Narangba Valley State High School

Curriculum Handbook Year 9 2022

Contents

Principal's Introduction

Narangba Valley State High School is a high performing leader in secondary education in Queensland. The powerful combination of our size plus our experienced, qualified staff enables us to deliver a wide range of specialised programs.

Our curriculum structure has been designed to maximise opportunities for students to develop the skills necessary for life beyond school and to provide increasing specialisation aligned to student interest and expertise. Whether a student is interested in university, TAFE, an apprenticeship or traineeship, or straight into the workforce, the subject offerings are diverse enough to provide a seamless transition for young people.
Our goal is always 100% QCE attainment and we consistently achieve this, ensuring that our learners carry that very important passport to their future.

Excellence in the arts and cultural pursuits, stunning academic results (including those from our suite of academies), amazing achievements in the sporting arena, all within a safe and supportive, values-based environment, combine to make us the clear school of choice in this district. We set ourselves apart by valuing each individual student and ensuring that each young person graduating from this school is well-positioned for a bright future.

Our mission:

To develop inspired, innovative and resilient learners who are prepared to challenge the future.
It is not only our curriculum which is futures oriented but the way our teachers enable students to access their learning. Our school devotes significant resources and time in professionally developing our staff with the best pedagogical inservice and support. We use the New Art and Science of Teaching as our framework to develop the Assessment Literate student; one who understands clearly their assessment and how they will be assessed.
One of our signature practices is the development of the Professional Student; that is a student who, with gradually reducing support, accepts responsibility for their learning.

Our values:

Respect, Integrity and Commitment
These values drive our daily practice and provide a strong base for our school's culture. Our students work hard, strive to achieve their best and interact positively in a friendly, respectful environment. With a large team of dedicated teachers and support staff, ample resourcing and highly effective classroom practices, there is no doubt as to why we enjoy such a high level of success across the board.

Understanding our learners

Teachers work with students and parents and carers to help understand and plan the best learning programs. We track student performance and take action to assist students to meet their potential, as well as provide subject and career choice processes. Our school provides outstanding support for students with disabilities, and has achieved the very best outcomes for many years for these students.

Conclusion

I believe strongly in our young people – they are our future and deserve the best education possible. They need positive role models who guide and support them towards a bright future beyond the school gate, and here at NVSHS, we provide that very well. The well-being of our students and staff is a high priority, as we know that when a positive mindset exists, the conditions for learning are maximized.
Success is possible with the right support, the right curriculum and the right attitude. We expect the highest standards from students, staff and the community and stand proudly as an outstanding institution dedicated to learning.

Steven Miskin
Executive Principal

Junior Secondary

Narangba Valley State High School delivers the Australian Curriculum designed to help all young people become successful learners, confident and creative individuals, and active and informed citizens. The curriculum focuses on developing knowledge, skills and understanding across the eight learning areas. All students will learn curriculum specific knowledge and skills in English, Math, Science, Humanities, Health, Languages (French, Japanese, Spanish) and choose learning from the Technology and Arts areas.

Each subject is embedded with general capabilities which play a significant role in equipping students to live and work successfully in the 21st Century and support them to be successful learners who are confident and creative individuals as well as active and informed citizens. These general life skills are; literacy, numeracy, ICT capabilities, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Our Narangba Valley Professional Student program inspires students to prepare for their best future by taking ownership for their learning behaviour and attitudes, setting, achieving and reflecting on their future goals, challenging themselves to always do their best and embracing a positive mindset.

We track all students' achievement, attendance and well-being and have introduced targeted and intensive intervention strategies and programs to support those students who may be experiencing challenges across these areas. All students who are on track to meet the Australian Curriculum achievement standards by the end of year 9 will receive their Junior Certificate of Learning at a celebratory Graduation Ceremony.

We cater for a range of student learning levels; from those who are excelling in their chosen areas, able to apply for our excellence programs, to specialised classes with additional specifically trained staff and differentiated programs to support literacy and numeracy and cognitive development.

Our students are confidently and capably prepared for their Senior phase of learning and beyond through the effective and targeted strategies delivered in our Junior School.

Overview

Mainstream Timetable

SEMESTER 1			SEMESTER 2		
Term 1		**Term 2**	**Term 3**		**Term 4**
English					
Maths					
Science					
Humanities Social Science					
3 Elective Subjects					
Drama	Dance	Digital Technologies	Home Economics	Media	Visual Art
Food Studies	HPE	Health & Nutrition	Business & Economics	Prac Art	Spanish
Japanese	French	Industrial Technology Manufacturing	Industrial Technology Studies	Music	Graphics

Science Math Academy

SEMESTER 1		SEMESTER 2	
Term 1	**Term 2**	**Term 3**	**Term 4**
English			
Maths - SMM			
Science - SMS			
Humanities Social Science			
3 Elective Subjects			

AFL Academy

SEMESTER 1		SEMESTER 2	
Term 1	**Term 2**	**Term 3**	**Term 4**
English			
Maths			
Science			
Humanities Social Science			
2 Elective Subjects			
AFL			

Netball Academy

SEMESTER 1		SEMESTER 2	
Term 1	**Term 2**	**Term 3**	**Term 4**
English			
Maths			
Science			
Humanities Social Science			
2 Elective Subjects			
Netball			

Music Academy

SEMESTER 1		SEMESTER 2	
Term 1	**Term 2**	**Term 3**	**Term 4**
English			
Maths			
Science			
Humanities Social Science			
2 Elective Subjects			
Music			

Dance Excellence

SEMESTER 1		SEMESTER 2	
Term 1	**Term 2**	**Term 3**	**Term 4**
English			
Maths			
Science			
Humanities Social Science			
2 Elective Subjects			
Dance			

Drama Excellence

SEMESTER 1		SEMESTER 2	
Term 1	**Term 2**	**Term 3**	**Term 4**
English			
Maths			
Science			
Humanities Social Science			
2 Elective Subjects			
Drama			

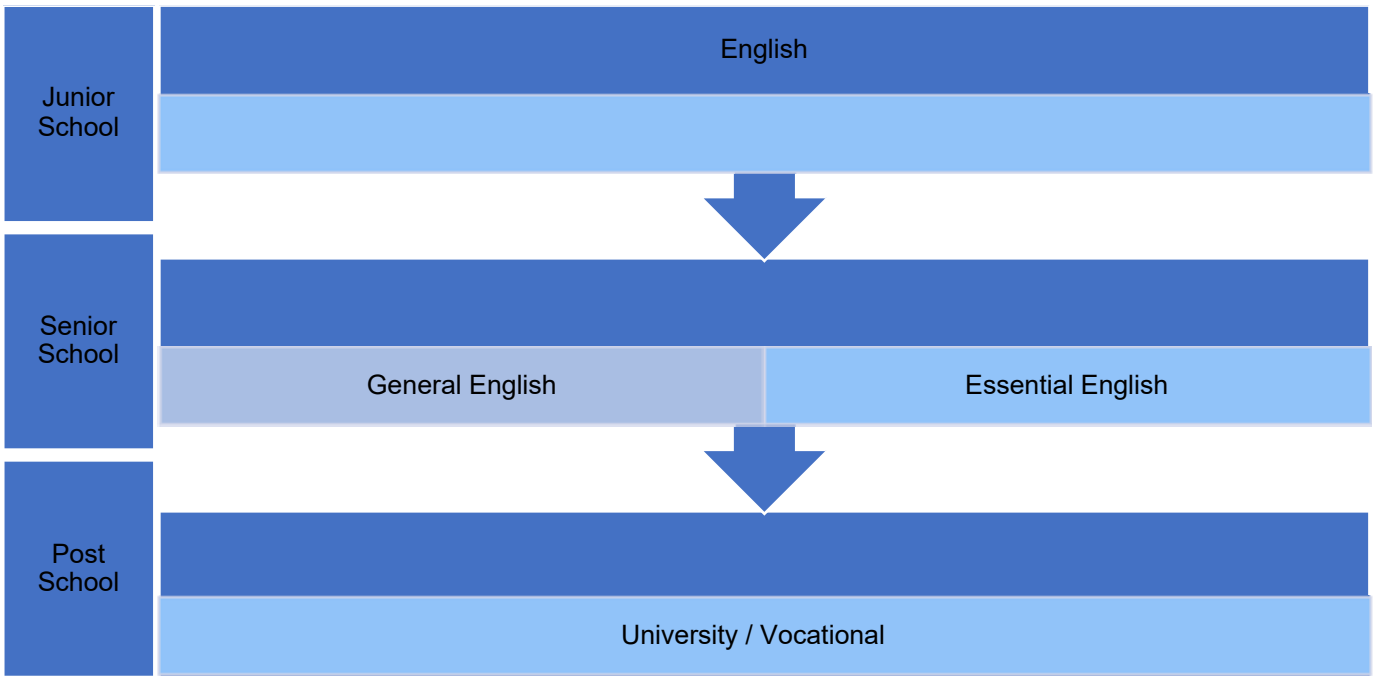
ENGLISH

The year 9 English course at Narangba Valley State High School is engaging and challenging course which is designed to deepen students reading, writing, speaking, listening and viewing skills. The programme focusses heavily on the building of improved comprehension skills in the students. As the final year of junior secondary English, it also concentrates on furthering their understanding of the role of literature and the impact it has on the human race.

There is still an emphasis on the explicit teaching of English skills such as grammar, punctuation, spelling and vocabulary building; homework tasks centre on practising these to mastery level. All students are required to the homework book - “English Rules 2”. Teachers will teach the grammar, punctuation and spelling rules from these books and the students complete exercises for homework. Each week they will be tested on their spelling, the ‘English Rules 2’ worksheet is marked, and a writing-based activity related to their unit work checked. Students are also encouraged to read for 30 minutes every night.

The Year 9 English Work Programme continues to be based around the integrating device of “VOICE” – the same focus for all English Programmes from Years 7 – 10.

	Unit Outline	Assessment Summary
Unit One: My Media Voice	This unit explores the resources and tools that allows students to develop an awareness of current events and issues depicted in news media today. It will also investigate the persuasive language features and text structures used to discuss these issues.	Technique: persuasive Type of text: persuasive exposition Mode: written Conditions: in-class exam, seen
Unit Two: My Engaging Voice	The unit explores ways to engage an audience both through verbal and non-verbal communication. It will also investigate how to identify the way language features and text structures are used in both literary and visual texts.	Technique: imaginative Type of text: spoken Mode: multimodal presentation Conditions: assignment
Unit Three: My Passionate Voice	The unit explores developing a critical awareness of the way an author can position readers to view ethical issues in society and understand how these issues are portrayed in a piece of literature. It will also investigate how language features, design elements and text structures are used in literary and visual texts to depict ethical issues and create connections to how these are present in society today.	Technique: persuasive and entertaining Type of text: feature article Mode: written and visual Conditions: assignment
Unit Four: My Discerning Voice	This unit explores opportunities to compare and contrast the varying ways authors portray common themes across varying texts including novels and films. It also investigates how to create an analytical exposition that reflects the texts that have been analysed.	Technique: analytical Type of text: analytical exposition Mode: written Conditions: in-class exam, unseen


Junior School
English
Senior School
General English
Essential English
Post School
University / Vocational

MATHEMATICS

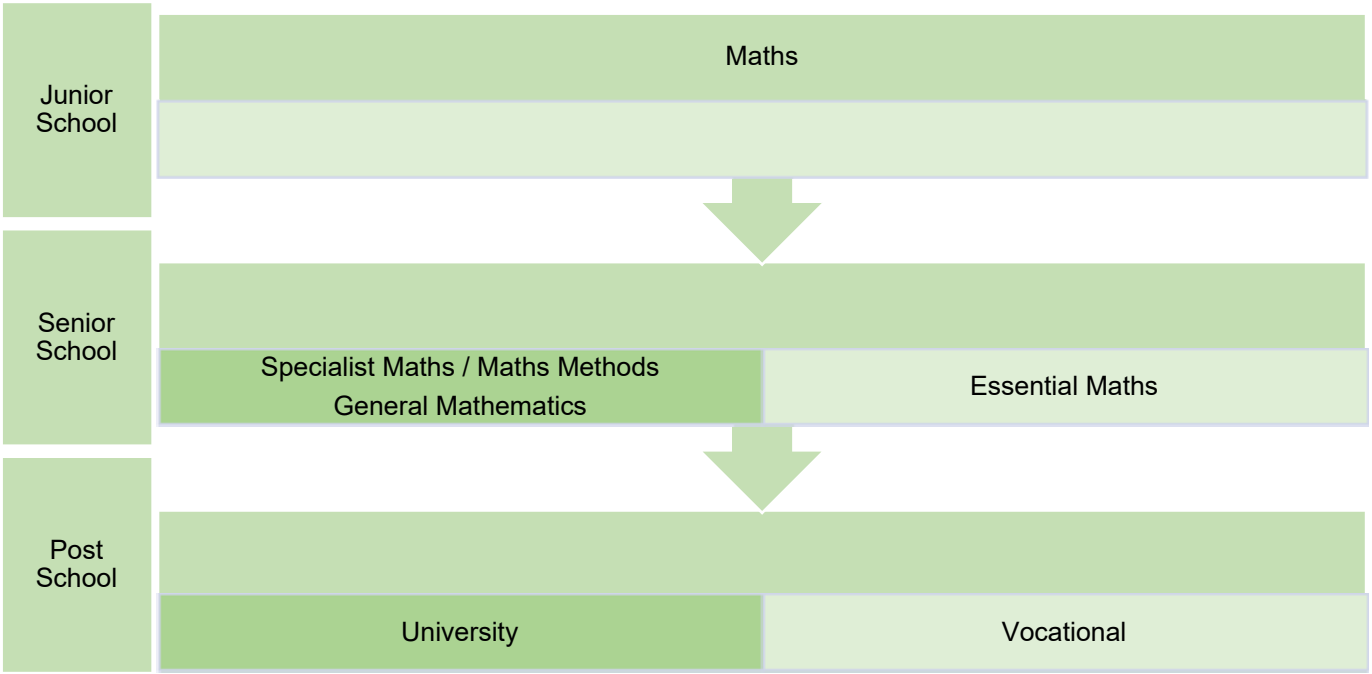
Brief Course and Assessment outline:

Year 9 Mathematics students will study units based on the Australian Curriculum. This covers the core topics of Number and Algebra, Measurement and Geometry, and Statistics and Probability as well as Finance. The course will use the proficiency strands of Fluency, Understanding, Problem Solving and Reasoning to help students engage and learn the mathematics they need. Students will access the program through a variety of learning activities involving textbooks, ICTs and faculty provided resources.

Students will complete both Examinations and Problem Solving and Modelling Tasks (assignments) during this program which will allow them to show their knowledge of the Australian curriculum.

