Chapter 1
Introductory Section
In Years 9 and 10, students choose subjects that provide the foundations for lifelong learning. The curriculum offers a broad range of subjects designed not only to meet the diverse interests of our students, but also to provide a range of meaningful learning experiences that will challenge the way they think. In keeping with the philosophy of the School, the focus remains on the encouragement of inquiry and creativity, the joy of discovery, a love of learning, and upon the continual construction of knowledge through theory and experience.

Section 1

Introduction

Decisions

Some of the most important decisions students make at school involve choosing their areas of study. These decisions may directly affect success at school and how a student feels about their education. During Years 9 and 10, young people are exposed to a range of compulsory core subjects and are given the opportunity to specialise in three elective subjects. Our curriculum offers a diverse range of academic subjects that enable students to discover their areas of interest and talent.

Elective subjects provide students with opportunities to explore their interests and abilities and may indeed help to determine future pathways. In order to build deep understanding and allow for the development of skills, subjects will be studied over a two year period.

The purpose of this subject selection information is for students and parents to explore their elective choices in a way that brings about a clear understanding of what specific subjects involve; the expectations of that subject and the rationale behind certain subjects.

Elective Subjects

Students are able to choose three elective subjects from a broad range of subject offerings.
Section 2
Subject Selection Process

1. Read the subject information (iBook) carefully.
2. Attend the information session for students and parents on Wednesday 19 June, 2013 from 1.25pm to 3.15pm.
3. Students consider choices carefully and weigh these against their ability, interests, what they enjoy and possible career goals.
4. Discuss choices with parents, family, teachers, Heads of Faculties, or respective Heads of Schools.
5. Students complete online subject preferences by Friday 26 July, 2013.

Choosing Electives

You are an individual, and your particular study needs and requirements may be quite different from those of other students. In making your decision it is important to consider the following:

Enjoyment

Choose subjects you enjoy - you are more likely to do well in subjects you like doing. You’ll be studying these subjects for the next two years, so it’s important that you enjoy them.

Ability

Consider selecting subjects in which you have done well this year. Coupled very closely with these considerations should be one’s proven diligence and application towards previous studies.

Challenge

Choose subjects that challenge you to make the most of your capabilities. Developing a good work ethic provides a foundation to build on for the future and is an essential key for success.
Interest

Choose subjects that suit your interests and skills. Are you the sort of person who enjoys working things out, thinking them through? Do you love doing practical things? Are you interested in other cultures and languages? Do you like writing projects, helping people, being outdoors, or designing things?

Pathway

The subjects you choose may be very important in determining the career direction you take. You may need to think of subjects they may wish to study in Senior School so that you develop skills in preparation for these courses. Choose subjects which will develop skills, knowledge and attitudes useful throughout your life. At the end of Year 12, depending on your subject selection and results, students should be eligible for a QCE (see Appendix 1).

Make a decision about a combination of subjects that suits you. It is unwise to either take or avoid a study area because:

- Someone told you that you will like or dislike it
- You hope your friends will be in the same class - there may be several classes of a particular subject
- You expect a certain teacher to be teaching it.

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

- Read the subject descriptions in booklet provided
- Ask the Heads of Faculties and teachers about particular subjects
- Listen carefully at class talks and subject selection nights
- Investigate career and employment opportunities
- Talk to students who are already studying the subject
- Look at books and materials used by students in the subject

Discuss your choice with as many people as possible:

- Parents and family
- Subject teachers
- Heads of Faculty
- Heads of School
- Careers Advisor
- Head of Curriculum
**Online Subject Selection**

You will be sent an email outlining the steps of how to enter your subject preferences online:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Internet Access</td>
<td>You will need a computer with an internet connection and a printer.</td>
</tr>
<tr>
<td>2 Login</td>
<td>Login to <a href="http://www.webpreferences.com.au">www.webpreferences.com.au</a> You will be provided with a Student Access Code and Password</td>
</tr>
<tr>
<td>3 Home Page</td>
<td>To view your subject information click ‘View Subject Details’ To select/change your preferences click ‘Add New Preferences’</td>
</tr>
<tr>
<td>4 Preference Selection</td>
<td>Select your subjects Once complete, click ‘Submit Selected Preferences’</td>
</tr>
<tr>
<td>5 Preference Validation</td>
<td>When you are happy with your preferences click ‘Submit Valid Preferences’</td>
</tr>
<tr>
<td>6 Preference Receipt</td>
<td>Print two (2) copies of your ‘Preference Receipt’</td>
</tr>
<tr>
<td>7 Submit Form</td>
<td>Submit one (1) copy of the form (signed by parents) to the Middle School Centre by Friday, 26 July Keep one (1) copy for your personal records</td>
</tr>
</tbody>
</table>

