



# Subject Handbook Year 9 - 2025



ib Diploma Programme

EQI Accredited School



## Cleveland District State High School

preparing students to meet the future



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# To Parents and Students

This booklet has been produced to assist students in deciding on the appropriate selection of subjects to study in Year 9 (2024). A simple format has been used for all subjects to ensure students and parents have the correct knowledge as to the relevance, content, assessment methods and costs prior to selecting a subject. Please use this information to select a course, taking into account appropriate abilities, interests and career aspirations. The importance of choosing appropriate subjects cannot be overemphasised.

The Core subjects studied in Year 9 are English, Mathematics, Science or Agricultural Science, Humanities and Health and Physical Education. Students must also select elective subjects.

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

## **What should influence the choice of subjects for year 9?**

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

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

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

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

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

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

**Leonard McKeown**  
Executive Principal

## SUBJECT OFFERINGS

Faculties	Year 9 (2024)	Year 10, 11 and 12
<b>English</b>	<ul style="list-style-type: none"> <li>English (core)</li> </ul>	<ul style="list-style-type: none"> <li>English (core) or</li> <li><i>Essential English</i> (core) or</li> <li>Literature (core)</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Mathematics (core)</li> </ul>	<ul style="list-style-type: none"> <li>General Mathematics (core) or</li> <li>Mathematical Methods (core) or</li> <li><i>Essential Mathematics</i> (core)</li> <li>Specialist Mathematics</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Science (core)</li> <li>Agricultural Practices</li> <li>STEM</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Marine Science</li> <li>Physics</li> <li><i>Agricultural Practices</i></li> <li><i>Science in Practice</i></li> </ul>
<b>Humanities</b>	<ul style="list-style-type: none"> <li>History (core)</li> <li>Work Studies</li> </ul>	<ul style="list-style-type: none"> <li>Ancient History</li> <li>Geography</li> <li>Modern History</li> <li>Economics</li> <li>Legal Studies</li> <li><i>Tourism</i></li> <li><i>Work, Social and Community Studies</i></li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Health and Physical Education (core)</li> <li>Outdoor Education</li> <li>Sport Development Football</li> <li>Sport Development Touch</li> <li>Sport Development Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>Health Education</li> <li>Physical Education</li> <li><i>Recreation</i></li> <li><i>Fitness Certificate</i></li> </ul>
<b>Business</b>	<ul style="list-style-type: none"> <li>Business</li> </ul>	<ul style="list-style-type: none"> <li>Accounting</li> <li>Business</li> <li><i>Business Studies</i></li> </ul>
<b>Creative Arts</b>	<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Media Arts in Practice</li> <li>Music</li> <li>Music in Practice</li> <li>Visual Art</li> <li>Visual Arts in Practice</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Film, Television and New Media</li> <li>Music</li> <li>Music Extension (Year 12 only)</li> <li>Visual Art</li> <li><i>Media Arts in Practice</i></li> <li><i>Music in Practice</i></li> <li><i>Visual Arts in Practice</i></li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>Chinese</li> <li>French</li> <li>Japanese</li> </ul>	<ul style="list-style-type: none"> <li>Chinese</li> <li>French</li> <li>Japanese</li> </ul>
<b>Technologies</b>	<ul style="list-style-type: none"> <li>Design</li> <li>Industrial Graphics</li> <li>Technology Wood</li> <li>Technology Metal</li> <li>Applied Industrial Skills</li> <li>Food and Nutrition</li> <li>Hospitality</li> <li>Practical Textiles</li> <li>Digital Technologies (ICT)</li> </ul>	<ul style="list-style-type: none"> <li>Design</li> <li>Food and Nutrition</li> <li><i>Building and Construction Skills</i></li> <li><i>Early Childhood Studies</i></li> <li><i>Engineering Skills</i></li> <li><i>Furnishing Skills</i></li> <li><i>Hospitality Practices</i></li> <li><i>Industrial Graphics Skills</i></li> <li><i>Information Communication &amp; Technology</i></li> </ul>