	Unit Outline	Assessment Summary
Term 1 Unit 1 - Measurement Unit 2 – Topic 1 Rates and Scale	Students will calculate areas of composite shapes as well as the surface area and volume of cylinders. They will solve problems involving the surface area and volume of right prisms Students will solve problems involving direct proportion and explore the relationship between graphs and equations corresponding to simple rate problems. They will then use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar. Finally, they Solve problems using ratio and scale factors in similar figures	Unit 1 – Measurement Problem solving and modelling task.
Term 2 Unit 2 – Topic 2 Trigonometry and Linear Algebra	Student will investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles and use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. They will apply trigonometry to solve right-angled triangle problems Student will apply Pythagoras to find the distance between two points located on the Cartesian and find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies.	Unit 2 Examination
Term 3 Algebra and Money	Students apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate. They sketch linear graphs using the coordinates of two points and solve linear equations. They graph simple non-linear relations with and solve simple related equations Students use the skills gained above to solve problems involving simple interest	Unit 3 Examination

Term 4 Index Laws, Chance and Data	Students apply index laws to numerical expressions with integer indices and express numbers in scientific notation. They extend and apply the index laws to variables, using positive integer indices and the zero index and investigate very small and very large time scales and intervals. Students will list all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays and assign probabilities to outcomes and determine probabilities for events. They will calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or Students will investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians. They will identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources Students construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal' as will as comparing data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread	Unit 4 Examination

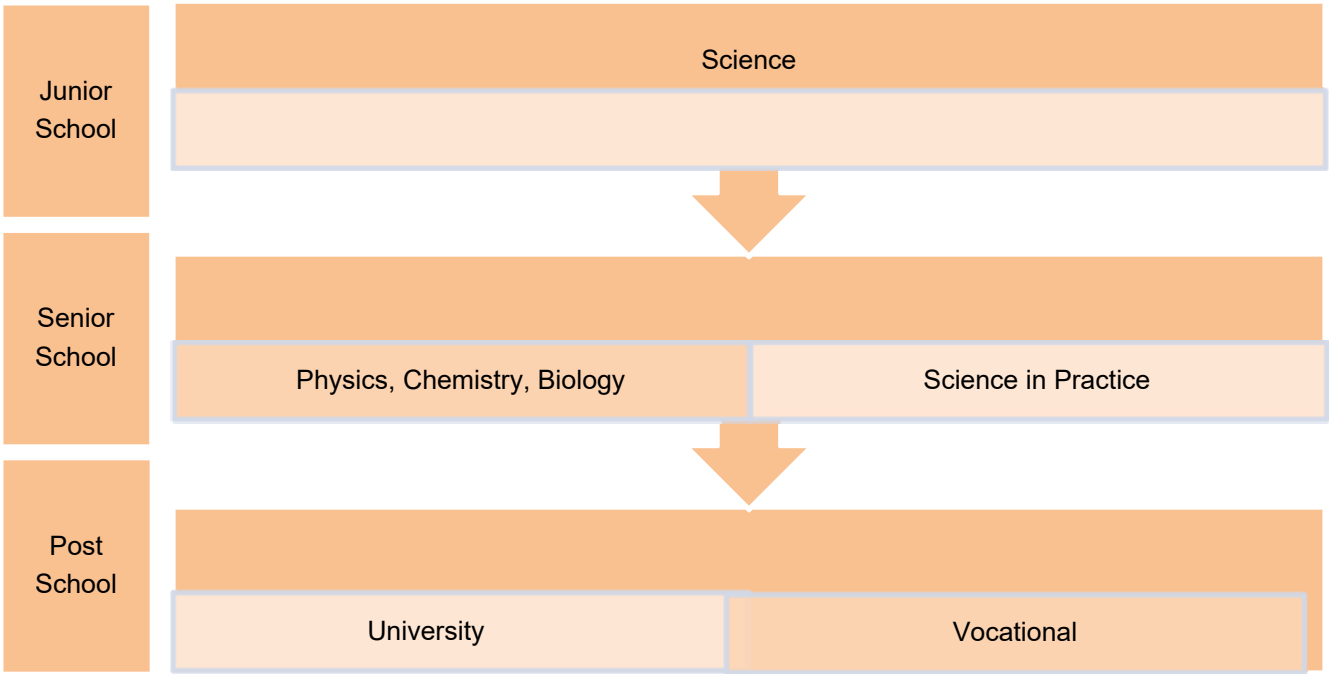


SCIENCE

Brief Course and Assessment outline:

During year 9 science, the focus is to develop critical thinking skills in research, question development, planning an experiment and analysing and evaluating information to draw a conclusion. They continue to develop reading and a source of understanding and develop their ability to write scientifically including writing science reports that incorporate critical thinking and essays to develop a scientific argument.

	Unit Outline	Assessment Summary
Term 1	Physics – students explore methods of energy transfer including heat, sound and light. They apply these concepts to investigate how living things including humans contain coordinated systems respond to stimulus – heat regulation, hearing, eyesight. Students explore on of these concepts in depth by applying their knowledge to modify an experiment to answer a research question	
Term 2	Earth Science – students study the theory of plate tectonics and explore how the development of technology was used to develop and refine this theory. They appreciate how geological features events affect the lives of people living in different parts of the Earth and predict how technology can be used to help people deal with natural disasters arising from these events	Exam
Term 3	Chemistry – Students develop an understanding of how the model of the atom has developed over time, based on technology available to conduct experiments. Students then investigate how radioactive isotopes experience natural decay and explore how these substances can be used in the field of medicine. Students then study how chemical reactions occur involving the rearranging of atoms and the transfer of energy. They describe important chemical reactions including those of acids, photosynthesis and respiration.	Research Task Exam
Term 4	Biology – Students study how living and non-living parts of an ecosystem interrelate and study how matter and energy are passed through living and non-living components	Exam


Junior School
Science
Senior School
Physics, Chemistry, Biology
Science in Practice
Post School
University
Vocational

Humanities

HISTORY

History	Unit Outline	Assessment Summary
Medieval World	In this depth study students investigate the question: What key beliefs and values shaped the Medieval World? Students investigate the social, cultural, economic and political features of Medieval Europe, with a particular focus on the dominance of the Catholic Church and the relationship between Islam and the West through the Crusades. Students then engage in a research inquiry into the impacts of a major event on the lives of people in Medieval Europe	1. Short response examination Duration: 70 minutes in class Length: 400-600 words Individual task 2. Research assignment Duration: 5 weeks class and home time Length: 600-800 words Individual task

GEOGRAPHY

Geography	Unit Outline	Assessment Summary
Changing Nations	'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit takes students on a journey of analysis and interpretation where they: identify the changing nature of human settlement, unpack the impacts of these changes and, at a local level, propose solutions to these impacts.	1. Short response examination Duration: 70 minutes in class Length: 400-600 words Individual task 2. Data report Duration: 5 weeks class and home time Length: 600-800 words Individual task

Are you good at or do you enjoy **History**? If so, you might enjoy a job as a:

Museum curator	Police Officer	Counsellor	Advertising Executive	Youth Worker
Writer	Lecturer	Teacher	Parliamentarian	Court Officer
Career adviser	Journalist	Anthropologist	Lawyer	Law clerk
Journalist	Records manager	Publisher	Army officer	

Are you good at or do you enjoy Geography?

Army Officer	Architect	Cartographer	Civil Engineer	Agricultural Scientist
Travel Consultant	Sociologist	Surveyor	Real Estate Agent	Meteorological Technical Officer
Navy Officer	Geologist	Land Economist	Landscape architect	Tour Guide

Drama

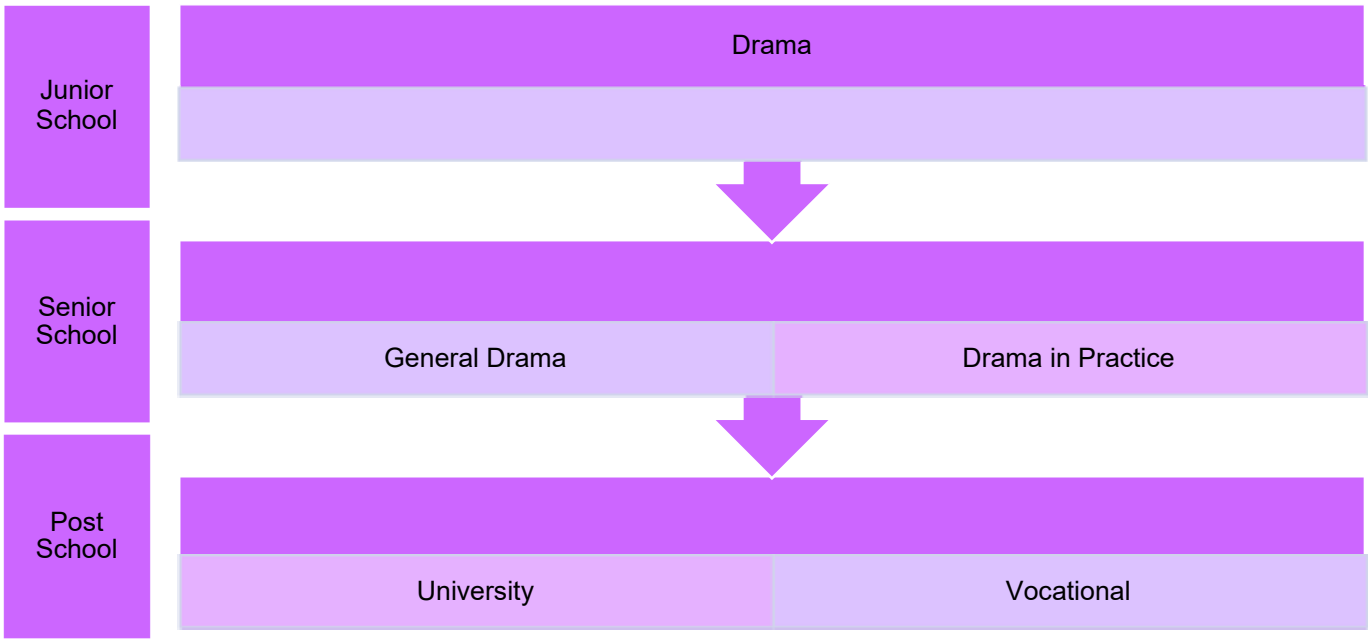
Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Drama, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about drama.

In Drama, students physically inhabit an imagined role in a situation. By being in role and responding to role, students explore behaviour in the symbolic form of dramatic storytelling and dramatic action. In purposeful play, students' exploration of role sharpens their perceptions and enables personal expression and response. Their intellectual and emotional capacity grows, specifically the capacity to feel and manage empathy. As audiences, students learn to critically respond to and contextualise the dramatic action and stories they view and perceive.

Drama	Unit Outline	Assessment Summary
Term 1	**Introduction to Dramatic Languages** This unit encourages students to further develop their understanding of the building blocks of Drama through analysis and exploration of the dramatic elements. This unit focuses on learning how these elements work together to communicate meaning to an audience in performance. In addition, students will refine skills in workshopping, role-play, improvisation and general performance skills. This unit will teach students how to identify the elements in others' work and use it to construct their own theatrical works.	1. Responding – Analytical Essay in response to a live or pre-recorded performance 2. Making (forming and performing) – Student devised roleplay
Term 2	**Keeping it Real** Through practical and theoretical activities, this unit will explore the style and conventions of Realism and its contemporary variations. Students will develop performance skills and the use of the dramatic elements; focusing specifically on human context, mood, tension, language, movement and symbol. They will read and analyse a play in the style; identifying and interpreting the characters, themes and issues present in the script. Students will then apply their knowledge of the dramatic elements and performance skills to bring the script to life.	3. Making (performing) – small group performance of a scripted scene

Term 3	**Our Issues** In this unit, students will explore the power of drama to engage young people and to teach them about social and ethical issues relevant in the world they live in. They will investigate the form of Collage Drama and the associated non-realist and contemporary dramatic styles and their conventions, such as Political Theatre, Cyber Drama and Cinematic Theatre in order to educate and incite change.	4. Making (forming and performing) a. Dramatic concept multimodal presentation b. Student devised performance
Term 4	**Make Em Laugh** In this unit, students will explore and workshop the techniques and skills associated with clowning, slapstick, farce and parody. Students will work to develop characterisation, voice and movement skills to better communicate meaning in performance and work to collaboratively plan, structure and rehearse live group performances.	5. Making (Forming & Presenting) - Student devised performance



Do you enjoy or are you good at Drama?
Listed here are a selection of jobs that have some relation to the subject Drama.

Actor	Set Designer	Playwright	Performing Artist
Drama Educator	Camera Operator	Journalist	Costume designer
Director	Lighting Technician	Stage Manager	Speech Therapist
Producer	Artist Management	Multimedia Developer	Broadcast Presenter
Television Presenter	Arts Administrator	Dramaturgy	Critic
Promoter	Events Management	Editor	Makeup Artist

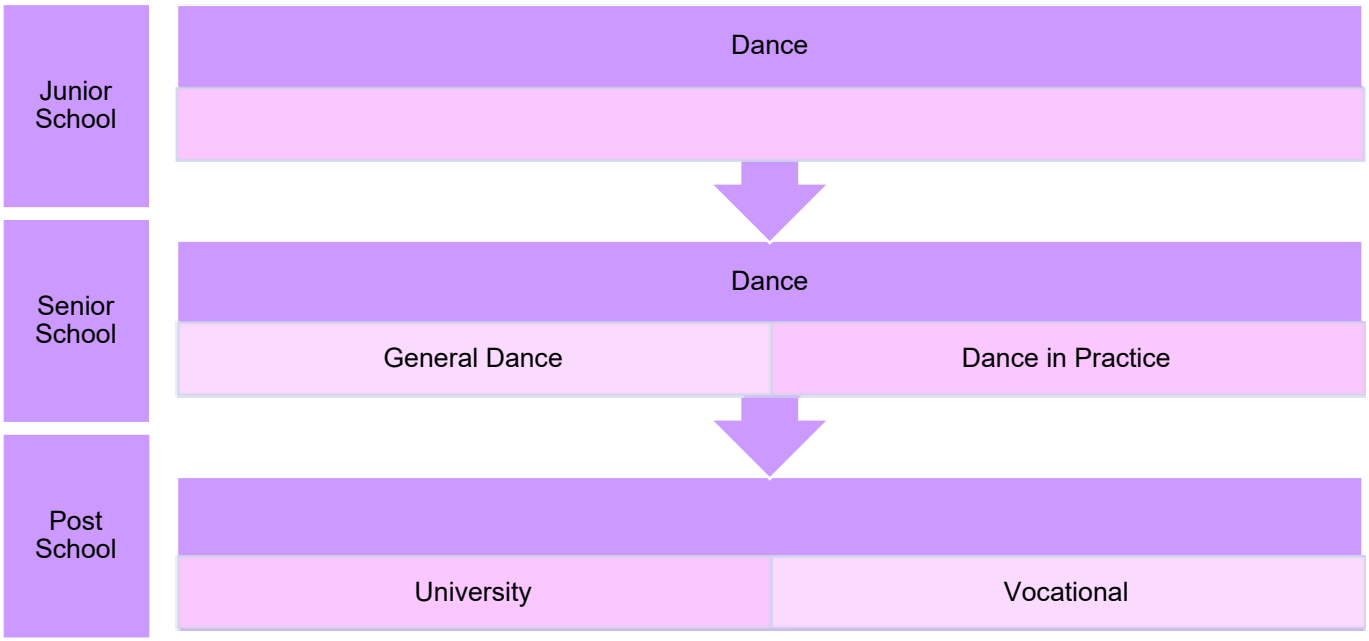
Dance

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. The body is the instrument of expression and uses combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement.

Making in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing.

Responding in Dance involves students appreciating their own and others' dance works by viewing, describing, reflecting on, analysing, appreciating and evaluating.

Dance	Unit Outline	Assessment Summary
Term 1 10 Weeks	**Unit 1 – Let's Twist Again** This unit explores a range of cultural and social dances from 1920s to current day. The elements of dance, choreographic devices, form and production elements will be explored to differentiate the development of the dances over time. Technical and expressive skills relevant to genre and style will be explored.	**Task 1:** *Performance* Students perform a variety of short teacher-devised routines spanning across a number of decades **Task 2:** *Responding* Students create a vlog or PowerPoint on a studied the cultural dance
Term 2/3 20 Weeks	**Unit 2 – Dance & Lyrics** This unit aims to develop students understanding of modern dance. Students will workshop and create movement sequences using song lyrics as stimulus for motifs. Students learn contemporary dance technique to be integrated into a class performance piece. Students learn the history of modern dance and research influential modern choreographers.	**Task 3:** *Choreography* Students will perform a student-devised site-specific work. **Task 4**: *Performance* Students learn a teacher-devised Contemporary Dance routine. **Task 5:** *Responding* Exam in the format of short answer response to a Contemporary Dance Clip
Term 4 10 Weeks	**Unit 3: All That Jazz** This unit is an introduction to Jazz Dance. Students study the history of jazz dance to understand the origin and development of the style. Students learn basic jazz movements and technique. Students rehearse performance skills, flexibility and the use of movement qualities. Students use knowledge of Jazz technique, elements of dance and choreographic devices gained to create their own Jazz dance routine.	**Task 6:** *Choreography* Students choreograph a dance in the Jazz/Commercial Jazz dance style that is entertaining and demonstrates good knowledge of choreographic elements. **Task 7:** *Performance* Students learn a teacher-devised or adapted repertoire routine in the style of Jazz/Commercial Jazz.