**NB:**

Depending of numbers choosing subjects and timetable constraints, there is possibility students may not be offered their first choice. In such case, students will be asked to choose again from the subjects available.
Section 3

Change of Subjects

It is expected that students will maintain the commitment to their subject choices for at least two years through to the end of Year 10. It is important to choose wisely because subject selection may affect your success and happiness at school. It may be possible to change your mind throughout your course of study but it is very difficult to pick up new subjects after you have missed important developmental knowledge. There are many considerations to be taken into account and a process that needs to be followed.

Year 9

- Students can change electives up to the end of Week 2 (Term 1).

- If a student wishes to change an elective they must have written permission signed by their parents.

- Any change of elective will be at the discretion of the Head of Middle School / Head of Senior School and is subject to the availability of a vacancy in that subject.

- Some students may be allowed to change an elective at the end of Year 9, at the discretion of the Head of Middle School in consultation with the Head of Senior School and is subject to the availability of a vacancy in that subject.

The only subjects that must be studied continually are the languages. In addition it is highly recommended that Music be studied on continuous basis. These subjects are very difficult to pick up in later year levels without prior knowledge.
Finalising Subject Selection

• The information from the initial subject preferences submitted will be used to determine the subject lines that best fit students' choices.

• Depending on numbers choosing subjects and timetable constraints, there is a possibility students may not be offered their first choice. In such a case, students will be asked to choose again from the subjects available.

• The School may withdraw an elective if the numbers choosing it are such that it is deemed no longer viable. Consultation will take place with any students and their parents affected should this occur.

• A final check will be made to see that the course requirements have been met by students. Some students may be counselled with regard to their choices.

• If a student is newly enrolling in Year 9 or beyond, they are to choose one elective from each of three lines, subject to availability.

Please take the time to peruse this booklet with your daughter. If you have any concerns about the selection of electives, please contact the Head of Middle School on 55 777 267, or ssanburg@sthildas.qld.edu.au for Year 9, or the Head of Curriculum on 55 777 242, or email tdaley@sthildas.qld.edu.au for Year 10.
Section 4
Core & Elective Subjects
Overview

- All students follow a common core curriculum. These have been chosen because they provide excellent foundation skills for the future and form the basis of a sound educational program.
- Remember that students are selecting subjects for Years 9 and 10 to study over two years.

**CORE SUBJECTS**
- English
- Mathematics
- Science
- History
- Health & Physical Education
- Religious Education
- Character & Leadership Development

**ELECTIVE SUBJECTS**
- English Literature
- French
- Japanese
- Learning Enhancement (at the discretion of the Head of School)
- Drama
- Music
- Visual Art
- Media Arts
- Business, Finance & Management
- Design & Technology
- Hospitality
- Geography
- Sport Science
# Subject Pathways

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEARS 9 &amp; 10</th>
<th>YEARS 11 &amp; 12</th>
<th>CONTACT</th>
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<td>English</td>
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<td>Science</td>
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<td>Humanities</td>
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<td>Health &amp; Physical Education Sport Science</td>
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<td>Mr Krenske 55 777 273</td>
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<td>Religious Education</td>
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<td>Religious Education Study of Religion</td>
<td>Mr Larsen 55 777 293</td>
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<td>Design</td>
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<td>Mr Ward 55 777 225</td>
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<td>YEAR 8</td>
<td>YEARS 9 &amp; 10</td>
<td>YEARS 11 &amp; 12</td>
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<td>Music</td>
<td>Ms Kelly 55 777 256</td>
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<td>Visual Art</td>
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<td>Visual &amp; Media Arts</td>
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<td>Visual Art Multimedia Cert 3</td>
<td>Ms Hampton 55 777 241</td>
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<tr>
<td>LOTE</td>
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<td>Mr Dunn 55 777 260</td>
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(Table is subject to change)
Chapter 2

Year 9 and 10 Electives

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Why study English Literature?

Studying English Literature will allow students to develop their love of reading and their appreciation of a range of texts both past and present. The nature of what constitutes literary texts is dynamic and evolving; however, broadly they are seen to have personal and aesthetic value and the potential for enriching students’ scope of experience. Students will explore and reflect on their personal understanding of the world and significant human experience gained from interpreting various representations of life matters in literature. The exposure to a broad range of novels, plays, poetry and film gained by studying English Literature will help to prepare students for further study in the Senior School.

