

Rochedale

State High School

Performers for every stage expressing talents in every field



JUNIOR SECONDARY

SUBJECT SELECTION BOOK

2020

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SELECTING SUBJECTS FOR YEARS 9 & 10

In Year 7 and 8 all students are exposed to a wide range of subject offerings. In Years 9 and 10 students study both **core** and **elective** subjects. The core subjects are studied by all students (as per the Australian Curriculum) and ensure that wide ranges of future pathways are possible for all. Elective choices enable students to pursue their individual interests and support their senior studies.

NOTE: All subjects are selected for a minimum of 12 months study.

This booklet aims to help each student make an appropriate and informed decision.

SUBJECT OFFERINGS – Year 9 Curriculum – 2020

SUBJECT OFFERINGS (for 2020 Year 9 students)	
COMPULSORY CORE	<ul style="list-style-type: none"> - English - History or Geography (<i>student choice</i>) - Mathematics - Science - Health and Physical Education - Sport/Co-curricular
ELECTIVES	<p>Select two (2) from the following</p> <ul style="list-style-type: none"> - Agricultural Science - APEX – Performance Arts[^] - Chinese - Dance[^] - Design Technology[*] - Digital Technologies (IT) - Drama[^] - Economics and Business - Film and Media Technologies - Food Studies[#] - Metal Trade Skills - Music - STEM Excellence[*] - Textiles and Food Studies[#] - Timber Trade Skills - Visual Art

* Design Technology and STEM Excellence cannot be studied together

Food Studies and Textiles & Food Studies cannot be studied together

[^] APEX – Performance Arts cannot be studied with Dance or Drama

It should be noted that **no Year 9/10 electives are prerequisites for Year 11/12 studies with the exception of Chinese.**



SELECTING SUBJECTS FOR YEARS 9 & 10

CORE SUBJECTS

ALL students in Years 9 and 10 study the core subjects so that they are able to keep their options open for later studies in Years 11 and 12. This gives students a further two years to mature before they are required to focus more closely on those areas of study they will need for future employment or educational opportunities.

CHOOSING ELECTIVES

There are several factors students should consider when choosing school subjects and courses.

Select subjects that you enjoy, that you know you can do well in and that will help keep your career options as open as possible.

This may sound easy but it should involve a lot of thought, discussion and research. Never assume you know all about a subject at a higher level because you have done that subject before.

In addition to what is taught (content), it is important that you investigate how each subject is taught (textbook, practical work, field trips, experiments, ICTs etc.) and how it is assessed (exams and/or assignments, theory and/or practical work, written and/or oral work, etc.)

Teachers, Heads of Department, Guidance Officer, Year Coordinators and Administration staff of the school will assist as much as possible in helping students and parents choose the most suitable subjects for Year 9.

From the constructed subject lists two elective must be selected and a reserve choice.

Each student's selections will be examined by school personnel in consultation with teaching staff, and if necessary a recommendation for change of subjects will be made. It is important that the choice of subjects be realistic and that the student be able to cope with the standard of work that will be covered.

Students' choices will be confirmed before the end of the school year.



SELECTING SUBJECTS FOR YEARS 9 & 10

OTHER ASSISTANCE

It may be helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Years 9 and 10. If you need any assistance, an interview with the School Guidance Officer may be beneficial. The following sources of information on subjects, courses and careers may also help:

- *Other career information* such as literature from industry groups which show the various pathways to jobs in these industries
- *The booklet QTAC Guide* – for occupations requiring university study or study in full-time TAFE diploma and advanced diploma courses
- TAFE Queensland at www.tafeqld.edu.au
- The National Career Information Service website '*myfuture*' at www.myfuture.edu.au
- Australian government website Job Outlook at joboutlook.gov.au

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and occupations that are of interest.

CHANGING SELECTIONS

Changes to original selections can be carried out in the last month of Term 4, 2019, via consultation with Administration.