Do you have a talent for Dance?
Listed here are a selection of jobs that have some relation to the subject Dance.

Professional Dancer	Choreographer	Dance Studio Owner
• Film and TV	Studio Dance Teacher	Media Presenter or Host
• Live Stage Company Dancer	Dance Educator	Children's Entertainer
• Music Videos	Health Nutritionist	Community Arts Worker
• Cruise Ship Performer	Sports Therapy	Dance Movement Psychotherapist
• Musicals	Physiotherapist	Personal Trainer
• Theme Park Performer	Dance Therapist	Theatre Director
• Corporate Event Performer	Fitness Instructor	Talent Agent

Music

Music	Unit Outline	Assessment Summary
Rock and Popular Music **Semester 2** **20 Weeks**	This unit investigates Rock and Popular music styles and their impact on society (e.g., popular culture) through music performance and composition. The student will investigate indigenous, folk, and contemporary rock and popular music repertoire and associated song writing processes, focusing on music that has a political and/or social justice context. This unit features project-style learning supported by video tutorials allowing students to independently set their own working pace. Additionally, students create an arrangement of "Thunder" by Imagine Dragons using music technologies (e.g., Garageband) and present a performance of "Dumb Things" by Paul Kelly and AB Original.	**Task 1** – Students will create an arrangement of "Thunder" by Imagine Dragons using Garageband. **Task 2** - Students will develop a music project analysis that includes will a music performance and analysis of "Dumb Things" by Paul Kelly and AB Original. **Task 3** - Students will sit a responding exam.
One Hit Wonders **Term 3** **10 Weeks**	This course of study investigates the blues and the nature and application of improvised music from its earliest form to its function in current contemporary music styles, particularly through songs classified as *One Hit Wonders*. Students will explore the art of improvisation, composition and performance using blues techniques indicative of a variety of popular music styles. The student will learn the cultural and political facets that led to its development and how these elements continue to influence contemporary music styles (e.g., hip hop, rock, and rap). Through the practice of improvisation, composition, and performance the student will develop an appreciation of the repetitive nature of the 12-bar blues form, and the importance of subtle rhythmic, harmonic, and melodic variation.	**Task 1** - Students will apply their knowledge and understanding of 12-bar blues through a responding exam. **Task 2** - Students will present a music performance reflecting the characteristics of the blues in a contemporary song.
Electronic Dance Music (EDM) **Term 4** **10 Weeks**	This unit explores the way music producers use specific structures, instrumentation, and repetitive music ideas to create original music. An investigation into the features of Electronic Dance Music will inform the student's knowledge and understanding providing them with the skills to create an original EDM composition. This unit features project-style learning to support the student to work independently and at their own pace. This process includes video tutorials with step-by-step instructions.	**Task 1 –** Students will create an original EDM composition.

Junior School	Music	
Senior School	General Music	Music in Practice
Post School	University	Vocational

Musician/Singer	Audio Engineer	Producer	Instrument Maker/Repairer
Music Educator	Composer	Music Journalist	Conductor
Music Therapist	Lighting Technician	Stage Manager	Speech Therapist
Studio Musician	Artist Management	Multimedia Developer	Radio Presenter
Television Presenter	Arts Administrator	Accompanist	Music Critic

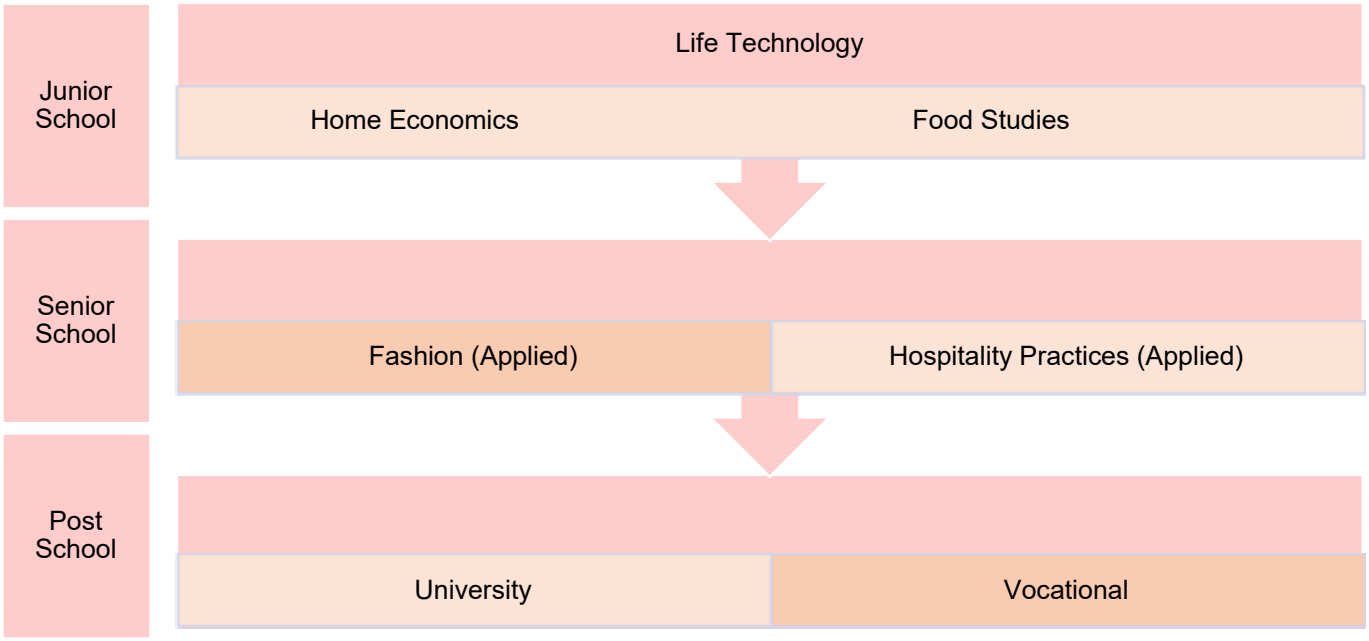
Home Economics

This course is based on Food and Nutrition and Textiles Technology from within the Australian Curriculum for Health and Physical education and Design and Technologies learning areas. An equal proportion of time is spent on both topic areas. The wellbeing of individuals and families is the core theme for all topics undertaken in this course.
Specific topics that students may study during the course include; Sustainable Nutrition, Adolescent Nutrition, Sustainable Textiles, What Are Textiles?

Students will be expected to work individually and in groups and will be asked to communicate ideas effectively to achieve outcomes. Students will be expected to bring ingredients from home when cooking and some textile items for the textile component of the course. Some food products will be consumed by students at school, while others will be taken home.

Home Economics

Home Economics	Unit Outline	Assessment Summary
Term 1	Theory: Healthy Eating Practical: Healthy Cooking	Written: Exam Performance
Term 2	Theory: Textiles and Sewing Techniques Practical: Textile Techniques	Written: Project Performance
Term 3	Theory: Sustainability in the Kitchen Practical: Healthy Two Course Meal	Written: Project Performance
Term 4	Theory: SunSmart Clothing Practical: Textile Production – Tie-Dye	Written: Project Performance



Career Pathways:

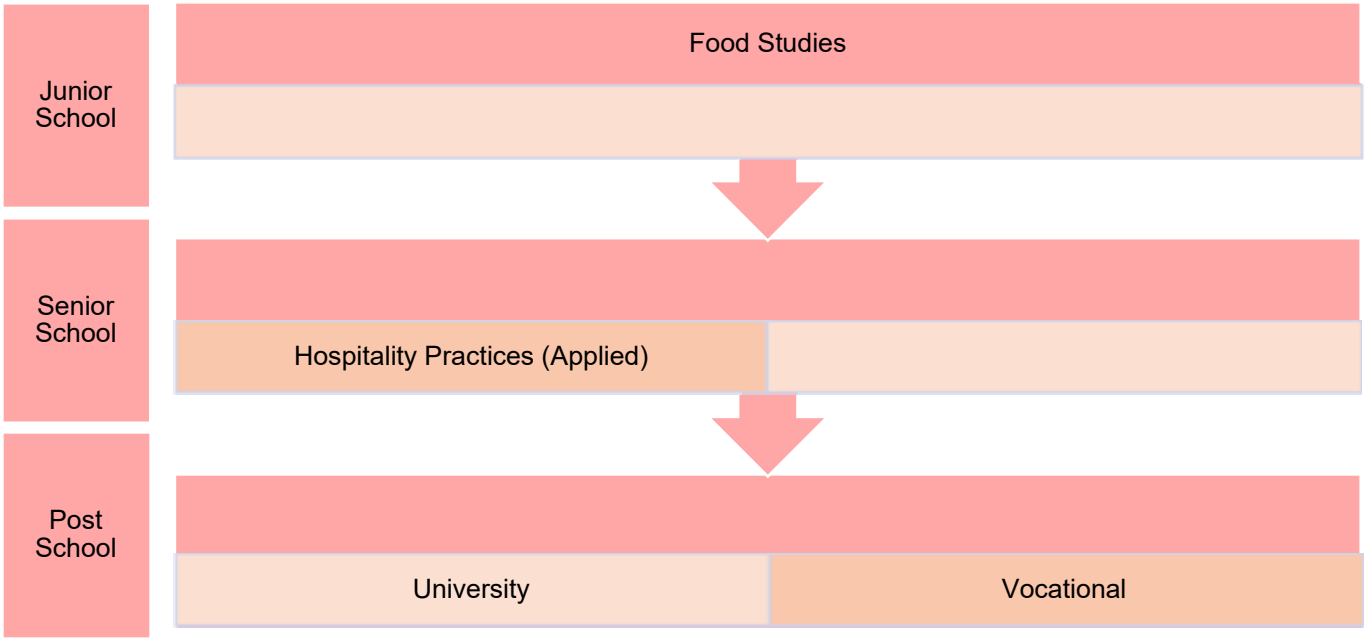
Design, Personal Stylist	Costume Designer	Production Manufacture	Hospitality
Merchandising	Retail	Hotel Events	Tourism

FOOD STUDIES

This course focuses on developing a range of technical skills which reflect basic principles of cookery and food presentation. There is a very strong emphasis on developing practical skills and the theory behind these.

Expectations: Students will be expected to work individually and in groups and will be asked to communicate ideas effectively to achieve outcomes. Students will be expected to bring ingredients from home each week. Some food products will be consumed by students at school, while others will be taken home.

Food Studies	Unit Outline	Assessment Summary
Term 1	Theory: Healthy Breakfasts Practical: Weekly healthy breakfasts	Written: Project Practical/Performance
Term 2	Theory: Sweet & Healthy Treats Practical: Design and Presentation	Written: Project Practical/Performance
Term 3	Theory: Cereal Design Practical: Design and Presentation	Written: Project Practical/Performance
Term 4	Theory: Catering for Crowds Practical: Healthy Buffets	Written: Project Practical/Performance


Junior School
Food Studies
Senior School
Hospitality Practices (Applied)
Post School
University
Vocational

HEALTH & PHYSICAL EDUCATION

Health and Physical Education reflects the dynamic and multidimensional nature of health and recognizes the importance of physical activity in the lives of individuals and groups in our society. The subject provides students the opportunity to develop knowledge, understandings and skills needed to make informed decisions about physical activity, and the health and wellbeing of themselves and others in the community.

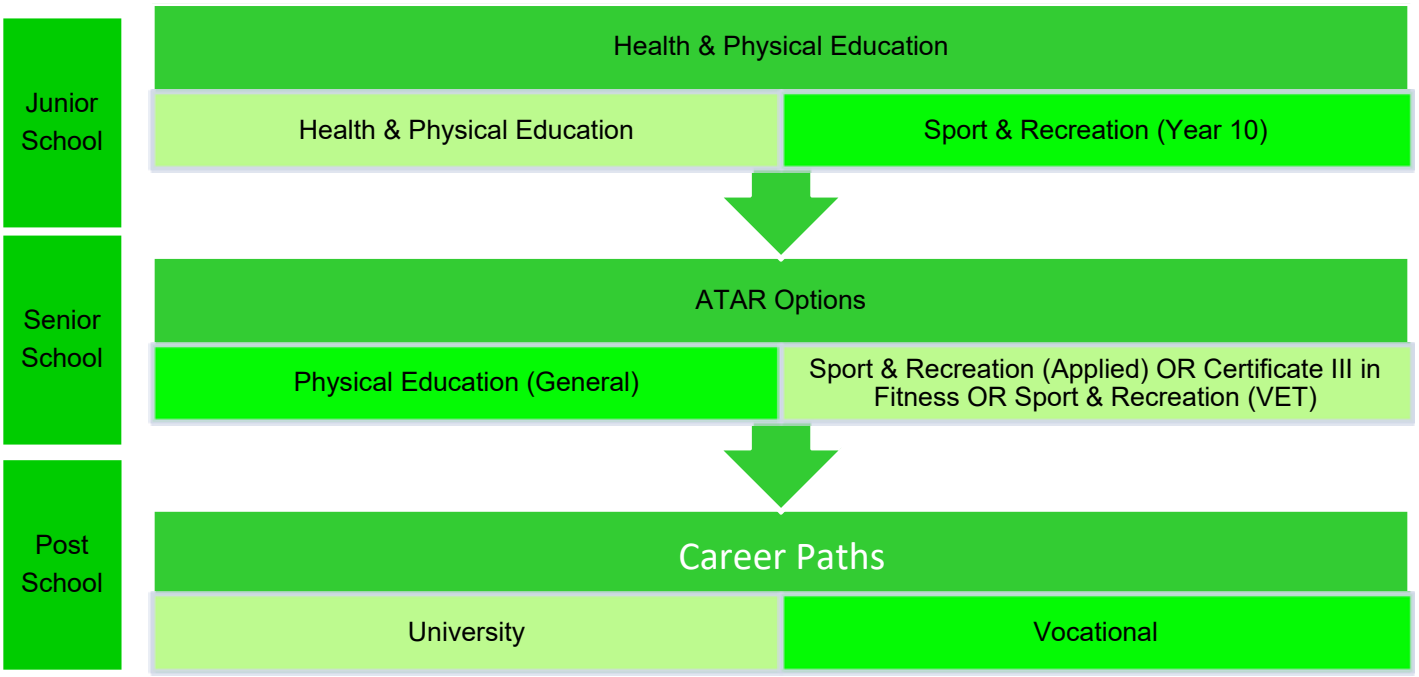
The program consists of two lessons per week and consist of both theory and practical learning tasks.

Students must engage fully in all practical learning tasks. They must have a hat for all outdoor practical activities.

Students will:

- Develop various communication skills
- Promote health and wellbeing messages in the community
- Modify rules so activities are safe, fair and inclusive
- Use feedback to improve personal performance of movement skills and strategies.