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

# Choosing What to Study in Year 9

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

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

## Overall Plan

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

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

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

## Subject Selection Guidelines

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

## Elective Subjects

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

## Keep your options open

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

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

## Think about career options

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

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

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

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

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

### **Consider the subjects offered**

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

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

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

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

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

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

### **Make a decision about a combination of subjects that suit you**

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

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

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

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

### **Be prepared to ask for help**

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

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

## Occupations Related to Subjects in Year 9

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

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

You may wish to use the following steps:

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

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

English	Chinese, French and Japanese	Health and Physical Education
Actor Archivist Author Book editor Broadcaster Copywriter Foreign affairs and trade officer Human resources officer Interpreter Journalist Lawyer Librarian Management consultant Printing machinist Publisher Receptionist Speech pathologist Teacher Teacher's aide Travel consultant Writer	Announcer Anthropologist Archaeologist Book editor Customs officer Employee relations officer Flight attendant Foreign affairs and trade officer Interpreter Journalist Probation and parole officer Receptionist Ship's officer Social worker Sociologist Teacher Tour guide Translator Travel consultant Writer	Acupuncturist Ambulance officer Beauty therapist Chiropractor Fitness instructor Hospital food service manager Jockey Massage therapist Nurse Occupational health and safety officer Occupational therapist Physiotherapist Podiatrist Psychologist - sport Recreation officer Sports scientist Sports coach Stunt performer Teacher
Mathematics	Science	Agricultural Science
Accountant Air traffic controller Architect Bank officer Bookmaker Building contractor Credit officer Economist Engineer Financial dealer/broker Geologist Insurance claims investigator Mathematician Meteorologist Physicist Programmer (information technology) Purchasing officer Quantity surveyor Statistician Stockbroker Surveyor Taxation agent Teacher	Automotive electrician Chemist Computer programmer Electrical fitter Engineer Electronics service person Environmental scientist Forensic scientist Laboratory worker Medical Imaging Technologist Medical practitioner Meteorologist Nurse Pharmacist Photographer Radiation therapist Refrigeration and air-conditioning mechanic Sports scientist Sugarcane analyst Teacher Telecommunication technician Veterinarian Winemaker	Agricultural economist Agricultural engineer Agricultural technical officer Animal attendant Botanist Farmhand Fisher Food technologist Forest technical officer Forester Gardener Horticultural technical officer Jackaroo / Jillaroo Landscape gardener Pest and weed controller Stable hand Stock and station agent Sugarcane analyst Teacher Veterinary nurse Wool classer



<b>Geography</b>	<b>History</b>	<b>Business Education</b>
Anthropologist Cartographer Child care worker Community worker Counsellor Environmental scientist Forest worker Geographer Historian Journalist Landscape architect Meteorological technical officer Park ranger Photographer Real estate property manager Stock and station agent Surveyor Teacher Tour guide Town planner Zoologist	Anthropologist Archaeologist Archivist Barrister Community worker Criminologist Foreign affairs and trade officer Geologist Historian Journalist Lawyer Librarian Museum curator Public relations officer Religious leader Sociologist Stage manager Teacher Writer	Accountant Credit officer Criminology Economist Financial planner Hotel/motel manager Human resources officer Investment analyst Marketing officer Office administrator Personal assistant Public relations officer Real estate salesperson Receptionist Retail manager Solicitor Stockbroker Tax agent Teacher Travel consultant
<b>Visual Art</b>	<b>Music</b>	<b>Drama</b>
Architect Artist Craftsperson Diversional therapist Dressmaker Engraver Fashion designer Florist Graphic designer Hairdresser Interior decorator Industrial designer Jeweller Landscape architect Landscape gardener Make-up artist Multimedia developer Photographer Screen printer Set designer Signwriter Teacher Wood turner	Announcer Arts administrator Composer Conductor Film and TV producer Multimedia developer Music critic Music therapist Musical instrument maker Musician Piano technician Recreation officer Singer/vocalist Sound technician Stage manager Teacher – early childhood Teacher – music Teacher – primary Teacher – secondary	Actor Announcer Arts administrator Director Dramaturg Film and TV lighting operator Film and TV producer Make-up artist Model Public relations officer Playwright Receptionist Recreation officer Set designer Speech pathologist Stage manager Teacher – drama primary and secondary Tour guide Writer
		<b>Dance</b>
		Arts administrator Choreographer Dancer Make-up artist Model Receptionist Recreation officer Stage manager Teacher – dance