What do students study?

Students will study a range of literature based around a different theme each term. This will include novels, plays, poetry and films. The themes below are examples of what might be included.

Year 9 Content
- Novel study – *To Kill a Mockingbird*
- Shakespeare for the 21st century
- Gothic literature – *Rebecca*
- Great speeches

Year 10 Content
- A study of prejudice
- Vampires are not the only monsters
- Who is telling this story? An exploration of unusual narrators
- When the going gets tough – stories of hardship

Year 9 and 10 Skills
- Comprehension, interpretation, analysis and evaluation of works of literature
- Writing expository and analytical essays
- Oral presentation skills
- Grammar, spelling and vocabulary
- Critical thinking
How do students study?

- Reading novels, plays and poetry
- Watching films
- Engaging in discussion of literary texts
- Engaging in individual and group work
- Using technologies for research and text production
- Making relevant links between texts
- Viewing/listening to speakers and performers

How are students assessed?

- Written – tests and assignments
- Spoken – oral presentations
Why Study French?

Learning a language other than English contributes to and enriches the educational, intellectual, personal, social and cultural development of students and has the potential to improve the quality of their participation in a rapidly changing world.

The aims of studies in a language are to:

- Broaden the student's worldview
- Enhance post-school options and meet the growing needs of industry for language skills and cultural understanding
- Develop positive attitudes to people of other languages, cultures and races
- Increase the student's understanding of cultural references in literature, film and song
- Increase the student's self-esteem through the acquisition of new and different communication skills and through learning to interact with people of other cultures

Year 9 Content

- Meeting People
- In the City
- Food and Outing
- Travelling

Year 9 Skills

- Understanding simple oral communications
- Expressing simple ideas on familiar topics
- Understanding both known and new written material
- Writing simple communications such as postcards, letters and diary entries
- Appreciating the cultural differences between France (and other French speaking nations) and Australia

Year 10 Content

- Personality
- City or Country Lifestyles
- Leisure Activities
- Holidays
- Celebrations

Year 10 Skills

- Understanding oral communications.
- Expressing ideas on familiar topics.
- Understanding both known and new written material.
• Being able to write more complex communications such as letters, formal and informal magazine articles.
• Appreciating the cultural differences between France (and other French speaking nations) and Australia

**How do students study?**
Through student centred learning, students are encouraged to develop their communicative skills and cultural understandings through:

• The use of a variety of written texts
• Individual and group activities
• Exposure to film and song
• Participation in a number of competitions
• The use of technology

**How are students assessed?**
Students will be assessed on the four macro-skills of Speaking, Reading, Writing and Listening.
Section 3

Japanese

Connecting Cultures

Why study Japanese?

The study of Japanese is concerned primarily with the development of communicative proficiency. At the same time, as the language is greatly influenced by the dynamics of the country, students are taught about the sociocultural environment of Japan as they progress through the topics and new language patterns.

Studying Japanese benefits students in a number of ways. The importance of cross cultural links between Japan and Queensland ensures that there will be increasing contact with Japanese business people and tourists. Ability to communicate in the Japanese language may become an empowering professional adjunct for the student’s future as well as a useful asset for travel and recreation.

What do students study?

Year 9 Content
- Recreational activities
- My Friends
- International backgrounds
- Health
- Invitations
- Learning the katakana alphabet
- Increasing kanji knowledge

Year 9 Skills
- Understanding simple oral communication
- Expressing simple ideas on familiar topics
- Understanding both known and new written material
- Writing simple communications such as letters and diaries
- Integrating technology into communication strategies

Year 10 Content
- Shopping and Eating Out
- Travelling and Getting Around
- Weather and Climate
- Seasons and Celebrations
- Food and Cooking
- Occupations and Part-time Work
- Summer holidays
- School and study
Year 10 Skills
- Oral skills are further developed so that interactions become more natural and like real conversations and interchanges
- A larger variety of vocabulary and structures are introduced so that writing becomes more fluent and competent
- In the receptive skills of listening and reading, students are exposed to more native speaker like communications

How do students study?
Students entering Year 9 Japanese are expected to be able to read and write the Hiragana "alphabet" confidently. The Katakana alphabet as well as a further thirty to forty Kanji will be introduced during this course.

How are students assessed?
Assessment is divided equally among the four macro skills of Listening, Speaking, Reading and Writing. Students should be able to communicate on a simple level on the topics studied.
ALL THE WORLD’S A STAGE...WHAT PART WILL YOU PLAY?