HPE	Unit Outline	Assessment Summary
Term 1	Theory: Participation Practical: Sofcrosse	Written: Investigation Performance
Term 2	Theory: Biomechanics Practical: Oz Tag	Written: Investigation Performance
Term 3	Theory: Fitness Principles Practical: Group Fitness	Written: Folio Performance
Term 4	Theory: Fair Play Practical:	Written: Multimodal Performance



Career Pathways:

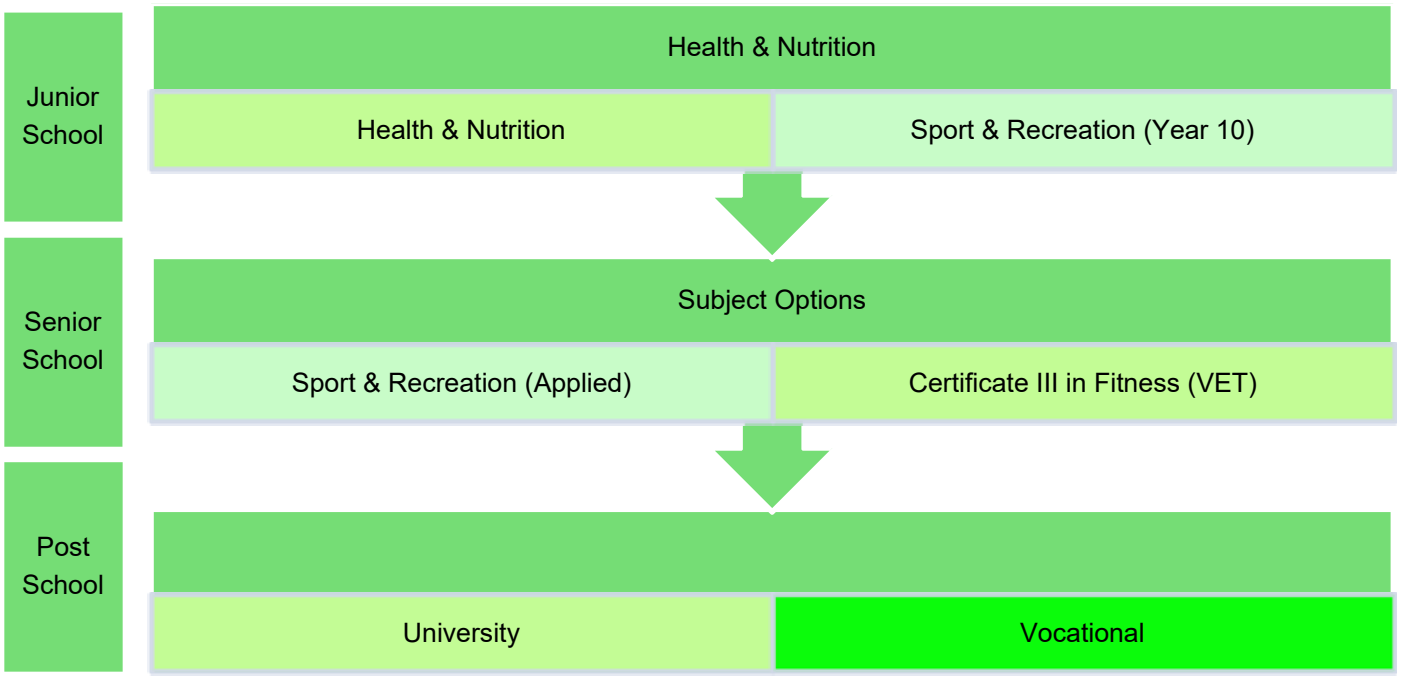
Exercise Physiologist	Sports Journalism	Coaching
Teaching	Allied Health Professional	Sport Administration
Personal Trainer	Sports Trainer	Gym Instructor

HEALTH AND NUTRITION

This subject assists student to make informed decisions as well as to take actions to promote their health, safety and wellbeing of themselves and others. It consists of a combination of nutrition education in relation to good health as well as a practical focus on health-related fitness components of cardiovascular endurance, muscular strength, muscular endurance and flexibility. These components of fitness are essential for the maintenance of good health and wellbeing.

Health and Nutrition complements other subjects such as Health and Physical Education, Food Studies and Home Economics and focuses on positive healthy eating behaviours and physical exercise both now and into the future.

Health & Nutrition	Unit Outline	Assessment Summary
Term 1	Theory: Australia's Guide to Healthy Eating Practical: Core Strength	Written: Investigation Performance
Term	Theory: Attitudes Across the Lifespan Practical: Circuit Training	Written: Report Performance
Term 3	Theory: Macronutrients / Food Labels Practical: Aerobic Training	Written: Multimodal Performance
Term 4	Theory: Participation Practical: Community Fitness	Written: Project Performance



Career Pathways:

Exercise Physiologist	Sports Journalism	Coaching
Teaching	Allied Health Professional	Sport Administration
Personal Trainer	Sports Trainer	Gym Instructor

JAPANESE

Prerequisite: Year 7-8 Japanese

Brief Course and Assessment outline:

JAPANESE

	Unit Outline	Assessment Summary
TERM 1	**Maze runner** How on Earth are we going to get around town? In this unit, you will learn about different parts of a city, how to say directions and how to follow maps in Japanese. You'll also explore different cities around the world.	**Listening exam** Listening for directions and analysis language use. **Reading/writing assignment** You have received an email from your host brother. Reply to his message in Japanese.
TERM 2	**Shop 'til you drop** Now that you know who to get around town, it's time to go shopping. You will learn about sizing, shop locations, food, clothing and adjectives.	**Writing/Speaking assignment** Create a short TV ad for a store. **Reading exam** Education Perfect exam on vocabulary related to shopping.
TERM 3	**Around the world** You can shop, you can navigate, now you need to plan your travel. In class, you will look at tourism around the world, tourist activities and dream travel locations.	**Writing assignment** You have received an email from your host brother. Reply to his message in Japanese. **Reading exam** You are a tour operator. A Japanese client has written you an email with their dream tour of Australia. You will need to read through and design a trip based on their wishes.
TERM 4	**Once upon a time** It's back to basics this term with a look at story books and interesting legends from Japan. You will learn more complex grammar structures to use in storytelling and be prepare for year 10 Japanese.	**Listening/speaking exam** Education Perfect exam. Listen to the questions in Japanese and respond in Japanese. Listen to the questions in English and respond in English. **Reading/writing assignment** Create a story book to read to NVSS students.

FRENCH

	Unit Outline	Assessment Summary
TERM 1	**Allons-y** Students learn about making plans and discussing their daily lives.	Reading Exam Speaking Assessment
TERM 2	**Bon appetite** Students learn about food and drink.	Writing assessment Listening Exam
TERM 3	**Les Loisirs** Students learn about sports and leisure activities.	Speaking Exam Listening Exam
TERM 4	**Je suis australien(ne)** Students learn about Francophone countries, cultures and home life.	Speaking Exam Listening Exam

SPANISH

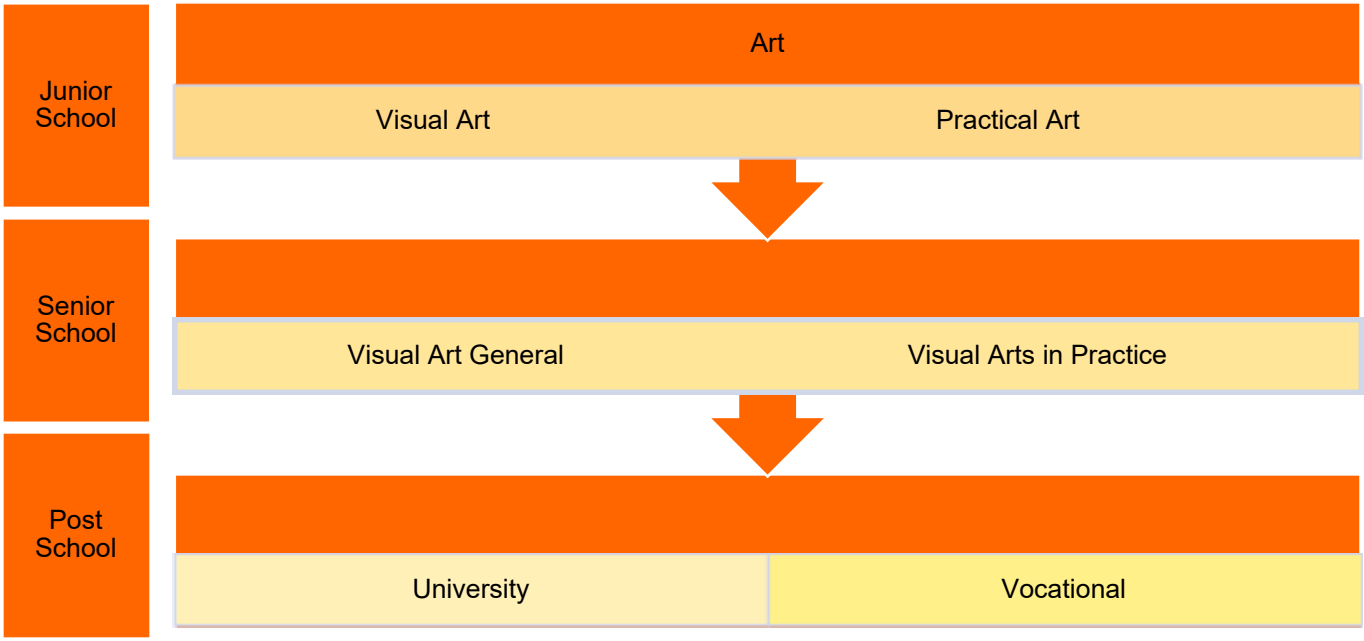
	Unit Outline	Assessment Summary
TERM 1	A unit of animals in Spanish. Unit is called 'Los Animales' and the students are asked to learn vocabulary based around the care and attention given to their pets.	The assessment for 'Los Animales' is a spoken and written presentation that looks at the students creating a lost poster for their chosen pet. The students need to speak in Spanish for a minimum of 30seconds.
TERM 2	A unit of free time in Spanish. Unit is called 'Tiempo Libre' and students are asked to engage in a number of verbs that help them express what they do in their free time.	The assessment is on Education Perfect, a self-marking assessment that asks students to demonstrate and illustrate their understanding of the unit and the verbs and vocabulary they have learned this term. It is a reading and writing exam.
TERM 3		
TERM 4		

ART

Students in Year 8 will experience a number of 2D and 3D activities with a focus on the Elements of Art in an intensive semester – long course. Students are urged to use their imagination and are encouraged to be creative and to solve problems throughout the course. Students are given the opportunity to experience and explore a variety of media to help them understand the capabilities and limitations of the materials used. Students gain knowledge, understanding and appreciation of art and culture.

- Students will make two and three-dimensional images and objects
- Students will develop artistic skills and understanding of the purpose and meaning of Art
- Students will resolve artworks and present their works to an audience
- Students will complete responding tasks that demonstrate their ability to appraise artworks

Art	Unit Outline	Assessment Summary
2 Terms 20 Weeks	In Visual Art students will develop knowledge of different technologies, genres and subject matters in historical and contemporary art, craft and design practices Students will understand the use of imagination in the creation of artworks aided by historical artistic imagery, myths and culture, mechanical forms and the natural world. They will complete a tonal drawing of a mythical mechanical beast that draws form research, insights and knowledge. Students will modify or reinvent their beast into a 3D sculpture. They will plan and develop designs that are suitable to make using clay. They will hand build the creature using safe sculptural processes and practices. Students will design and paint mythical environments that would sustain the life of their creature. They will explore colour theory and paint techniques to create a landscape painting. Students will explain their decisions, analyse choices of approach in practice, and review outcomes. They will learn to analyse, compare and evaluate using appropriate art and design terminology.	Mythical-Mechanical drawing – Making Artist reflection – Responding Clay monster – Making Landscape painting – Making Analysis exam - Responding



Do you enjoy or are you good at Visual Arts?
Listed here are a selection of jobs that have some relation to the subject VISUAL ARTS.

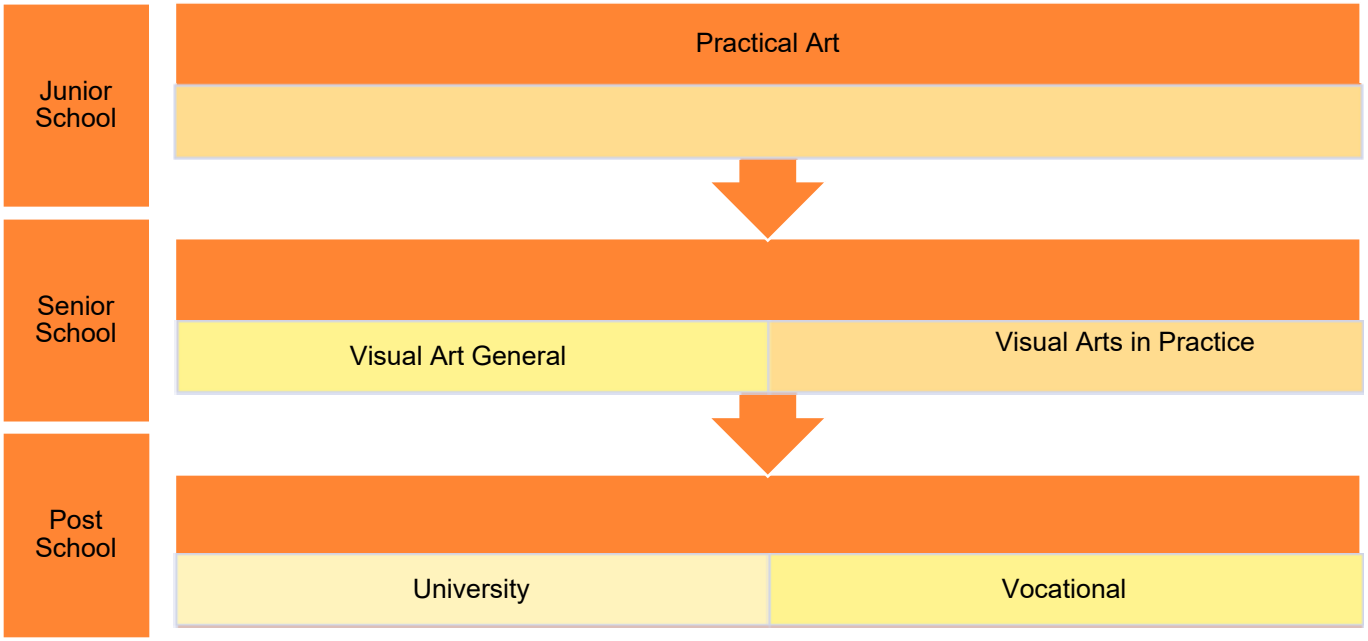
Photographer	Art Gallery/ Museum Curator	Artist	Painter and decorator
Make-up artist	Sign writer	Tattooist	Animator
Florist	Graphic designer	Illustrator	Architect
Multimedia developer	Art teacher	Jeweller	Advertising and marketing
Interior designer	Town planner	Advertising	University lecturer
Cartoonist	Fashion designer	Beautician	Textile designer

Practical Art

Students experience a growing awareness of how and why artists are influenced by other artists, their environment and culture and gain an appreciation for ecological sustainability. Students experience and explore materials, techniques and art styles when producing their own 2D and 3D artworks. This course allows them to engage in traditional, modern and contemporary art forms and conventions including painting, printmaking, sculpture, ceramics, collage and drawing. Students document their research, ideas, development and processes through multi-modal assessments; however, the course has a strong focus on practical tasks. Students will be provided with the opportunity to present their finished artworks.