Food and Nutrition, Hospitality	Industrial Design and Technology	Digital Technologies
Catering manager Clothing patternmaker Cook/chef Dietitian/nutritionist Dressmaker Events manager Fashion designer Food technologist Home care worker Home economist Hospital food service manager Hotel/motel manager Interior decorator Nanny Nurse Pattern maker Retail buyer Tailor Teacher	3D Visualisation/3D Design Architect Architectural drafter Assembler Automotive electrician Boilermaker Builder Cabinetmaker Carpenter/joiner Drafter Engineer Fitter Graphic designer Industrial designer Interior designer Landscape architect Metal fabricator Panel beater Picture framer Product Design/Prototyping Sheetmetal worker Teacher Wood machinist	Air traffic controller Animator Architectural drafter Cartographer Computer programmer Computer service technician Computer systems analyst Database administrator Desktop publisher Draftsperson Electronics engineer Graphic designer IT Manager IT support technician IT teacher Multimedia developer Multimedia systems engineer Software engineer Systems administrator Systems designer Telecommunications technician Web designer/developer Word processing officer

### Useful Websites

- [www.myfuture.edu.au](http://www.myfuture.edu.au)  
An online career service designed to help you to explore and plan your career.
- [www.education.gov.au/career-bullseye-posters](http://www.education.gov.au/career-bullseye-posters)  
Bullseye posters link school subjects with potential jobs and provides information about the education and training levels required.
- [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)  
Learn about Australian Apprenticeships and the benefits of combining paid work with structured training.
- [www.myskills.gov.au](http://www.myskills.gov.au)  
Features information on nationally recognised vocational education and training options.

# **Core Subjects**

**All Students Study:**

**English**

**Mathematics**

**Science**

**Humanities – History**

**Health and Physical Education**

# English

## Aims

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

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

## Areas of Study

1. Role Models
2. Novel Study
3. Exploring Plays
4. Documentary Study

## Special Subject Advice

Students enrolled in this subject require a laptop.

## Assessment/Workload

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

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

## Associated Subject Costs

Purchase of notebooks, paper for assignments, USB drive, highlighters.

# Health and Physical Education

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

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

All units reflect an integrated approach to delivery.

## Aims

**Maintaining Healthy Lifestyles.** Students are encouraged to:

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

## Areas of Study

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

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

**Theoretical Courses offered include:** Exploring Choices, Game Evolution – Indigenous Games through to Modern Day Sports, Embrace and Empower, Fit in your Environment

## Special Subject Advice

Students enrolled in this subject require a laptop.

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

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

## Associated Subject Costs

Costs for Health and Physical Education are integrated into the resource scheme.

## Assessment/Workload

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

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

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

## Risk Statement

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

# History

## Aims

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

Other aims of the Junior History Course are:

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

## Areas of Study

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

- Making and transforming the Australian Nation (1750-1914)
- World War One

## Special Subject Advice

Students enrolled in this subject require a laptop and notebook.

## Relevance to Future Study

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

# Mathematics

## Aims

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

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

## Areas of Study

Mathematical concepts organised for year 9:

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

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

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

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

## Special Subject Advice

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

All year 9 classes will use [www.mathletics.com.au](http://www.mathletics.com.au) and a digital textbook. Students will have access to videos, textbook and online courses 24 hours, 7 days a week.

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

## Assessment/Workload

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

- Understanding and Fluency
- Problem Solving and Reasoning

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

# Science

## Aims

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

## Areas of Study and Assessment

The units of work that the students complete are:

	Term 1	Term 2	Term 3	Term 4
Discipline	<b>Biology</b>	<b>Physics</b>	<b>Chemistry</b>	<b>Earth Science</b>
Topic	Balance in human body systems	Energy transfer and efficiency	Chemical reactions and radioactivity	Global cycles
Assignment	Research Investigation	Experimental Investigation	Experimental Investigation	Research Investigation
Exam	End of Semester 1 Exam		End of Semester 2 Exam	

Assessment tasks are designed to allow students to demonstrate their abilities in each of three dimensions: Science Understanding, Science as a Human Endeavour and Science Inquiry. Students can demonstrate their basic knowledge and skills in each unit via completion of Education Perfect quizzes throughout the term.