Why study Drama?
Drama is a dynamic and unique art form that represents and re-enacts experiences, ideas, stories and emotions. Although one of the oldest art forms known, Drama retains its relevance and importance in all aspects of society and culture. Drama provides a medium for, exploration, collaboration, social criticism, celebration and entertainment. It enables students to define and shape their own identity, develop their self-esteem and nurture their creativity and imagination. Students involved in drama activities are participating in aesthetic learning in which the senses and emotions are engaged cognitively and affectively. This is an experimental mode of learning that demands active participation.

A study in Drama provides an opportunity for and assistance in developing:

• Aesthetic learning through engaging, creating and responding to the art form
• Communication and presentation skills
• Skills in creative, critical and lateral thinking as well as problem solving
• Co-operative and collaborative group skills including working as a team
• Cultural awareness
• Consciousness of values and value commitments

What do students study?

Year 9 Content
Scripted Drama – Play study
Non-Realism
Collage Drama

Year 10 Content
Scripted Australian Drama – Play study
Contemporary performance
Comedy

Year 9 and Year 10 Skills

Forming
Play building, Choreography, scriptwriting, improvisation, designing, devising dramaturgy

Presenting
Scripted and student devised work, Acting techniques and Performance skills, integrating stage technology, mediatised performance.

Responding
Critiquing, analysing, evaluating and justifying.
How do students study?
Drama is primarily a practical subject, engaging students in experiential and aesthetic learning experiences. However, Drama is an academic subject with a fundamental theoretical component. Students engage in the creative process through:
- Working collaboratively as well as individually to create, shape, present and critique Drama.
- Manipulating a variety of technology, including the use of multi-media, lighting and sound.
- Developing creative and critical thinking skills.
- Developing skills in communication and presentation, nurturing self confidence and self expression.
- Participating actively in workshops, excursions and incursions to view live theatre, discussions, reflection as well as opportunities to perform for an audience.

How are students assessed?
The student’s development in the three dimensions of Drama (forming, presenting, responding) is assessed in a variety of ways such as:
- Performances
- Journal work
- Written and practical assignments
Studying music fosters students’ expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas. Students become problem-solvers and develop their ability to deconstruct and critically evaluate. The discipline and commitment of music-making builds students’ self-esteem, personal motivation and independence as well as providing opportunities for the refinement of their collaborative teamwork skills.

The study of Music is not restricted to those who intend on pursuing Music professionally. There are many other fields where music can enhance career prospects. Music contributes to educating students for life – music can be listened to, appreciated and participated in by people of all ages and nationalities as it is an international language and integrated into all aspects of society.

At the conclusion of Year 9 Music, students with considerable experience in performing and music theory may have the opportunity to fast-track their studies and complete Year 11 Music in Year 10.

What do students study?

In the music curriculum, students will be encouraged to develop their musicianship using the composing and performing of music and its associated symbol system as the basis of study. Throughout the course, students learn about the development and changes in music across history.

Year 9 Content
- Strike It!
- Strum It!
- Sing It!
- Score It!
**Year 9 Skills**
- Playing percussion and guitar
- Singing
- Composing music (in Strike It! composing for a Junior School class to perform)
- Analysing Music from a range of historical and cultural contexts (e.g. art music, pop music and folk music)
- Score Reading

**Year 10 Content**
- Music and the Movies
- Jazz

**Year 10 Skills**
- Composing music for a Film Score and in Jazz Styles
- Performing Music from the Movie and Jazz works
- Analysing music for specific stylistic elements associated with Film and Jazz Styles

**How do students study music?**
The course of study is divided into three general objectives: Musicology, Composing and Performing studied through:
- Individual and group work to create music by composing and performing
- Classroom activities in musicology involving the analysis of the use of the musical elements (pitch, rhythm, timbre, texture, dynamics and form) in music of different styles.

**How are students assessed?**
A variety of assessment techniques are used and are selected from:
- Solo and group performances (instrumental and vocal)
- Composing tasks (submitted as notated and sound scores)
- Aural and written tests involving recalling terminology, recognising patterns and compositional devices and comparing and contrasting musical styles

- Using computer software such as Sibelius for traditional and film score composing, Auralia for the development of aural skills and Musition for the development of theoretical skills.
- Viewing professional musical performances at an annual excursion.
- Collaborating in classroom ensembles which cater for each individual’s performing expertise, not necessarily just using instrumental skills learnt individually outside the classroom.
- Taking the opportunity to join a School Music Ensemble as part of improving teamwork and ensemble skills for the performing component of the course.
Study in the Visual Arts at St Hilda’s is based on the development of visual literacy for creative thinking, critical analysis and problem solving, traits highly valued in the 21st century. Visual literacy is about reading and communicating meaning in visual form and understanding the text of images in both the art world and the media. Students are involved in making, displaying and appraising artworks. The inquiry-learning model – researching, developing, reflecting and resolving – is central to the work program. Using this model, students make and interpret works that explore personal, social and cultural issues and express concepts, experiences, feelings, ideas and observations relevant to their world. Study in the Visual Arts also encourages creative, philosophical, intuitive and imaginative abilities that assist in personal and spiritual growth.