Art	Unit Outline	Assessment Summary
Term 1	Students make a non-traditional 2D portrait of themselves through the exploration of painting and collage techniques and the incorporation of text, signs and symbols. Students consider how the organisation of composition, shape, colour and scale can communicate aspects of their personality, and investigate painting procedures and techniques, collage and experiment with text to develop a language of personal symbols and codes to represent themselves, their personality and their interests. Their personal codes and symbols may be used in combination with those from other cultures and artists. Students research the use of text in artworks and how artists communicate meaning using symbols and signs, including Aboriginal, Indigenous and Asia Pacific artists.	Statement of intent- Responding Mixed media, 2D portrait- Making
Term 2	This unit of study explores the ideas of sustainability and the value of bees. In this unit, students will create 2D etchings using non-conventional printing plates such as Styrofoam, milk cartons and recycled plastic. The use of such materials can help students understand the importance of sustainability and the reuse of resources. Students explore composition, shape, line, tone, texture, patterns, repetition, balance and variety, influenced by nature and predominantly bees, as they develop a suitable design for an etching. Students research how nature is portrayed in artworks and how artists communicate meaning and environmental messages, with particular reference to Indigenous artists from Australian and Asia Pacific regions.	Intaglio prints- Making 3D sculpture- Making

Term 3	Students extend their art making skills and techniques, and explore 3D sculptures as a means to present their etchings. Students construct a bee using reed or wire and cover the sculpture with printed tissue, rice or handmade papers. The 2D etching edition and 3D sculpture will be exhibited together as a small Body of Work. Students create decorative or functional teapots inspired by 'Chado', Japanese tea ceremonies. Japanese clay works find beauty in unrefined, natural and imperfect forms which are shaped by the unpredictability of the fire. Students will design and construct 3D clay teapots using buff raku or terracotta clay, shape their forms and also explore and experiment with the raw beauty of clay finishes including glazes and slips. Students research the use of form, pattern, texture, balance and variety in artworks and research artists who create whimsical and intriguing teapots, including Aboriginal, Indigenous and Asia Pacific artists. The Japanese are on a constant quest to intrigue and inspire guests with their whimsical designs at tea ceremonies, and so too will the students explore this quest.	Teapot- Making Multi – modal- Responding
Term 4	*Pop Surrealism*, otherwise known as *Lowbrow Art*, is a popular but uncultured form of art that originated from an underground visual art movement that arose in the Los Angeles, California area in the late 1970s and makes reference to underground comix world, punk music, hot-rod street culture, and other subcultures. It is also a style of art that often combines the child and adult worlds. Students will respond to this movement through creating a figurative *Pop Surrealist* style painting. Students will develop drawings and imagery in their visual journal based on activities done in class. Students will also be required to undertake studies in painting techniques and application. These images and techniques will then be used as a basis for their painting.	Painting- Making



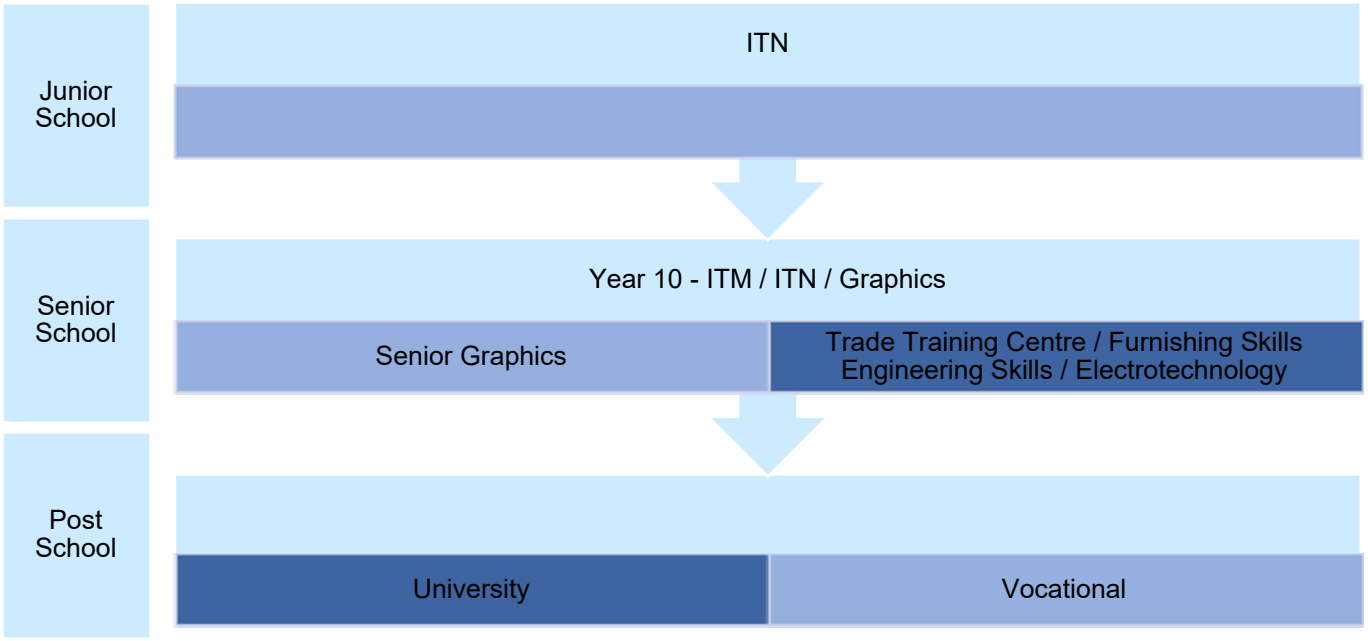
Do you enjoy or are you good at Visual Arts?
Listed here are a selection of jobs that have some relation to the subject VISUAL ARTS.

Photographer	Art Gallery/ Museum Curator	Artist	Painter and decorator
Make-up artist	Sign writer	Tattooist	Animator
Florist	Graphic designer	Illustrator	Architect
Multimedia developer	Art teacher	Jeweler	Advertising and marketing
Interior designer	Town planner	Advertising	University lecturer
Cartoonist	Fashion designer	Beautician	Textile designer

Industrial Technology Studies - ITN

Prerequisite: Year 8 Graphics, Satisfactory achievements across Maths, English and Science

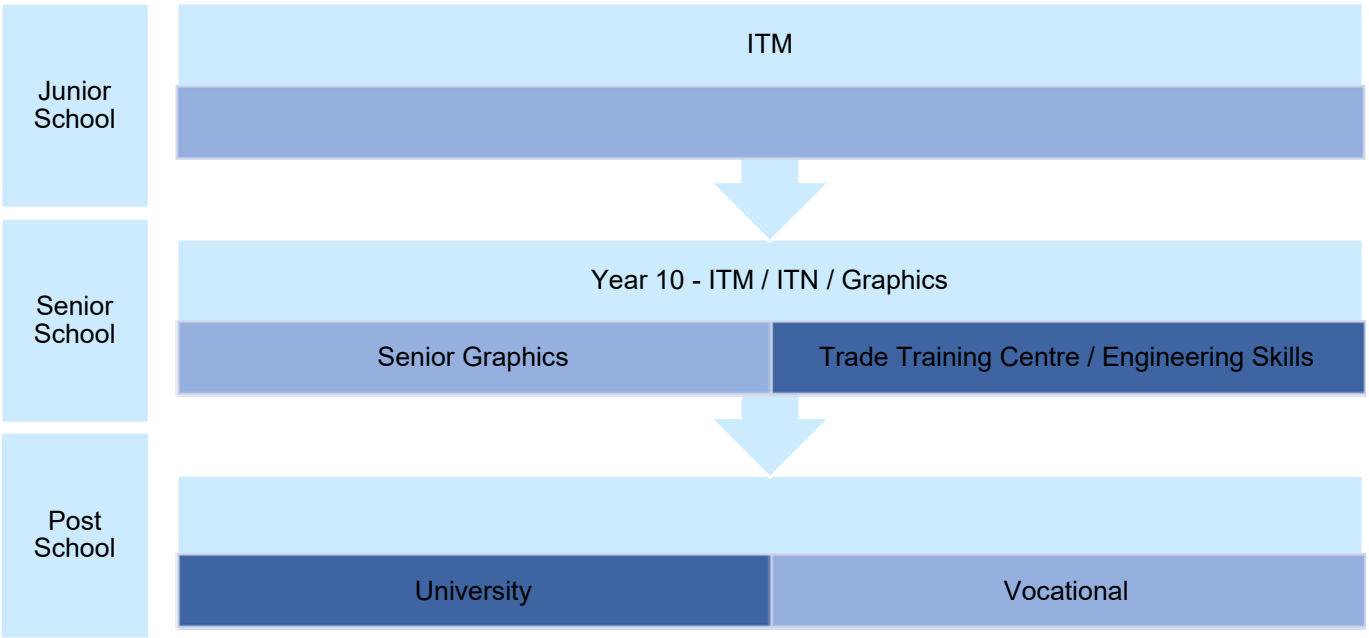
ITN	Unit Outline	Assessment Summary
Term 1	**CO2 drag car** • Basics of design process/sketches • Basic CAD drawing in inventor • Specifications and limitations of cars • Testing and simulation of cars in Autodesk Inventor. • Engineering principles- speed, friction, inertia, force, velocity, aerodynamics, drag • Design processes	• Completion of workbook • Thumbnail Sketches/drawings • Design Portfolio Draft
Term 2	**C02 Drag Car** • Draw dragster in Autodesk inventor • Orthographic Inventor drawings • Building and assembling CO2 dragster • Race the dragster • record and calculate results • Write up assessment portfolio	• Design Portfolio
Term 3	**Excavator** • Basics of Hydraulics • Hydraulic calculations • Basic engineering mechanics • Claw design • Engineering principles • Design processes • Thumbnail and concept sketches • Design sketches	Portfolio draft
Term 4	• Draw mechanism parts in Autodesk inventor • Inventor simulation for design weakness • Assemble excavator and mechanism in Autodesk Inventor • Orthographic Inventor drawings • Laser cut parts • Build and assemble excavator and mechanism • Testing of excavator and mechanism • Analyse the results and complete your design folio	Portfolio of work


Junior School
ITN
Senior School
Year 10 - ITM / ITN / Graphics
Senior Graphics
Trade Training Centre / Furnishing Skills
Engineering Skills / Electrotechnology
Post School
University
Vocational

Industrial Technology Studies – ITM Year 9

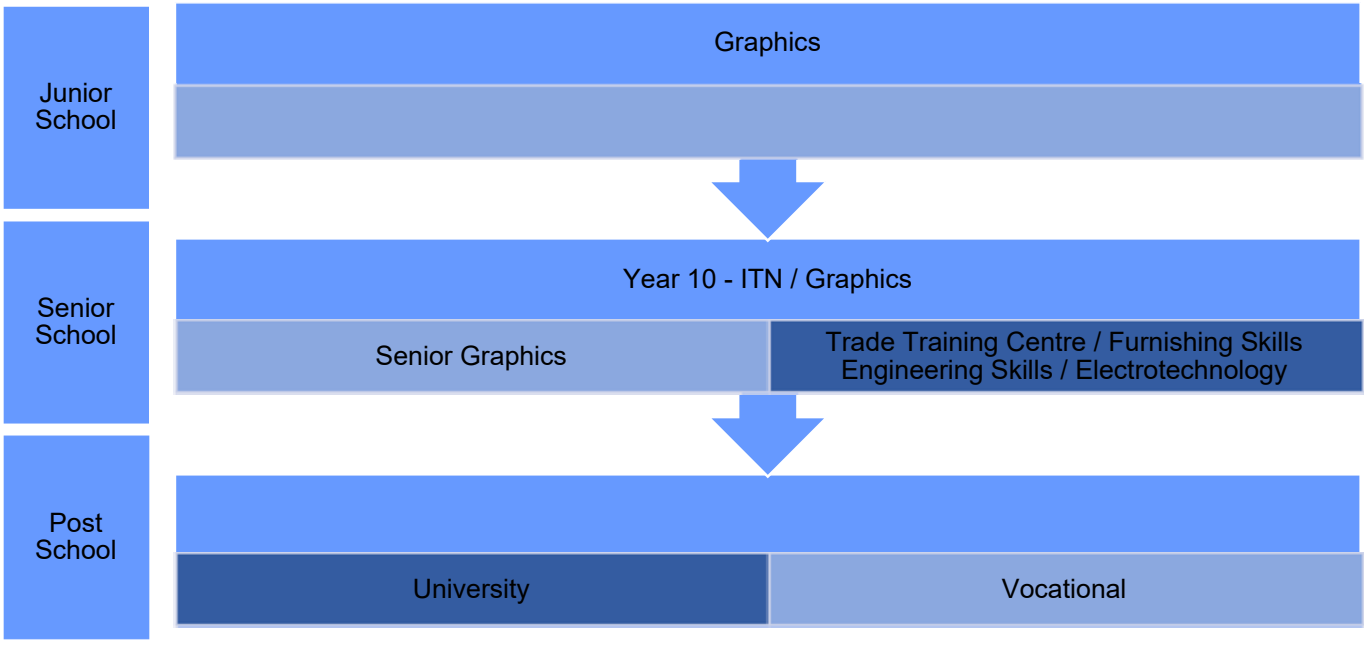
Prerequisite: Year 8 DAT

ITM 9	Unit Outline	Assessment Summary
Term 1	**Mug tree project** Pine timber joint and wood lathe project	Mug tree line practical project Mug tree project tasksheet
Term 2	**Basketball bin project** Timber joint project with mild steel hoop	Basketball bin practical project Basketball bin project tasksheet
Term 3	**Cake slice project** Sheet stainless steel and kwila wood lathe project	Cake slice practical project Cake slice project tasksheet
Term 4	**Plane project** Aluminium and acrylic fitting project	Plane practical project Plane project tasksheet



9 GRAPHICS

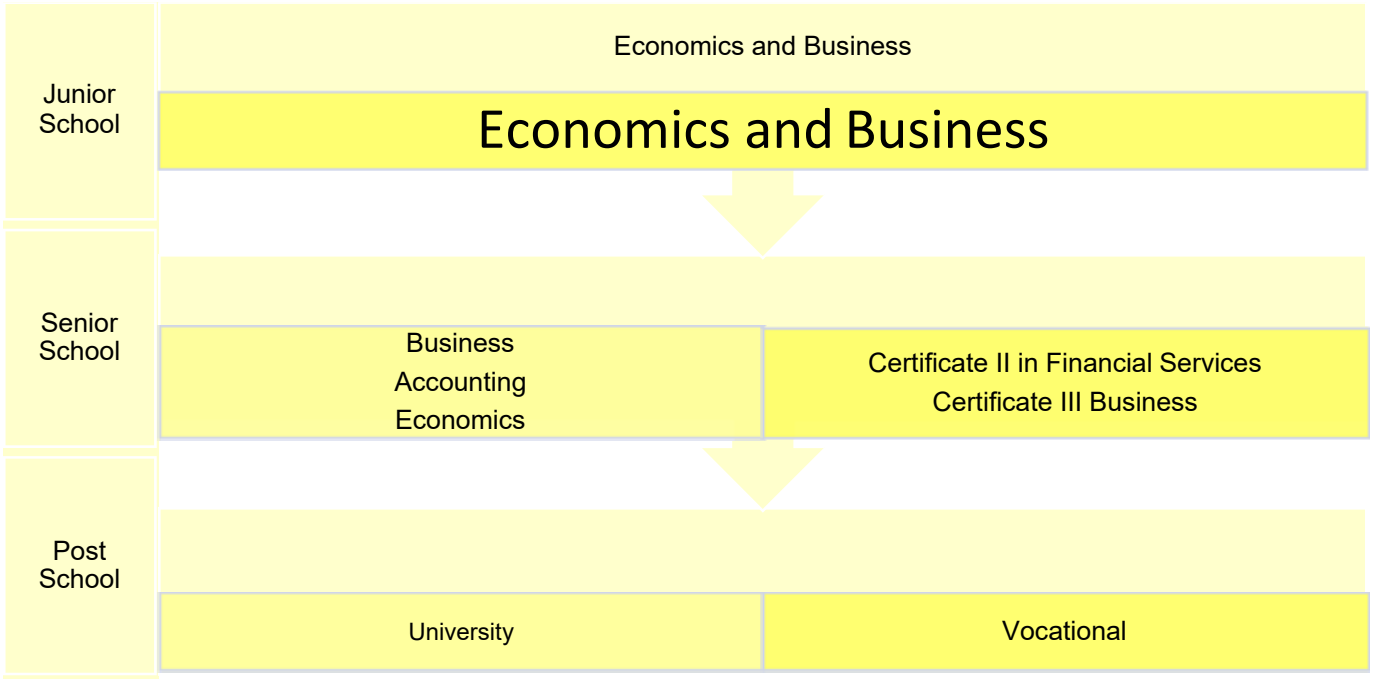
Graphics	Unit Outline	Assessment Summary
Term 1	**Industrial Design** – •Autodesk Inventor •Part Drawing •Assembly Drawing •Constraining •Scaling and 3D modelling •Visualising in 3D to understand Graphical concepts •Orthographic projections •Reading technical drawings •Dimensioning	Inventor Tutorials Legoman Assignment
Term 2	**Foundation Studies** •Orthographic •Isometric •Oblique •Lettering •1-Point Perspective •2-Point Perspective •Rendering •Shading •Adding Texture •2-Point Perspective •Construction Line work •Accuracy •Neatness •Rendered (Coloured) •Creative	Classwork 2-Point Perspective Assignment Drawings
Term 3	**Built Environment** •Interpreting Technical Drawings •Reading plans •Creating floorplans •Accurate Dimensioning •Autodesk Revit experience •Basic Architectural knowledge •Topography (basic) •Site Planning •Adding walls, doors, windows, floors, roof to designs •Promotional material (Real Estate add)	Design Folio-Granny Flat
Term 4	**Business Graphics** •Graphic Design •Company name ideation and creation •Logo Design through sketching •Concept Sketching •Brainstorming and ideation •Final drawings (rendering) •Colour schemes and choices •Justifying design ideas	Design Folio –Product Redesign