## Special Subject Advice

- Students enrolled in this subject require a laptop. All Science classes will use Education Perfect and a OneNote notebook. Students will have access to videos, links and online courses 24 hours, 7 days a week.
- Safety is a key concern when experiments are conducted.
- Homework, including completion of tasks in Education Perfect, is an essential component of the Science course and is closely monitored.

## Associated Subject Costs

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

## Practical Work

This course includes several experiments and teacher demonstrations of scientific phenomena. Students who have not demonstrated satisfactory conduct in class may not be permitted to participate in experiments, at the teacher's discretion. This will not harm the student's ability to achieve satisfactorily in assessment items.

## Risk Statement

Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various laboratory instruments, chemicals and heating implements.

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



# Work Studies

**This subject will run as a core subject for students who are seeking a work readiness pathway for Senior Schooling.**

## Aims

Work Studies is an applied learning curriculum that adapts discipline based learning to work contexts. This requires a variation in the approach to curriculum design and content descriptions and elaborations, as they need to be active. It also allows for a cross curriculum disciplinary mode of delivery.

The *Australian Curriculum: Work Studies* aims to ensure that students develop:

- knowledge of the world of work and the importance of lifelong learning
- capacities to manage careers, change and transitions in an uncertain and changing future
- literacy, numeracy, ICT and interpersonal skills to work, interact and communicate successfully with
- others in diverse contexts, using appropriate behaviours and protocols
- skills and resilience to meet the demands of their present and future learning and work.

## Areas of Study

Topics covered in Work Studies are:

- Work Skills
- Entrepreneurial behaviours
- Career development and behaviours
- The nature of work
- Gaining and keeping work

## Special Subject Advice

Students enrolled in this subject require a laptop.

Students do not require any prior knowledge of Work Studies to study Junior Work Studies. Work Studies will prepare students for a work readiness pathway for senior schooling who will follow an applied pathway.

Work Studies develop knowledge, understanding and skills for lifelong learning, career management, communicating successfully and resilience across a range of changing work-related contexts.

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

## Assessment

Students' will be assessed on two criteria throughout the course: skills for learning work, and career and life design. Students must be able to display their abilities in each of these criteria.

Assignments include research tasks, projects, and collections of work.

## Associated Subject Costs

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

# Elective Subjects

# Agricultural Practices

## Aims

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

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

## Areas of Study

Topics covered in Agricultural Practices may include:

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

## Special Subject Advice

Students enrolled in this subject require a laptop.

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

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

Students learn through a combination of classroom and field activities. Field activities may include incursions (e.g. mower servicing, construction), landscaping and construction opportunities.

Students will also be expected to participate in general garden work and maintenance.

## Assessment

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

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

## Associated Subject Costs

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

## Risk Statement

Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various agricultural tools, machinery and chemicals. Students may be exposed to invertebrates (e.g. bees) and various produce plants.

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

# Applied Industrial Skills

## Aims

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

## Areas of Study

Areas of study include:

- Woodwork
- Metalwork
- Fundamental mechanics (2 and 4 stroke small engines)

## Special Subject Advice

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

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

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

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

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

## Assessment/Workload

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

# Business

## Aims

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

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

## Areas of Study

- Competitive Advantage
- Marketing Skills
- Business Plans and Business Ventures
- Managing Financial Risks

## Special Subject Advice

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

## Prerequisites

Nil

## Assessment/Workload

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

# Chinese

## **Aims**

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

## **Areas of Study**

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

## **Special Subject Advice**

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

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

## **Senior School and Tertiary Studies**

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

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

## **Assessment/Workload**

Assessment consists of assignments and testing of the essential macroskills at least once and a maximum of twice each semester. The criteria is *communicating and understanding*.

