester. The majority of assessment is through practical projects, however there are formal written assessment items for each project.

Risk Statement

As this is a practical subject, there is an element of risk ie: students will be using various hand tools, power tools and fixed machinery. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each machine before they operate it.

Visual Art

Aims

The aim of this course is to provide skills and resources to those students who enjoy Art. While basic skills are preferred, students will be given the opportunity to develop and improve their art making and appraising skills in several areas. The theoretical component of the course provides students with the tools to successfully discuss, analyse and write about their own and others' artwork. This is an academic subject that requires students to develop their skills in both practical and theoretical areas.

Areas of Study

Students will develop skills in the following areas of study:

- Design
- Drawing
- Digital Media
- Painting
- Art Appreciation/Theory
- Sculpture
- Mixed Media

Special Subject Advice

Students enrolled in this subject require a laptop.

Students intending to select this subject should:

- Have achieved a **Sound level of achievement** or higher in Year 8 Creative Art due to the theoretical component. (Visual Arts in Practice is a viable alternative for those students who prefer a more practical approach.)
- Show willingness to follow safety rules and directions.
- Show they are self-motivated and can work in this subject.

Learning and Assessment/Workload

Students demonstrate evidence of their learning over time in relation to the following assessable elements: 'making' and 'responding'.

Assessment consists of experimental folios of artwork and Appraising (Written) Tasks.

Risk Statement

As this is a practical and creative subject students may use various cutting tools, pigments, mild acids, decorating of fabric and fibre, hand manipulation of clay, pre-mixed glazes, solvents and glues.

Visual Arts in Practice

Aims

This is a school subject that places emphasis on practical work. It offers a wide range of Craft activities and fosters good work habits in a studio setting. Students experience a sense of achievement and pride when they complete work of their own. They explore a range of techniques and apply these to real world situations.

Areas of Study

Students will be introduced to a variety of practical art making activities, reflecting current trends in developing skills and techniques.

Students can expect to be introduced to Visual Art, with an emphasis on media areas including:

- Painting
- Mixed Media
- Drawing
- Ceramics
- Fabric Printing
- Wire sculpture

Special Subject Advice

Students enrolled in this subject require a laptop.

Students who plan to study the Authority subject 'Visual Art' in Senior should study '**Visual Art**' rather than **Visual Arts in Practice**.

Students intending to select this subject will be required to:

- Show a willingness to follow safety rules and directions.
- Show they are self-motivated and can work in this subject.

Assessment / Workload

Assessment is based heavily on practical work done in class. Students will be required to complete some theory work. The criteria are 'making' and 'responding'.

Risk Statement

As this is a practical and creative subject students may use various cutting tools, pigments, decorating of fabric and fibre, hand manipulation of clay, pre-mixed glazes, solvents, glues and cements.