Junior School
Graphics
Senior School
Year 10 - ITN / Graphics
Senior Graphics
Trade Training Centre / Furnishing Skills
Engineering Skills / Electrotechnology
Post School
University
Vocational

Economics and Business

In this subject, students will propose a business plan for an original business idea, produce a range of documents for a business, prepare and create information and financial systems using spreadsheets and apply the skills of workplace communication. Students will have an introduction to Accounting, accounting transactions and budgeting for a business. The topic of Financial Literacy will also be covered where students will learn to make informed and effective financial decisions.

Economics and Business	Unit Outline	Assessment Summary
Term 1	**Who Wants to be a Millionaire?** Students investigate what makes a product successful and have a competitive advantage in the market place.	**Task:** To prepare a group multimodal presentation to pitch an innovative idea for start-up capital. This product will be produced, marketed and sold at a lunchtime market stall. **Technique:** Multimodal Presentation 2 - 3 minutes
Term 2	**Personal Finance** Students investigate some of the investment options available to become financially capable during their lifetime. They will explore the dilemmas that arise when making decisions to do with spending, saving, investing or borrowing money.	**Task:** Conduct an inquiry and propose a course of action for a client abou strategies to manage finances and more accumulate future savings. **Technique:** Statement of Advice Report (800 words)
Term 3	**Accounting and Personal Documents** In this unit students will create, prepare and record transactions and Financial Reports for a business with and without the use of technology.	**Technique:** In-class supervised exam
Term 4	**Business Investigation** Using Case Studies students will analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives.	**Task**: To conduct an inquiry about competition in the global economy in order to recommend and justify a course of action for a business seeking to create a competitive advantage in an increasingly interdependent global market. **Technique:** Research Task



Accountant	Business Manager	Stockbroker	Treasurer
Economist	Marketing officer	Office administration	Brand manager
Human resources officer	Company secretary	Management consultant	Advertising account officer
Business systems analyst	Market researcher	Bank officer	Arts administrator
Accounts clerk	Sales manager	Conveyancer	Finance manager
Bursar	Taxation Agent	Inventory and supply officer	Credit officer

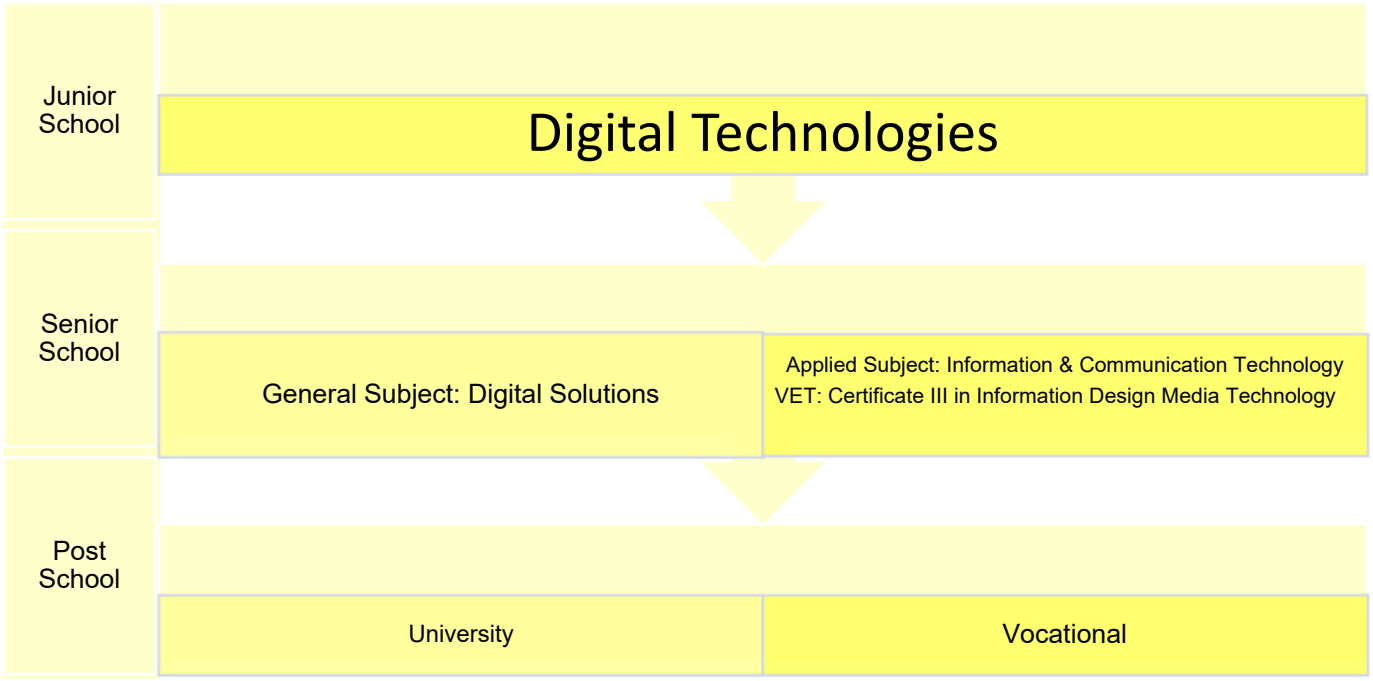
Technologies – Digital Technologies

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Students will have opportunities to analyse digital problems and design, implement and evaluate a range of digital solutions, such as a database-driven digital game.

Digital Technologies	Unit Outline	Assessment Summary
Term 1	**Connected via a network** Students will examine different types of networks, protocols and the role of software and hardware plays.	**Investigation:** Secure Networks **Description:** Students create a multimodal response to educate and inform users about network communication and security. **Format:** Written/Slideshow Presentation **Conditions:** Multimodal Response 4–5 minutes
Term 2 Collect, Manage and Analyse Data	**Data-driven innovation** Students examine the way “big data” is being used on a large scale to inform decision-making.	**Investigation:** Analysing Data **Description:** Students create a written report to investigate and define how individuals and business use data. They will collect, manage and analyse user data, interactions with users within systems. Students will evaluate the role that data plays in their lives. **Format:** Written Analysis and Evaluation **Conditions:** Written response 400-500 Words
Term 3/4 User Design and Programming Interactions and Impacts	**Creating a digital game** Students learn and refine object-oriented programming (OOP) skills. They follow a problem-solving process to design, build and evaluate a digital game. They state the digital design problem and decompose it in order to develop a solution. Students create an algorithm for the game and relate this to an OOP	**Project**: Game On **Description:** Students collaboratively design and implement a simple maths game aimed at Preschool students. Students will use open source visual programming and an agile approach to develop the game. The game will feature a

	approach. Students will work in pairs to implement a solution to build a computer game using OOP principles. They will evaluate the end product and the solution. In this collaborative project, students plan, implement and monitor their digital game. They develop project management skills, collaborate with others and undertake specific roles within the group.	welcome screen, a designed background, characters or objects that move in several directions. Students will develop appropriate player rules/instructions and a way to resolve the game. **Format:** Multimodal response with a video recording demonstrating the functionality of the game **Conditions:** Multimodal Response 3-4 minutes Video Recording 1-2 Minutes



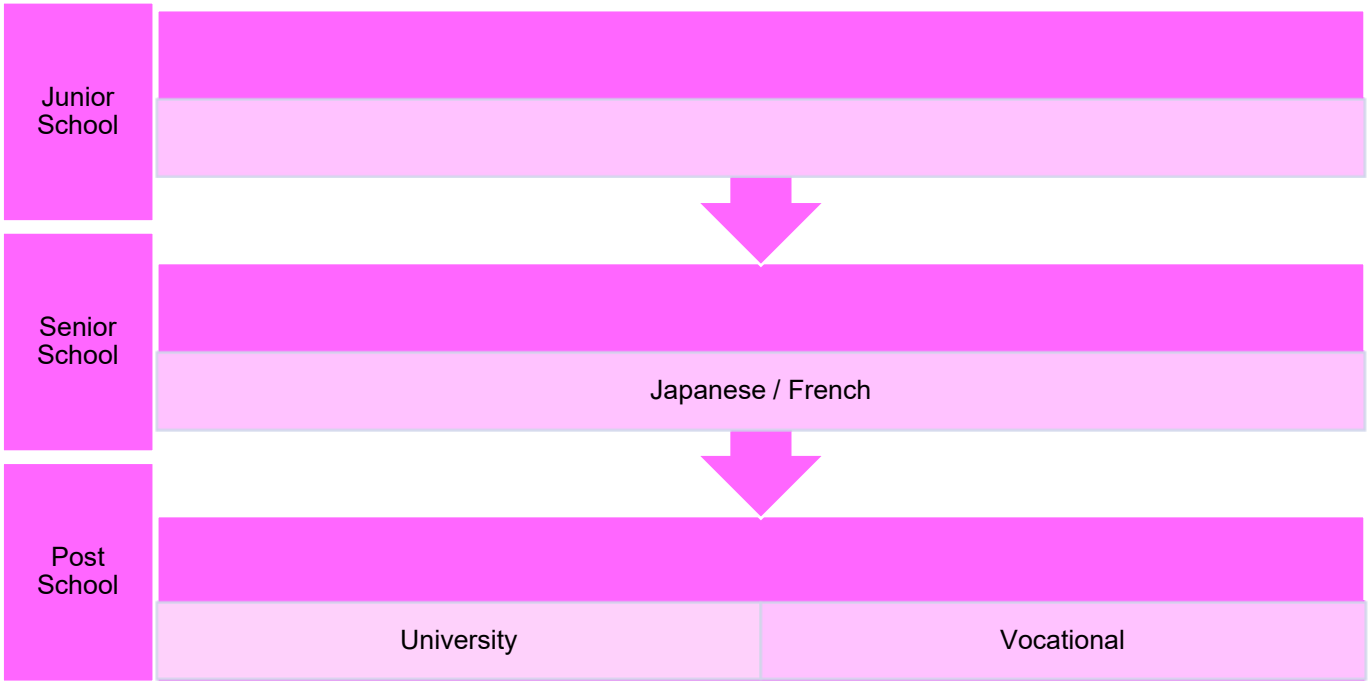
Computer engineer	Robotics Engineer	Programmer	IT manager
Games Designer	IT sales representative	Systems Analyst	Lead Designer
IT Help Desk	Mobile Application Designer	Computer technician	IT support technician
Web designer/developer	Data Scientist	Electronics engineer	Internet Security
Network analyst	Data Analyst	IT educator	Quality Assurance/Tester
Project or program administrator	Network administrator	Electronics and communication technician	Software engineer

FRENCH

French	Unit Outline	Assessment Summary
Term 1		
Term 2		
Term 3		
Term 4		

SPANISH

Spanish	Unit Outline	Assessment Summary
Term 1		
Term 2		
Term 3		
Term 4		



Listed here are a selection of jobs that have some relation to the Langue subjects:

Teaching / Private tutoring	Interpreter	Children's book writer	Tour Guide	Liaison Officer
Translator: legal, medical, assistant	Researcher	Product localization manager	Blogger, speaker or sales	You tuber or podcaster

Science Maths Academy – SMA - Maths

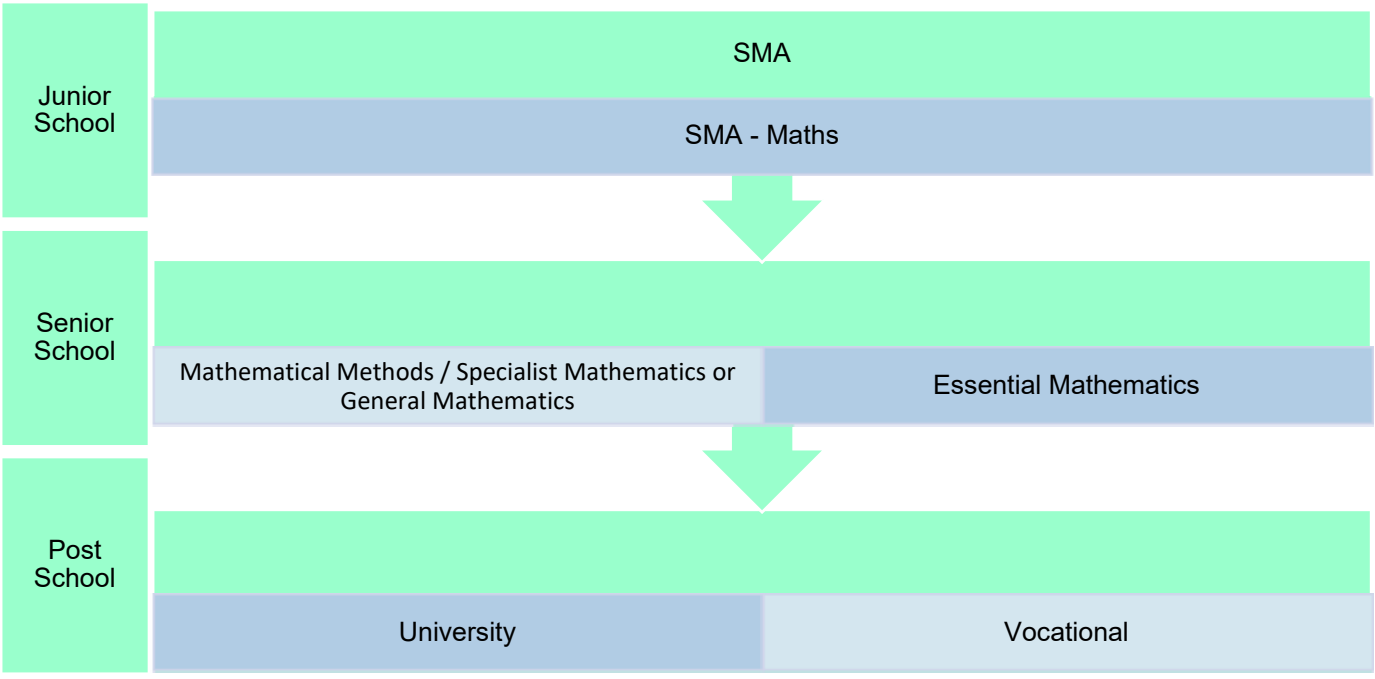
Brief Course and Assessment outline:

Year 9 Mathematics students will study units based on the Australian Curriculum. This covers the core topics of Number and Algebra, Measurement and Geometry, and Statistics and Probability as well as Finance. The course will use the proficiency strands of Fluency, Understanding, Problem Solving and Reasoning to help students engage and learn the mathematics they need. Students will access the program through a variety of learning activities involving textbooks, ICTs and faculty provided resources.