## **Associated Subject Costs**

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

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

# Dance

## Aims

Year 9 Dance aims to build skills in performance, technique, choreography, written communication, problem solving, decision making, teamwork, planning and organisational skills. Students will gain an understanding of the fundamentals within three styles of dance: jazz, musical theatre, contemporary and hip hop. This course prepares students to undertake senior dance and builds a strong sense of achievement and satisfaction from the creation of physical expression with creative ideas. By choosing dance students will build confidence, fitness, co-ordination and the ability to analyse, interpret and evaluate.

## Areas of Study

The course is divided into three areas:

- Choreography
- Performance
- Responding

## Year 9

- Introduction to Choreography, Performance, Appreciation
- Jazz Dance
- Musical Theatre
- Music Videos

## Special Subject Advice

Students enrolled in this subject require a laptop.

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

## Learning and Assessment/Workload

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

- Making – choreographing
- Making – performance
- Responding

## Associated Costs

Students may be given the opportunity to view live dance performances. These incursions cost approximately \$25. Viewing these performances allows students to experience and observe professional dance artists and complete assessment tasks.

## Risk Statement

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

# Design

## Aims

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

## Areas of Study

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

## Special Subject Advice

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

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

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

## Assessment/Workload

Assessment tasks occur in the form of:

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

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



# Digital Technologies

## Aims

Digital Technologies is a new subject at CDSHS. The rapid expansion of new technologies in society has had an impact in almost every industry. Regardless of your future career, digital technologies will have some impact on how you will do your job. Four of these new technologies are addressed in this subject as part of multiple pathways through to year 12.

The objective of this course is to introduce the student to 21st century problem solving strategies in robotics, drones, rapid prototype design and Artificial Intelligence. Rapid prototype design will expose students to the latest advances in laser technology and 3D printing. The Robotics/Drones and Immersive Reality skills developed in this course are not just for a career as a roboticist or drone pilot, but are directly used in many industries, including the following sample: health (e.g. Alzheimer's treatment, skin cancer detection), teaching, marine science, emergency services and all the sciences. VR/AR are making significant inroads into training and skills development as well as education and marketing. Students will learn production techniques equivalent to an entry-level Creative Designer. This is a wide-ranging, creative, technical and hands-on subject that opens the doors to many career pathways as shown above, and to many different career applications.

## Area of Study

- New and Emerging Technologies
- Robotics and Automation
- Aviation and Drone Technologies
- Coding and algorithms
- Laser and 3D Technologies and Design
- Artificial Intelligence

## Special Subject Advice

**Laptop** – students enrolled in this subject require a laptop.

**Equipment** – Students will need a notebook and USB.

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

Year 9 Digital Technologies can lead into Digital Solutions (QCAA General subject), ICT (Applied subject) as well as the Cert III in Aviation (RPL).

## Assessment/Workload

Assessment tasks occur in the form of:

- Classwork folios
- Examinations
- Team Challenges – both assignment-based and supervised practicals.

# Drama

## Aims

Year 9 Drama aims to build transferable skills in performance, communication, improvisation, problem solving, decision making, organisation and team work. Students will gain an understanding of the fundamental Elements of Drama, through experiences in Physical Theatre, Commedia dell'arte and Children's Theatre. This course prepares students to undertake senior Drama as the course of study focuses on building knowledge and skills that are embedded throughout the senior syllabus. Studying drama brings a strong sense of achievement and satisfaction from the experience of bringing creative ideas to life on the stage.

The course aims to build the following:

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

## Areas of Study

The course looks at three dimensions:

- Making (Forming) - making/creating drama.
- Making (Presenting) – acting and performing in a range of dramatic performance styles.
- Responding - reacting to drama, analysis and evaluation.

## Special Subject Advice

Students enrolled in this subject require a laptop.

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

## Learning and Assessment/Workload

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

## Associated Subject Costs/Excursions

Year 9 Drama students usually attend performances given by professional groups. These shows cost approximately \$20 per student. The number of performances depends on the program offered but generally it is one per semester. These performances offer students the opportunity to observe actors using the skills they themselves are trying to develop. Viewing theatre is an important part of the subject and is considered compulsory.