“Now, more than ever before, it is critical to act to assure that no Australian child is left without a sound and secure visual education... there is fertile ground for the development of a twenty-first century visual education curriculum – and that Australia is poised to offer the world a new way of thinking and acting in this regard.” Dr Barbara Piscitelli. 2008, National Review of Visual Education,

**Year 9 Content**
- Surrealism – imaginative and psychological approaches to art making
- Collage as social comment
- The art of printmaking: etchings
- Artworks in series – Artist Books

**Year 9 Skills**
- Reading and applying visual language in fine art and media
- Collage
- Etching
- Mixed media
- The use of symbol

**Year 10 Content**
- The Ephemeral Expression: Contemporary Vanitas Oil Painting on canvas
- The place of Serendipity in art making: inks, mandalas and ink washes

**Year 10 Skills**
- Observation based approaches to oil painting
- Composition development
- The techniques of tonal painting
- Layering inks
- Using the Inquiry Process
- Reading and applying visual language
- Developing a personal aesthetic
How do students study?
• Students study visual literacy which supports learning in all areas of the curriculum - ‘reading images’ supports learning for the Queensland Core Skills Test
• Students complete practical bodies of work in a variety of media, supported by research of relevant contexts
• Students are encouraged to develop their own personal aesthetic by engaging in increasingly individual and/or collaborative artmaking tasks
• Students develop interconnected bodies of work in both making and appraising tasks centred on a given concept
• Students attend relevant excursions, incursions, workshops, seminars
• Students keep visual diaries and an online blog for problem solving, reflection and research

How are students assessed?
• Bodies of work including both practical and written pieces
• Appraising tasks in written, oral, electronic platforms
• Visual Diary – research, development and reflection
• Appraising tasks, podcasts, electronic research

Eva explains why...
Why study Media Arts?

Media Arts is a 21st century subject. In a digital age it is essential for girls to engage with new media, not as passive learners and thinkers but as creative, critical and productive users of the form within a participatory culture. Teamwork and collaborative problem solving are fore fronted in this course, affording students the opportunity to work in real-life learning situations.

“The new literacies almost all involve social skills developed through collaboration and networking. These skills build on the foundation of traditional literacy, research skills, technical skills, and critical analysis skills taught in the classroom”.

Media Education for the 21st Century

What do students study?

Study in the Media Arts Course will involve students developing knowledge, understanding and skills based on new media as it emerges. Students work on industry style projects in Web2 and Mac formats including time-based products such as two and three-dimensional animation, web design, documentaries, short films, video and sound editing. The course will culminate in a special project using a selection of these forms.

Year 9 Content
- Creating an Avatar in Photoshop
- The Creative / Commercial Interface
- Animation - making a short film
- iBook design and creation

Year 10 Content
- Documentaries, Short films and Commercials
- Appraising Media Languages and Essay Writing about Film
- Creating a Special Project

Year 9 and Year 10 Skills
- Critical and creative thinking
- Manipulating still images
- Animation - 2D & 3D
- Video and sound editing
- Working in teams
- Developing a concept
- Applying the design process
How do students study?
The course is project based, allowing students work through a sequential series of tasks of increasing complexity as they develop skills in a range of digital formats.

How are students assessed?
- Practical Projects for assessment of knowledge and understanding
- Essay tasks
- Short answer quiz questions
- Work books and online blogs for self evaluation, reflection and research
Why study Business, Finance & Management?

As students start to gain a degree of independence in accumulating and managing finances, make decisions about goods and services, and acquire legal rights and responsibilities as citizens, it is important to develop a unique repertoire of knowledge, practices and dispositions in these decisions.

Understandings for this subject are drawn from the fields of accounting, economics, marketing, management, communications, industrial relations, human resources, information and communication technologies, and administration.

What do students study?