Students will complete both Examinations and Problem Solving and Modelling Tasks (assignments) during this program which will allow them to show their knowledge of the Australian curriculum.

Maths	Unit Outline	Assessment Summary
Term 1 Unit 1 - Measurement Unit 2 – Topic 1 Rates and Scale	Students will calculate areas of composite shapes as well as the surface area and volume of cylinders. They will solve problems involving the surface area and volume of right prisms Students will solve problems involving direct proportion and explore the relationship between graphs and equations corresponding to simple rate problems. They will then use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar. Finally, they Solve problems using ratio and scale factors in similar figures	Unit 1 – Measurement Problem solving and modelling task
Term 2 Unit 2 – Topic 2 Trigonometry and Linear Algebra	Student will investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles and use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. They will apply trigonometry to solve right-angled triangle problems Student will apply Pythagoras to find the distance between two points located on the Cartesian and find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies.	Unit 2 Examination
Term 3	Students apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate. They sketch linear graphs using the coordinates of two points and solve linear equations. They graph simple non-linear relations with and solve simple related equations Students use the skills gained above to solve problems involving simple interest	Unit 3 Examination

Term 4 Index Laws, Chance and Data	Students apply index laws to numerical expressions with integer indices and express numbers in scientific notation. They extend and apply the index laws to variables, using positive integer indices and the zero index and investigate very small and very large time scales and intervals. Students will list all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays and assign probabilities to outcomes and determine probabilities for events. They will calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or Students will investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians. They will identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources Students construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal' as will as comparing data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread	Unit 4 Examination

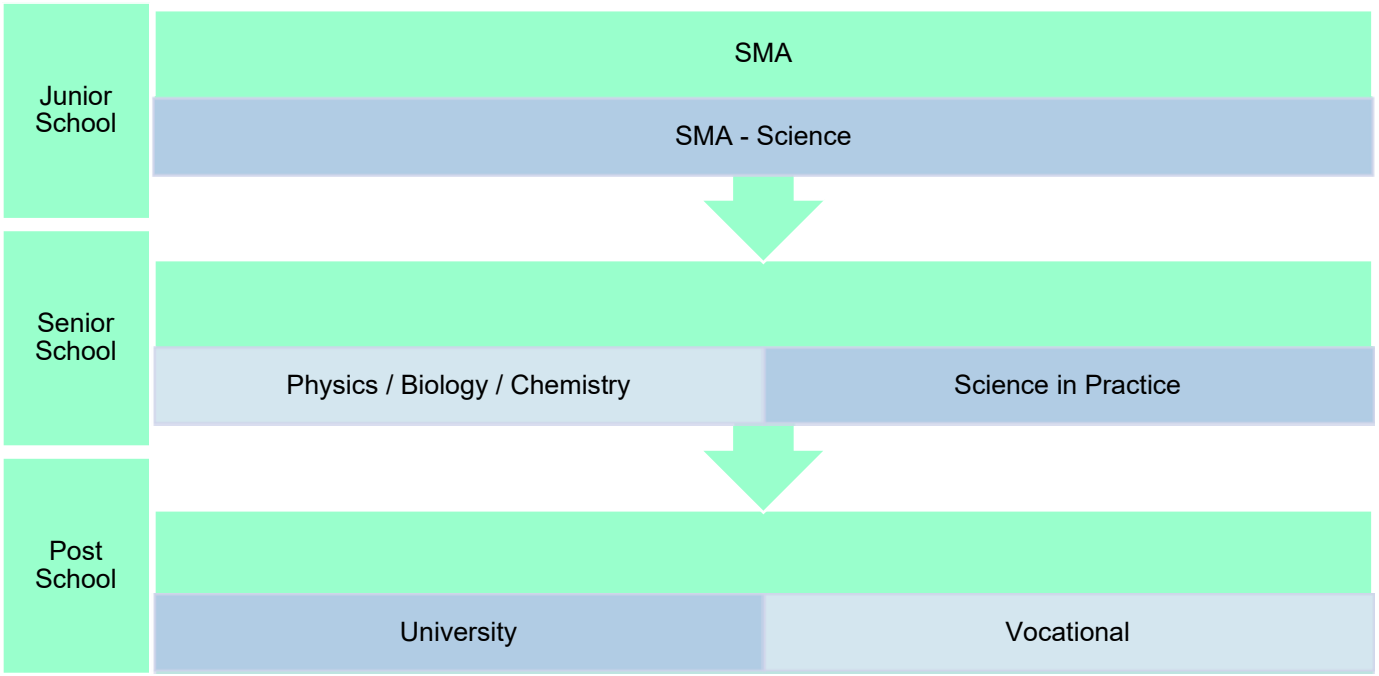


Science Maths Academy – SMA - Science

Year 9 SMA Science focuses on students developing creative and critical thinking skills, writing proficiency and deepening understanding of scientific concepts.

Students may participate in investigative science competitions as a part of their learning and assessment and these are sourced on a year to year basis and subject to change.

Science	Unit Outline	Assessment Summary
Term 1	Students study atomic structure, natural radioactivity and plate tectonics. They develop investigative skills in both experimental and research tasks to develop and answer questions	Folio – consisting of experimental and research investigations over a range of topics
Term 2	Students study ecology with a focus on how human impact can affect the health of water based ecosystems. They complete an investigation that incorporates testing completed during their SMA camp to the Gold Coast.	Student Experiment
Term 3	Students study how energy is transferred including light, heat and sound. They apply these concepts to investigate potential future applications of energy transfer through the Wonder of Science competition.	Project
Term 4	Students study how chemical reactions occurs and investigate concepts such as acidity, reactivity, heat transfer during chemical reaction and the conservation of mass during chemical reactions. They develop lab skills to collect and process date to be able to draw informed conclusions. They examine important chemical reactions used in industry and those conducted by living things	Exam


Junior School
SMA
SMA - Science
Senior School
Physics / Biology / Chemistry
Science in Practice
Post School
University
Vocational

AFL Academy (Program of Excellence)

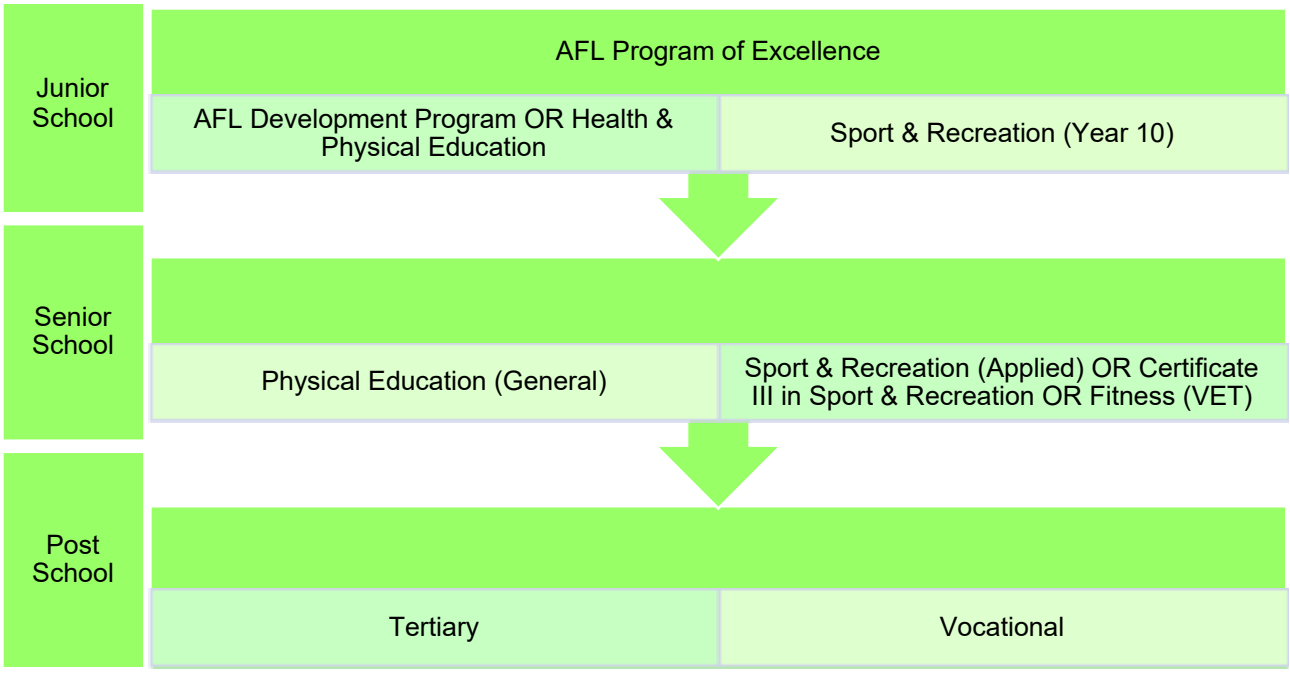
Prerequisites: Year 8 AFL Academy or written application (new enrolments)

There are TWO Sport Programs of Excellence available to students in Year 9. The AFL Development Academy is for students with a strong level of ability and interest in Australian Rules football. The program allows young footballers the opportunity to develop their physical capabilities within the game in order to achieve their optimum level of sporting performance.

The learning and assessment program for the AFL Academy is the same as for Health and Physical Education.

Students must meet all aspects of the Student Code of Conduct including attendance and behaviour expectations to remain in the program.

	Unit Outline	Assessment Summary
Term 1 10 Weeks	Theory: Participation Practical: AFL	Written: Investigation Performance
	Theory: Biomechanics Practical: AFL	Written: Investigation Performance
	Theory: Fitness Principles Practical: AFL	Written: Folio Performance
	Theory: Fair Play Practical: AFL	Written: Multimodal Performance
Cost and content of players kit - TBA		



Career Pathways:

Professional player	Sports Coach	Sports Administrator	Sport Management

Students can only participate in one of the Sporting Academies (AFL or Netball). Students selected into one of the Academy programs will be committed to the course for a minimum of two years. Students participating in an Academy program will not study Health and Physical Education.

Netball Academy (Program of Excellence)

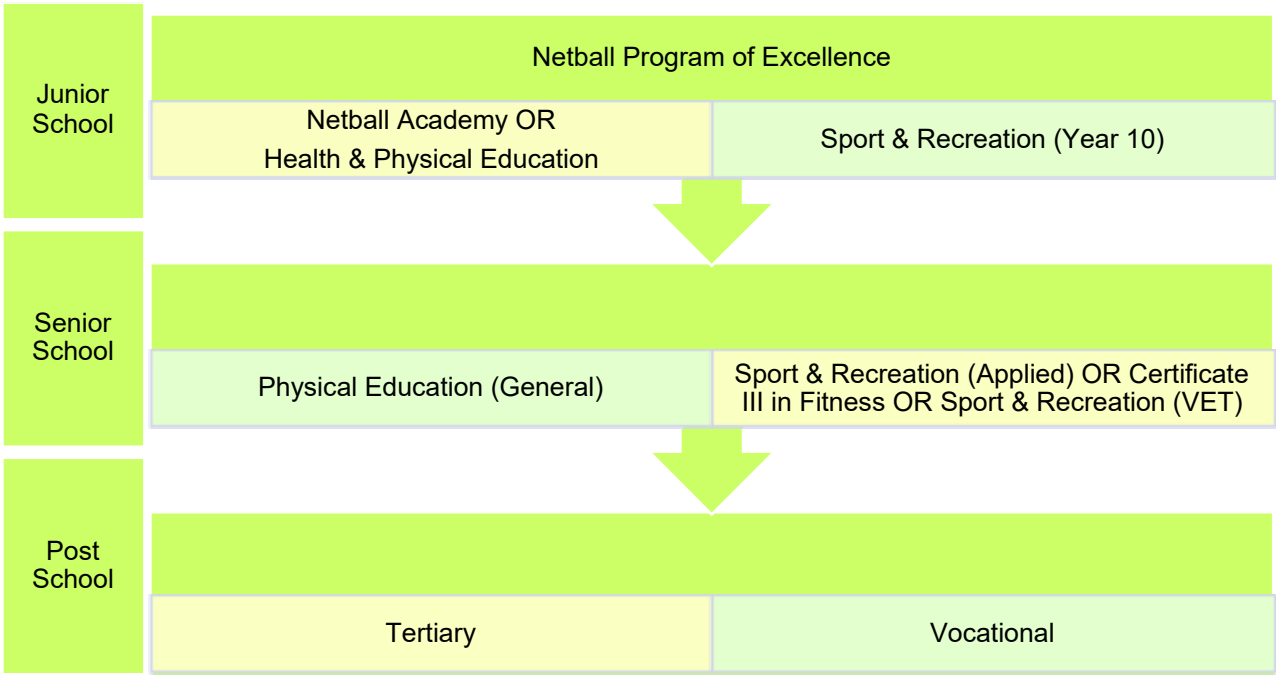
Prerequisites: Year 8 Netball Academy or written application (new enrolments)

The Netball Development Academy is also a high-performance Sport Development program. It allows young netballers the opportunity to focus their physical capability development within a single sporting endeavour in order to reach their maximum physical potential. Year 9 students wishing to enter the Netball Academy Program must complete an Application Form for the Netball Development Academy.

The learning and assessment program for the AFL Academy is the same as for Health and Physical Education.

Students must meet all aspects of the Student Code of Conduct including attendance and behaviour expectations to remain in the program.

	Unit Outline	Assessment Summary
Term 1 10 Weeks	Theory: Participation Practical: Netball	Written: Investigation Performance
	Theory: Biomechanics Practical: Netball	Written: Biomechanics Performance
	Theory: Fitness Principles Practical: Netball	Written: Folio Performance
	Theory: Fair Play Practical: Netball	Written: Multimodal Performance
Cost and content of players kit - TBA		



Career Pathways:

Professional player	Sports Coach	Sports Administrator	Sport Management

Students can only participate in one of the Sporting Academies (AFL or Netball). Students selected into one of the Academy programs will be committed to the course for a minimum of two years. Students participating in an Academy program will not study Health and Physical Education.