## Risk Statement

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

# Food and Nutrition

## Aims

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

## Areas of Study

Students will study units of work incorporating

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

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

## Special Subject Advice

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

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

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

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

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

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

## Assessment/Workload

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

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

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

# French

## **Aims**

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

## **Areas of Study**

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

## **Special Subject Advice**

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

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

## **Senior School and Tertiary Studies**

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

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

## **Assessment/Workload**

Assessment consists of assignments and testing of the essential macroskills at least once and a maximum of twice each semester. The criteria is *communicating and understanding*.

## **Associated Subject Costs**

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

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

# Hospitality

## Aims

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

## Areas of Study

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

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

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

## Special Subject Advice

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

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

## Assessment/Workload

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

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

## Associated Subject Costs

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

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

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

## Risk Statement

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

# Industrial Graphics

## Aims

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

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

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

## Areas of Study

These areas are incorporated in three contextual units:

- Engineering drafting
- Building & Construction drafting
- Furnishing drafting

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

## Special Subject Advice

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

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

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

## Assessment/Workload

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

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

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

# Japanese

## **Aims**

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

## **Areas of Study**

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

## **Special Subject Advice**

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

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

## **Senior School and Tertiary Studies**

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

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

## **Assessment/Workload**

Assessment consists of assignments and testing of the essential macroskills at least once and a maximum of twice each semester. The criteria is *communicating and understanding*.

## **Associated Subject Costs**

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

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

# Media Arts in Practice

## Aims

The aim of this subject is to give students the skills and techniques associated with graphic design, imagery and interactive media. Students will develop skills in photography and Photoshop, graphic design techniques and have hands on experience with video editing and animation. Students will also be given the opportunity to develop their own video games. In studying media arts students will develop skills in self-expression, be given opportunities to critique and comment on modern media as well as develop skills in self-reflection and evaluation.

## Content

- Analysis and Evaluation
- Photography
- Graphic Design
- Audio and Video
- Animation
- Game Creation

## Special Subject Advice

- Students are not required to have artistic ability – skills in drawing will be an advantage, but this is not a requirement.
- Students should have an interest in graphic design, imagery and interactive media.
- Students enrolled in this subject will require a laptop.

## Assessment/Workload

Assessment is based on a practical portfolio of tasks which are to be completed in class time. The criteria is *knowing and understanding, applying and analysing, and creating and evaluating*.

## Risk Statement

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



# Music

## Aims

Year 9 Music aims to develop the musical skill and understanding of students who enjoy and have an aptitude for music. Students will explore a range of styles such as World Music, Rock Music and Music Theatre, through performing, composing and analysing music activities. In addition to developing and refining individual musicianship skills, the course aims to promote confidence, creativity, communication and critical thinking skills through engaging and diverse learning experiences.

During this subject, students will focus on the following areas:

- Performing – developing aural, reading and expressive skills
- Composition and arranging, using notation software
- Analysis of a variety of genres and styles

## Areas of Study

The Year 9 course covers the development of music through a wide variety of music styles and eras including: Rock, World Music, and Music Theatre. In Year 10 students will continue their studies by investigating Film Music, Jazz and Great Music and Musicians.

## Special Subject Advice

Students enrolled in this subject require a laptop.

Students wishing to do this subject should be able to play a musical instrument or sing (voice is an instrument). It is recommended that students be learning an instrument either through the school's Instrumental Music Program, from a private music teacher or have some previous experience.

## Learning and Assessment/Workload

Students demonstrate evidence of their learning over time in relation to the following assessable elements: 'Making – Performing', 'Making – Composing', 'Responding'.

Assessment will include the following:

- Performance (playing group, solo)
- Written assignments or exams that respond to music (styles, theory, analysis, listening skills)
- Composition/Arranging

Homework is set occasionally and all students are expected to practise their instrument regularly.

## Associated Subject Costs

Students may be asked to purchase Musition, a music theory software platform. This costs \$30 per student.

Throughout the year students are encouraged to attend various performances and workshops.

Average costs: approximately \$15-\$30

## Risk Statement

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

# Music in Practice

## Aims

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

## Areas of Study

This course offers a wide variety of contemporary music experiences such as:

- Song writing and composition skills
- Music performance skills
- Music on stage
- General music theory

## Assessment/Workload

Assessment may include the following:

- Knowledge Exams
- Practical performances
- Composing tasks
- Assignments
- Presentations (multi-modal)

All students are expected to practise their instrument regularly and complete homework.