Year 9 Content
- Source Documents
- Social Media & Business
- Marketing
- Entrepreneurship
- Financial Literacy

Year 9 Skills
- Completing Forms
- Creating Storyboards and a Marketing Campaign
- Running a class enterprise project
- Running an individual enterprise project
- Working effectively in a team

Year 10 Content
- Basic Accounting and Record keeping
- Double-entry bookkeeping
- Spreadsheets
- MYOB
- Personal budgeting and finance

Year 10 Skills
- Electronic and manual bookkeeping
- Creating spreadsheets in Excel
- Financial decision making
**How do students study?**
- Individual and group work
- Computer technology – electronic bookkeeping, spreadsheets
- Practical applications
- Case studies
- Project planning

**How are students assessed?**
- Written tests
- Assignments
- Oral presentations
- Projects

*Movie 2.7*

*Marketing Advert created by* Emma Mandile, Abbie Fowler and Zoe Pousette-Carter. *Year 9 - 2011*
**Solving Problems for a Better Future**

**Why study Design & Technology?**

The Design and Technology program has been developed to help students gain knowledge and build thinking and process skills that will enable them to participate effectively in a world of change. The rate of technological change in the last twenty-five years has been greater than any other comparable period in human history. This change has had important social, cultural and environmental implications.

Students need to be prepared for life in the 21st century. They will need to have the capacity to assess and deal with rapid technological change, the ability to form considered opinions about and be critical users of technology, the confidence and knowledge to help determine the future and not simply to adapt to a future determined by others and the capacity to contribute in areas of engineering, science and technology.

**What do students study?**

**Year 9 Content - Systems**
- Computerised milling and industry applications of CAD/CAM.
- Input sensors and output devices as related to robotic systems
- Task sequencing
- Closed and open looped systems

**Year 9 Content - Mechanisms**
- Simple machines
- Mechanical advantage
- Velocity ratio
- Machine efficiency
- Polymer materials and fabrication
- Sheet-products and fabrication
- Computerised graphical communication

**Year 10 Content - Systems**
- Computer aided design as applied to computerised prototyping CAD/CAM

**Year 10 - Modelling**
- Urban planning
- Scaling
- Environmental impact reporting
- Marketing
- Model making
- Materials fabrication
**Students will be able to:**
- Investigate a specific problem utilising resources such as internet, library, community and business links
- Generate ideas based on good research and testing in order to propose an optimum solution
- Produce an artefact, system or presentation that satisfies the original brief utilising both traditional workshop facilities and automated computerised milling
- Evaluate the final solution in order to build and improve upon learned design skills

**How do students study?**
The subject is project-based where students are required to complete a brief consisting of a practical component and comprehensive journal documentation. In order to resolve practical and robotic problems presented to them, students need to draw upon knowledge gained from their studies in other subjects such as Mathematics, Science, Art, Music and the Social Sciences.

**How are students assessed?**
- The product
- Journal submission including investigations, ideation, evaluation and self reflections
- Oral and multi-media presentation
- Personal engagement within the learning environment
Why study Hospitality?

The Hospitality program has been developed to help students gain knowledge and build thinking and process skills that will enable them to participate effectively in a world of change. In today’s society, hospitality is rarely a matter of protection and survival and involves showing respect for one's guests, providing for their needs, and treating them as equals. Hospitality encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, relationships and living environments. It is an interdisciplinary study drawing on the fields of nutrition and dietetics, human development and behaviour.

What do students study?

Year 9 Content
- Basic cookery methods
- Nutrition and the adolescent: Focus on breakfast
- Factors influencing food choices
- Australia’s Multicultural Menu
- Food safety and hygiene

Year 9 skills
- Prepare and cook simple dishes based on sound investigation and problem-solving techniques
- Apply food hygiene practices
- Investigate adolescent eating and analyse diets using computer program “Food Choices” and make informed dietary choices
- Investigate cultural influences on Australian cuisine and the impact on food choices in the hospitality industry

Year 10 Content
- Build on cookery skills and independence in the kitchen
- Investigate diet, disease and lifestyles which affect food choices
- Investigate the influences of technology on the hospitality industry
- Investigate the impact of fast foods on society and individuals
- Food safety, hygiene and security
Year 10 Skills
• Investigate a specific hospitality Select and prepare nutritious foods based on sound investigation and problem-solving techniques
• Plan and prepare meals for people with a variety of needs
• Make informed and ethical decisions about products
• Work with changing technologies
• Apply simple budgeting skills to food choices
• Implement food safety procedures

How do students study?
• Group work
• Technology – Food Choices the IT Way
• Practical applications
• Integration of theoretical components

How are students assessed?
• Progressive Design Journal
• Assignments, presentations and projects
Why study Geography?
The course is aimed at increasing the student’s understanding of society’s activities in a global context. Studies in Geography are relevant to the welfare of all students and the good of the local and global community.