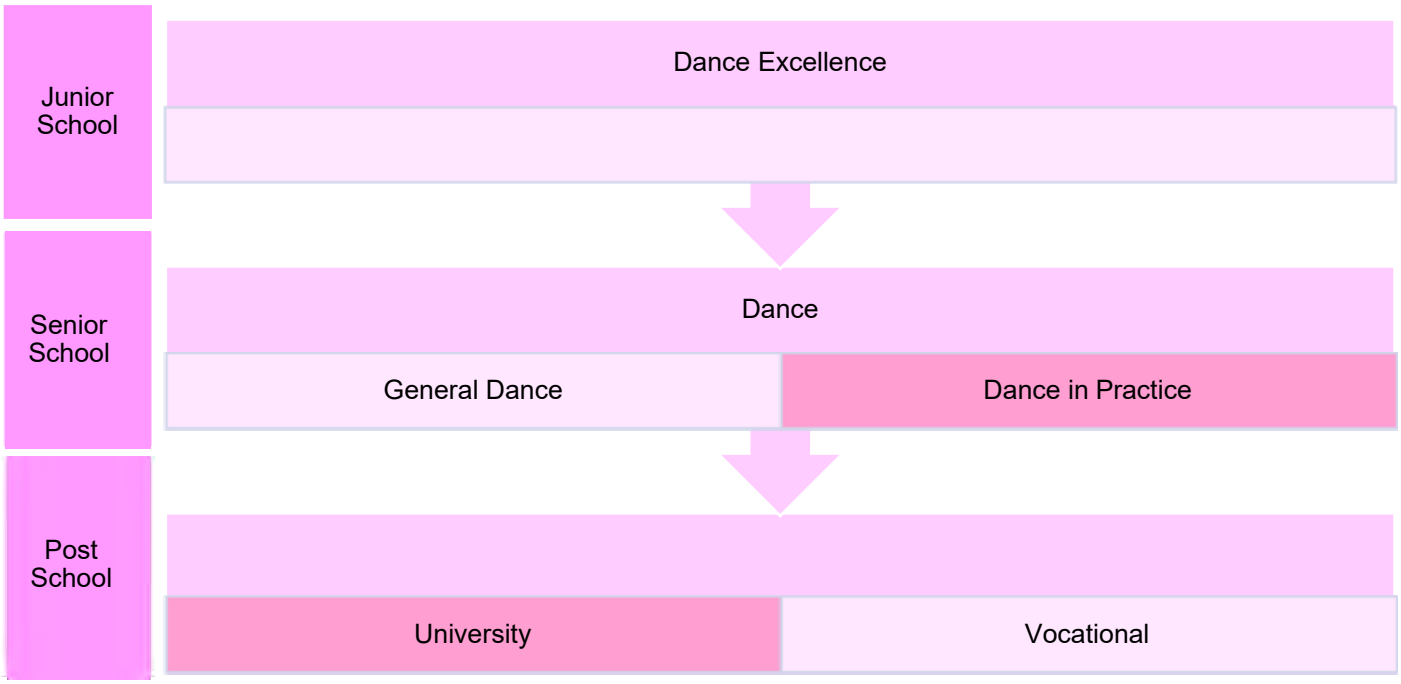
Dance Excellence

Dance Excellence is a program of excellence in the study and performance of dance. The Excellence program provides links to cater for students considering General Dance in the senior years of study and perhaps and a career in the dance industry. The program provides a rich educational experience that focuses on students' individual dance skills and is designed to promote and develop the talent and potential of young people in the region.

For current Year 8 Dance Excellence students, Year 9 Dance Excellence is a continuation. New students who wish to enter the course should contact the Head of Department Performing Arts for information and an application form. Entry to the course is by audition.

	Unit Outline	Assessment Summary
Term 1 10 Weeks	**Unit 1: Cultural Dance** This unit involves students studying and building on their knowledge of the Functions of Dance, this will include: • Viewing, analysis and practice of social/popular dance through the eras. • Viewing and analysis of cultural dances eg. New Zealand Hakka, Chinese dragon, Cuban Salsa, Japanese Kabuki, Russian Cossack, Irish Step. • Students learn a chosen cultural dance and research its history and function. • Students learn 'teaching' skills such as effective communication, breaking down content & checking for understanding.	**Task 1:** *Performance* Students learn a cultural dance e.g. Bollywood style. **Task 2:** *Choreography* In a workshop format, students teach social dances to a class at neighbouring primary school. (or junior class on same line- e.g. Drama class)
Term 2 10 Weeks	**Unit 2: Post Modern Dance** This unit introduces students to the study of modern dance and investigates the various ideologies behind the post-modern movement that followed. Students will: • research a variety of influential choreographers and explore their choreographic nuances to gain a better understanding of the historical and environmental shifts in modern dance. • learn how to use specific improvisational layering techniques and numerous stimulus to choreograph their own post-modern inspired dance works. • explore accompaniment (music, silence, sound effects etc.) and its function.	**Task 3:** *Responding* Students write a 400 word analytical essay about (a section from) a Post Modern dance work. **Task 4:** *Choreography* Teacher-student collaboration to create a Post Modern dance work based on a chosen theme.
Term 3 10 Weeks	**Unit 3: Community Dance** This unit involves students extending and refining their choreographic skills, this will include: • Viewing and analysing a variety of dances for different audiences e.g. children/teenagers/ elderly, people with disabilities. • Researching dance in the community and its function. • Creating narrative dance. • Communication through dance – e.g. use of gesture, motif, expression, projection, Auslan. • Drama activities and exercises to improve expression through face and body. • Exploring dance that makes a statement.	**Task 5:** *Performance* In a project format as a class, students will develop and perform a dance work for a specific audience (directed by teacher). **Task 6:** *Responding* Students research a community dance group and create a multimodal presentation.

Term 4 10 Weeks	**Unit 4: Commercial Jazz** This unit involves students studying and building on their knowledge of Commercial Jazz, this will include: • Learning and presenting Commercial Jazz techniques and combinations. • Studying and rehearsing audition techniques. • Analysing and learning sections of Commercial Jazz in music Videos (e.g. Beyonce`, Rihanna, Justin Bieber). • Learn and be able to physicalise Movement Qualities. • Practice performance skills including: musicality, emphasis/accent, projection, sense of style.	**Task 7:** *Performance* Students are to present a series of technique combinations in a practical exam. **Task 8:** *Choreography* In pairs students are to choreograph a routine in the style of Commercial Jazz.



Do you have a talent for Dance?
Listed here are a selection of jobs that have some relation to the subject Dance Excellence.

Professional Dancer	Choreographer	Dance Studio Owner
• Film and TV	Studio Dance Teacher	Media Presenter or Host
• Live Stage Company Dancer	Dance Educator	Children's Entertainer
• Music Videos	Health Nutritionist	Community Arts Worker
• Cruise Ship Performer	Sports Therapy	Dance Movement Psychotherapist
• Musicals	Physiotherapist	Personal Trainer
• Theme Park Performer	Dance Therapist	Theatre Director
• Corporate Event Performer	Fitness Instructor	Talent Agent

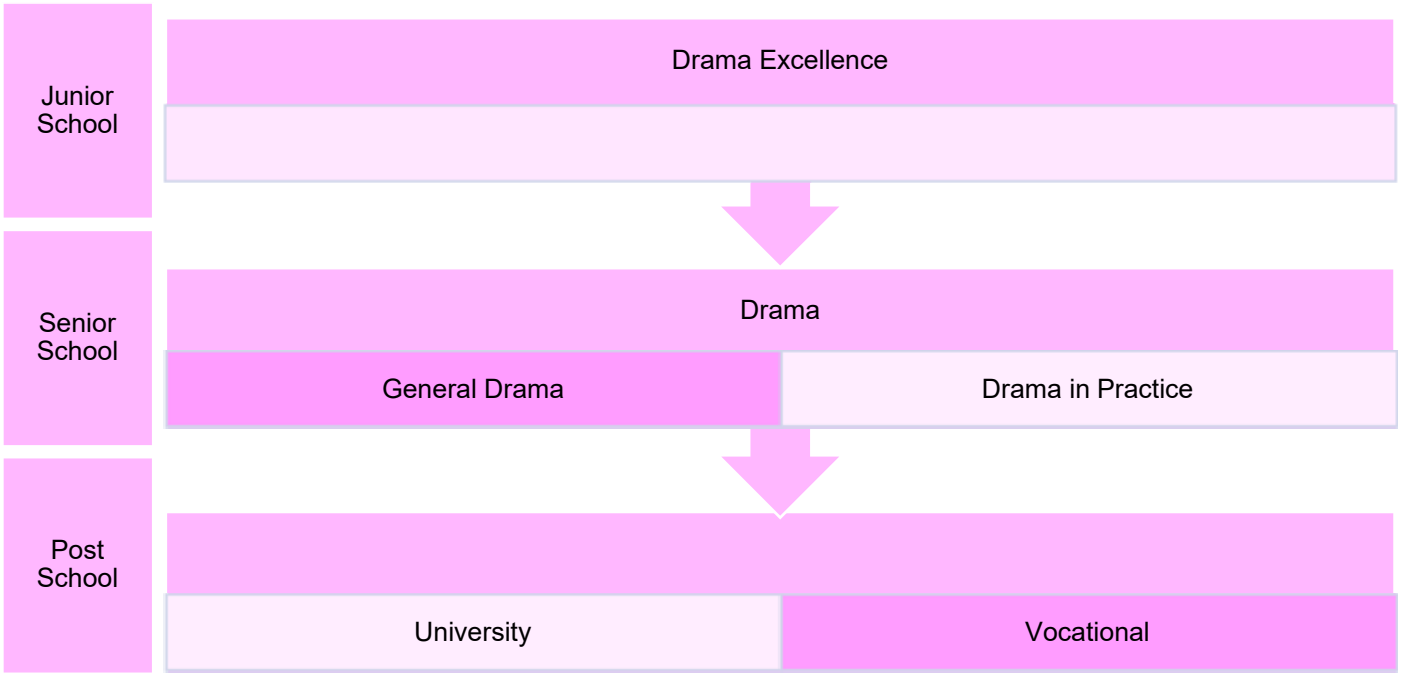
Drama Excellence

Drama Excellence is a program of excellence in the study and performance of the Dramatic Arts. The Excellence program provides links to cater for students considering General Drama in the senior years of study and perhaps a career in the theatre and/or film industry. The program provides a rich educational experience that focuses on students' individual drama skills, provides access to external arts practitioners, live theatre experiences, targeted workshops, and is designed to promote and develop the talent and potential of young people in the region.

For current Year 8 Drama Excellence students, Year 9 Drama Excellence is a continuation. New students who wish to enter the course should contact the Head of Department Performing Arts for information and an application form. Entry to the course is by audition.

	Unit Outline	Assessment Summary
Term 1 10 Weeks	Keeping it Real This unit is an introduction to the style of Realism. Students will study a play and be assessed on a scene from the play. Students will explore the elements of drama through role play, improvisation, devising and scripted work.	1. Directorial Concept 2. Performance (scripted)
Term 2 10 Weeks	Transforming Shakespeare This unit will explore the heritage style of Shakespeare and combine with the modern style of Physical Theatre. This is a highly engaging and active unit where students will devise their own adaptions of Shakespeare's work into a modern Physical performance. Student will continue to explore the elements of drama.	3. Responding Task 4. Devising and Presenting
Term 3 10 Weeks	Commedia del Arte Students will study the art of comedy through this classic style of Italian theatre. Students will physicalise stock characters and create their own devised performances. This is a highly energised unit.	5. Student devised performance

Term 4 10 Weeks	Our Issues This unit will focus on College Drama and other associated styles. Student will explore a range of issues relevant to them and the community and explore the power of drama to engage young people and teach them about social and ethical issues.	6. Dramatic Concept 7. Performance

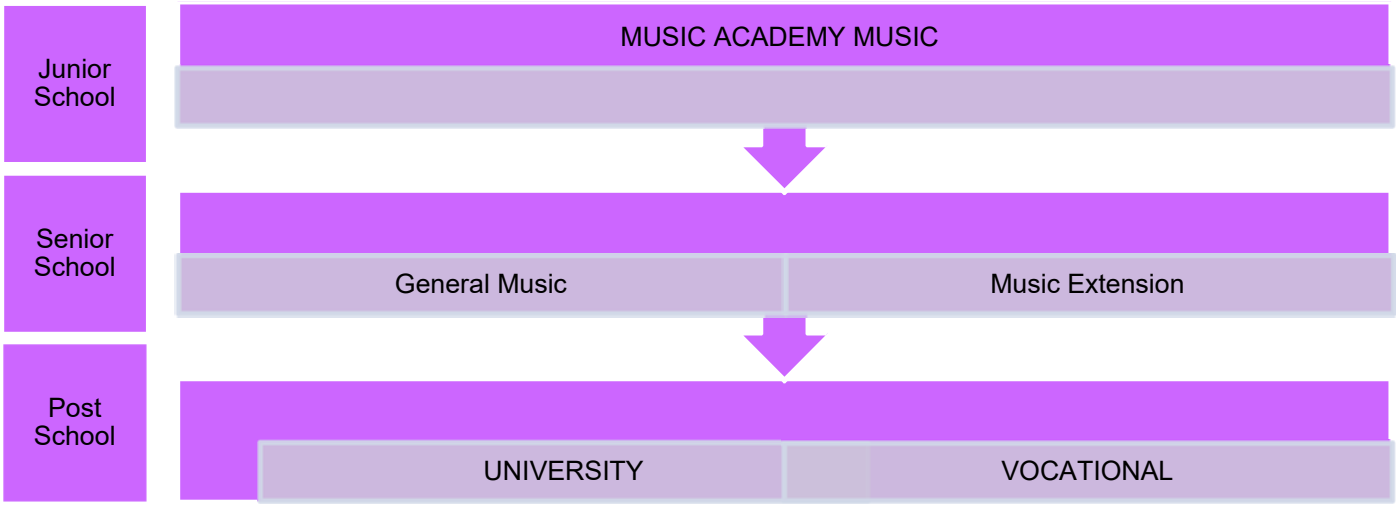


Do you enjoy or are you good at Drama?
Listed here are a selection of jobs that have some relation to the subject Drama.

Actor	Set Designer	Playwright	Performing Artist
Drama Educator	Camera Operator	Journalist	Costume designer
Director	Lighting Technician	Stage Manager	Speech Therapist
Producer	Artist Management	Multimedia Developer	Broadcast Presenter
Television Presenter	Arts Administrator	Dramaturgy	Critic
Promoter	Events Management	Editor	Makeup Artist

MUSIC ACADEMY

	Unit Outline	Assessment Summary
Jazz Blues and Rock Music **Semester 1 20 weeks**	This course of study investigates jazz, blues and rock music styles and the nature and application of improvised music from its earliest form to its function in current contemporary music styles. An investigation into the art of improvisation, composition and performance techniques of the blues style will highlight their influence on popular music styles. The student will learn the cultural and political facets that led to its development and how these elements continue to influence contemporary music (e.g., hip hop, rock, and rap). Through the practice of improvisation, composition, and performance the student will develop an appreciation for the repetitive nature of the 12-bar blues form, learning the importance of subtle rhythmic, harmonic, and melodic variation. This unit requires the student to manipulate music technologies in composing, performing, and responding objectives.	**Task 1** - Students will design a composition creating melody, rhythm, and harmony to support lyrics they have written in a 12-bar blues style. **Task 2** - Students will present a music performance that reflects a contemporary music style of their choice.
Music and Media **Semester 2 20 Weeks**	This course of study investigates the role of music in the media including music for advertising, television productions, and video gaming. The student will explore how music supports a narrative using music technologies and the analysis of a wide range of music repertoire and musical styles. Additionally, the student will explore: the design elements of soundscapes; the development of mood and atmosphere; Leitmotifs (character themes); and the role of foreshadowing. Music and Media is designed to provide the student with the knowledge and skills required to perform, analyse compose, mix, and produce music for a variety of media applications.	**Task 3** - Students will design a music composition for a video game trailer to a target audience as a marketable product. **Task 4** - Students will present a music performance in a style related to a video game of their choosing. **Task 5** – Students will sit a music responding exam.



Musician/Singer	Audio Engineer	Producer	Instrument Maker/Repairer
Music Educator	Composer	Music Journalist	Conductor
Music Therapist	Lighting Technician	Stage Manager	Speech Therapist
Studio Musician	Artist Management	Multimedia Developer	Radio Presenter
Television Presenter	Arts Administrator	Accompanist	Music Critic
Music Promoter	Events Management	Arranger	Military Band