## Special Subject Advice

It is an advantage that students wishing to do this subject should be learning a musical instrument either through one of the school's musical programs or from a private music teacher; however, it is not a pre-requisite. The emphasis within this subject is developing practical skills. The criteria are *knowing and understanding, applying and analysing, and creating and evaluating*.

Music in Practice is a viable option if students are preferring a more practical pathway. Students who plan to study the General subject 'Music' in Senior should study **'Music' rather than Music in Practice**.

Students enrolled in the subject require a laptop.

## Associated Subject Costs

Students are encouraged to attend performances and workshops throughout the year; the approximate cost is \$15-\$30.

## Risk Statement

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

# Practical Textiles

## Aims

The study of Textiles provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns and fibres. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles. They will use critical thinking to weigh up short- and long-term impacts of clothing production on the environment. Practical textiles give students life skills and opportunities to create textile projects. This subject combines theory with practical applications related to textiles.

## Areas of Study

Topics covered will include:

- basic sewing skills, the theory of design and fabrics.
- elements and principles of design
- design process
- recycling and sustainability

During the year students will participate in weekly practical lessons and study the theory of fibres and fabrics during theory lessons. During semester one students will build skills and confidence when completing practical work. Semester two will build on these foundation skills to create item of greater complexity.

## Special Subject Advice

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

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

## Associated Subject Costs

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

It is the responsibility of the student to provide their own textile equipment as per handouts at the beginning of each term. This is generally a small sewing kit (used across the year) along fabrics for sewing projects that students will keep. Parents/Carers may need to consider this when subjects are selected, please contact the Head of Department if you would like further information.

## Assessment / Workload

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

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

## Risk Statement

As this is a practical subject, there is an element of risk as students will be using various electrical appliances (sewing machines, irons) and pieces of practical equipment (including scissors, roller knives, pins etc). It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year. Also, students must complete the theory component of workplace, health and safety in the textiles room and demonstrate competency with each appliance before they operate equipment independently.

# Outdoor Education

## Aims

This subject is targeted towards students who enjoy and have an interest in outdoor education and physical activity. It aims to develop competence and safety management in the Australian outdoors and will provide students the opportunity to be involved in a variety of leisure and lifestyle activities, as well as learning about the various outdoor education opportunities available locally and globally.

## Special Subject Advice

- Students enrolled in this course will require a laptop.
- Participation in all units is necessary
- It is recommended that students enrolled in this course have an interest and enjoy outdoor education pursuits and physical activity.
- The majority of this course will involve practical work carried out at varying intensities. Students must wear their correct Sports uniform and school cap to all Practical classes.

## Areas of Study

**Practical Courses offered on-site may include (but are not limited to):** ropework (knots etc), orienteering, archery, map reading, tent construction, leadership and group activities

**Practical Courses offered off-site may include (but are not limited to):** Canoeing, raft building, abseiling, rock climbing, mountain biking, bushwalking, fishing, lifesaving and water safety.

There may be theoretical components to these courses that also must be completed.

## Associated Subject Costs

A subject levy will apply for this subject as there are several excursions and camps that are compulsory components of the course. This levy will not exceed \$300 per student and this will cover the cost of course materials, off site excursions and transport (excluding end of year Moreton Island Camp)

## Assessment/Workload

- a) Practical assessment is made by observation of applied skills in various leisure and lifestyle activities.
- b) Assessment in theory units may be by written tests, assignments, projects, etc. All theoretical units of work use the digital platform of One Note Class Notebook.

## Risk Statement

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

# Sport Development Football

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

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

All units reflect an integrated approach to delivery.

**Aims -Maintaining Healthy Lifestyles.** Students are encouraged to:

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

## Areas of Study

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

**Pre-requisites:** students who are looking to enrol into SDF should have experience with our school football program from previous years, including involvement in interschool and SPL teams.

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

**Theoretical Courses offered include:** Officiating, Coaching, Tournament Organisation, Games Analysis

## Special Subject Advice

Students enrolled in this subject require a laptop.