Equity issues such as gender, culture, distribution of world resources and questions relating to sustainability of the world environment are important in selecting topics and choosing teaching strategies.

What do students study?

Year 9 Content
- Weather, Climate and Climate Change
- World Biomes and Food Security
- Living in Unique Environments
- Tourism

Year 9 Skills
- Synoptic charts
- Climate graphs
- Data analysis and interpretation
- Report Writing
- Research
- Note-taking
- Presentation Skills
- Topographic mapping
- Cross sections

Year 10 Content
- Population Geography
- Our Urban World
- Global Challenges
- Geography of Human Rights

Content Skills
- Mapping skills
- Field sketching
- Data collection and analysis
- Oral presentation skills
- Essay writing skills
How do students study?
Students will have a wide variety of learning experiences from group work to individual presentations. They will make use of technology, particularly spatial software and learn to use GIS programmes which are extensively used in an ever increasing number of workplaces. Learning experiences will take place in the classroom as well as in the “field”, with learning by direct observation and recording of data, being of importance in this discipline.

Geography has strong curriculum links with science as students explore the functioning of the earth and its natural systems. Students will reinforce their practical mathematical skills in recording and interpreting data and statistics.

How are students assessed?
Students are assessed on five different types of tasks during the year.
- Short response test
- Stimulus response essay
- Field trip reports
- Oral presentations
- Practical/data manipulation exercise

Why Geography?

MOVIE 2.10
Why study Sport Science?

Sport Science involves the study of scientific disciplines related to physical activity and sport. Students are introduced to theoretical concepts associated with improving fitness and athletic performance.

Human anatomy, physiology, psychology and sociology related to movement, exercise and sport are explored in detail. Participation in physical activity also offers an opportunity for application of theoretical concepts to athletic performance.

Sport Science provides students who are interested in undertaking Physical Education in Years 11 and 12 with a strong grounding in the theoretical topics and physical activities studied during the senior course.

What do students study?

### Year 9 Content
- Functional anatomy
- Principles of exercise prescription
- Acquisition of skills
- Sports nutrition

### Year 9 Skills
- Physical Activities may include: triathlon, volleyball, waterpolo and fitness training
- Software analysis of physical performance and heart rate
- Evaluation, justification and referencing

### Year 10 Content
- Sport medicine
- Sport psychology
- Sociology and marketing of sport
- Biomechanical analysis of movement

### Year 10 Skills
- Physical Activities may include: athletics, basketball, golf, tennis and rhythmic gymnastics
- Statistical analysis of participation rates in physical activity and sport
- Evaluation, justification and referencing

### How do students study?
- Teacher presentation
- Independent research and revision
- Individual and group brainstorming
- Practical laboratories
- Participation in physical activity
- Reflection regarding practical experiences
How are students assessed?

- Written tests, assignments and research reports
- Oral presentations
- Physical performance task
Chapter 3

Appendices
Section 1
Planning Your Pathway to a QCE

You need 20 credits to gain a QCE.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SET STANDARD</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE courses of study are the types of courses usually undertaken by young people in the senior phase of learning. A minimum of 12 credits from completed Core courses of study. At least 1 credit must come from Core studies undertaken while enrolled at a school.</td>
<td>At least a Sound Level of Achievement</td>
<td>4</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects*</td>
<td>At least a Sound Level of Achievement</td>
<td>4</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>Certificate awarded</td>
<td>Certificate II: 4 \ Certificate III &amp; IV: 5, 6, 7, or 8</td>
</tr>
<tr>
<td>VET Certificate II, III, or IV qualifications (includes school-based traineeships that incorporate on-the-job training)</td>
<td>Certificate III competencies demonstrated. On-the-job component completed</td>
<td>2 \ 4</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Completed</td>
<td>4</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>At least a Pass grade (as defined by the course)</td>
<td>4 per course</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PREPARATORY courses of study

Preparatory courses of study are generally used as “stepping stones” to further study. A maximum of 6 credits.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Criteria</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Certificate I vocational qualifications</td>
<td>Certificate awarded</td>
<td>2 or 3 - Max. of 2 qualifications can count</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000</td>
<td>Requirements met</td>
<td>2 - Max. of 1 program can count</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>Requirements met</td>
<td>2 - Max. of 1 program can count</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As determined by the QSA</td>
</tr>
<tr>
<td>Short course in literacy developed by the QSA or short course in numeracy developed by the QSA</td>
<td>At least a Sound Level of Achievement</td>
<td>1 per course</td>
</tr>
</tbody>
</table>