Participation in **all** units is necessary if students are to achieve all strands by the completion of Year 9. Correct Sports uniform including school hat **must** be worn to all practical lessons. This includes sports shorts/shirt and appropriate shoes for exercise.

## Associated Subject Costs

Costs for Sports Development Football are integrated into the resource scheme. However, students will be expected to pay for any excursions during the year.

## Assessment/Workload

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

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

## Risk Statement

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

# Sport Development Touch Football

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

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

All units reflect an integrated approach to delivery.

**Aims - Maintaining Healthy Lifestyles.** Students are encouraged to:

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

## Areas of Study

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

**Pre-requisites:** students who are looking to enrol into SDT should have experience with our school touch program from previous years, including involvement in interschool STL and All Schools Touch teams.

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

**Theoretical Courses offered include:** Officiating, Coaching, Tournament Organisation, Games Analysis.

## Special Subject Advice

Students enrolled in this subject require a laptop.

Participation in **all** units is necessary if students are to achieve all strands by the completion of Year 9. Correct Sports uniform including school hat **must** be worn to all practical lessons. This includes sports shorts/shirt and appropriate shoes for exercise.

## Associated Subject Costs

Costs for Sport Development Touch Football are integrated into the resource scheme. However, students will be expected to pay for any excursions during the year.

## Assessment/Workload

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

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

## Risk Statement

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

# Sport Development Volleyball

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

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

All units reflect an integrated approach to delivery.

**Aims - Maintaining Healthy Lifestyles.** Students are encouraged to:

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

## Areas of Study

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

**Pre-requisites:** students who are looking to enrol into SDV should have experience with our school volleyball program from previous years, including involvement in interschool and SVL teams.

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

**Theoretical Courses offered include:** Officiating, Coaching, Tournament Organisation, and Game Analysis.

## Special Subject Advice

Students enrolled in this subject require a laptop.

Participation in **all** units is necessary if students are to achieve all strands by the completion of Year 9. Correct Sports uniform including school hat **must** be worn to all practical lessons. This includes sports shorts/shirt and appropriate shoes for exercise.

## Associated Subject Costs

Costs for Sport Development Volleyball are integrated into the resource scheme. However, students will be expected to pay for any excursions during the year.

## Assessment/Workload

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

Students who enrol in SDV are encouraged and expected to participate in all interhouse carnivals.

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

## Risk Statement

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

# STEM

## Science Technology Engineering and Mathematics

### Aims

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

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

This is an academically rigorous subject designed to arm students with the complex reasoning and teamwork skills they require if they wish to pursue further studies or careers in STEM industries.

### Areas of Study

Topics from Science, Digital and Design Technologies, Engineering, and Mathematical Processes will be explored in the context of problem solving, with emphasis on The Scientific Method and Engineering process rather than content acquisition.

### Special Subject Advice

Students enrolled in this subject require a laptop.

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

### Assessment/Workload

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

### Associated Subject Costs

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

### Risk Statement

Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various laboratory instruments and construction/engineering devices and kits.

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



# Technology Metal

## Aims

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

## Areas of Study

Areas of study include:

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

## Special Subject Advice

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

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

Students will require a laptop for this subject.

## Assessment/Workload

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

## Risk Statement

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

# Technology Wood

## Aims

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

## Areas of Study

Areas of study include:

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

## Special Subject Advice

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

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

Students will require a laptop for this subject.

## Assessment/Workload

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

## Risk Statement

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

# Visual Art

## Aims

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

## Areas of Study

Students will develop skills in the following areas of study:

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

## Special Subject Advice

Students enrolled in this subject require a laptop.

Students intending to select this subject should:

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

## Learning and Assessment/Workload

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

Assessment consists of experimental folios of artwork and appraising (written) tasks.

## Risk Statement

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

# Visual Arts in Practice

## Aims

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

## Areas of Study

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

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

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

## Special Subject Advice

Students enrolled in this subject require a laptop.

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

Students intending to select this subject will be required to:

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

## Assessment / Workload

Assessment is based heavily on practical work done in class. Students will be required to complete some theory work. The criteria are 'making' and 'responding'. Responding tasks involve reflecting on own and other's artwork.

## Risk Statement

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