### ENRICHMENT courses of study

Enrichment courses of study add value or complement CORE courses of study. A maximum of 8 credits.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Criteria</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As determined by the QSA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>Agreed standard</td>
<td>As determined by the QSA</td>
</tr>
<tr>
<td>Learning Projects – Workplace, Community, Self-directed</td>
<td>Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Authority extension subjects such as English Extension</td>
<td>At least a Sound Level of Achievement</td>
<td>2</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>At least a Pass grade (as defined by the course)</td>
<td>As determined by the QSA.</td>
</tr>
</tbody>
</table>
ADVANCED courses of study go beyond the scope and depth of typical senior secondary schooling. A maximum of 8 credits.

<table>
<thead>
<tr>
<th>One- or two-semester university subjects completed by a person while enrolled at a school</th>
<th>At least a Pass grade</th>
<th>One-semester subject: 2 Two-semester subject: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies contributing to VET diplomas or advanced diplomas</td>
<td>Competencies demonstrated</td>
<td>Up to 8 credits (1 credit per completed competency)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As determined by the QSA</td>
</tr>
</tbody>
</table>

* The Authority-registered subjects Functional English and Functional Mathematics do not contribute towards the QCE.

**LITERACY - Students can meet QCE literacy requirements by satisfying any one of these options:**

- At least a Sound Level of Achievement in one semester of one of these subjects*:
  - English
  - English Extension
  - English Communication
  - English for ESL Learners
  - English assessed by a Senior External Examination

A student may:
- exit the subject after four semesters with a Sound Level of Achievement or higher
- exit the subject after one, two or three semesters with at least a Sound Level of Achievement
- exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester

- At least a Sound Achievement in the short course in literacy developed by the QSA
  - Competence in VET Vocational Literacy 3 (39153 Qld)
  - A Pass grade in a literacy course recognised by the QSA
  - At least a C on the Queensland Core Skills Test
  - At least a 4 for an International Baccalaureate examination in Language A1 HL (English) or Language A1 SL (English)

**NUMERACY - Students can meet QCE numeracy requirements by satisfying any one of these options:**

- At least a Sound Level of Achievement in one semester of one of these subjects*:
  - Mathematics A
  - Mathematics B
  - Mathematics C
  - Pre-vocational Mathematics
  - Mathematics A or Mathematics A assessed by an External Examination

A student may:
- exit the subject after four semesters with a Sound Level of Achievement or higher
- exit the subject after one, two or three semesters with at least a Sound Level of Achievement
- exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester

- At least a Sound Achievement in the short course in literacy developed by the QSA
  - Competence in VET Vocational Literacy 3 (39153 Qld)
  - A Pass grade in a literacy course recognised by the QSA
  - At least a C on the Queensland Core Skills Test
  - At least a 4 for an International Baccalaureate examination in Mathematics HL or Mathematics SL

* The subjects Functional English and Functional Mathematics do not meet literacy and numeracy requirements.
Visit [http://www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) for more information on:

- Credit for partial completion of courses
- Credit transfer for intrastate, interstate and overseas transfers
- Conceded semesters for subjects exited at a Limited Level of Achievement
- Relaxation of completed Core requirements
- Notional Sound in a subject for meeting literacy or numeracy requirements
- Recognised studies
Appendix 2

The following are useful websites and books that may help in making informed choices.

- **Jobguide** – available in all schools. Year 10 students will be given their own copy of the Jobguide.
- **The OZJAC computer program** – at schools, some Centrelink offices, or career information centres (Brisbane and Gold Coast)
- **The booklet QTAC Guide** – for careers requiring university study or study in full-time TAFE diploma and advanced diploma courses.
- **The TAFE Queensland Handbooklet and website [www.tafe.net](http://www.tafe.net)**. The booklet is available in high schools, TAFE colleges or career information centres.

The Internet, eg:

- [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) Queensland Studies Authority
- [www.qtac.edu.au](http://www.qtac.edu.au) Queensland Tertiary Admissions Centre
- [www.uq.edu.au](http://www.uq.edu.au) University of Queensland
- [www.qut.edu.au](http://www.qut.edu.au) QUT
- [www.gu.edu.au](http://www.gu.edu.au) Griffith University
- [www.myfuture.edu.au](http://www.myfuture.edu.au)

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and careers that interest you. If details are still unclear, check with the Careers Advisor, Mrs Baker.