CORE

SUBJECTS



HISTORY

(Students must select from either History or Geography)

ORGANISATION

In Year 9, students undertake historical studies designed to foster *Historical Knowledge and Understanding* and develop *Historical Skills*.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Year 9

1. Making a Better World? - Progressive ideas and movements (1750 - 1918)

The emergence and nature of key ideas in the period, with a particular focus on the Industrial Revolution, and the emergence of capitalism and socialism.

2. Making of a Nation

Students investigate key junctures in Australian History post 1788 culminating in federation.

3. Australia's involvement in World War I

Students investigate key aspects of World War I including the nature and significance of the war in world history. They examine the Australian experience of the war and its impact on Australian identity and culture.

4. Civics and Citizenship

Students study key features of Australia's system of government and explore how this system aims to protect all Australians.

STUDENTS WILL

- learn how to use common historical terms for dealing with chronology and time-related historical concepts and acquire a sound grasp of the sequence of events.
- ask and explore inquiry questions in detail, finding relevant and comprehensive answers and provide sound explanations and conclusions for historical events.
- use a wide range of different forms of evidence in providing historical explanations, recognising how these forms of evidence may vary in their value.
- develop a range of appropriate techniques of organisation and communication.

Mr A Bennett
Head of Department
Social Science
Phone: 3340 0451



HISTORY

(Students must select from either History or Geography)

ORGANISATION

In Year 10, students undertake historical studies designed to foster *Historical Knowledge and Understanding* and develop *Historical Skills*.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Year 10

Historical Depth Studies

1. Australia's involvement in World War II

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

2. Rights and Freedoms

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

3. The Globalising World: Migrant Experiences

Students investigate how the waves of post-World War II migration to Australia have shaped Australian society.

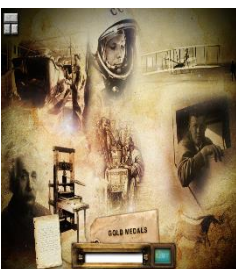
4. Civics and Citizenship

Students investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society.

STUDENTS WILL

- learn how to use common historical terms for dealing with chronology and time-related historical concepts and acquire a sound grasp of the sequence of events.
- ask and explore inquiry questions in detail, find relevant and comprehensive answers and provide sound explanations and conclusions for historical events.
- use a wide range of different forms of evidence in providing historical explanations, recognising how these forms of evidence may vary in their value.
- develop a range of appropriate techniques of organisation and communication.

Mr A Bennett
Head of Department
Social Science
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GEOGRAPHY

(Students must select from either Geography or History)

ORGANISATION

In Year 9 and continuing on to Year 10, students have the opportunity to select Geography as an elective. Studies in Geography will provide a pathway for future studies at the senior level of Education and beyond.

A study of Geography develops students' curiosity and wonder about the diversity of the world's places and their peoples, cultures and environments. Students examine why places have their particular environmental and human characteristics, explore the similarities and differences between them, investigate their significance and meanings to people, explain how they change over time, and evaluate their futures.

Through the study of Geography students develop Knowledge and Understanding and the Inquiry Skills of observing, collecting, interpreting, communicating, reflecting and responding.

Year 9

Unit 1: Changes in places and environment

Study of the various types of environments and their distinctive climates, vegetation and productivity. Students will examine the human changes to environment in order to produce food and the impact of these changes.

Unit 2: Connections to our World

Students investigate the ways in which people are connected to places with a focus on the effects of the production and use of goods on places and environments, the impact of lifestyle and the implications for the future management of these places.

Term 4. Civics and Citizenship

Students study key features of Australia's system of government and explore how this system aims to protect all Australians

STUDENTS WILL

- Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts
- Collect, select, record and organise relevant geographical data and information
- Evaluate sources for their reliability, bias and usefulness
- Present findings, arguments and explanations in a range of appropriate communication forms, using relevant geographical terminology, and digital technologies as appropriate

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GEOGRAPHY

(Students must select from either Geography or History)

Year 10

Unit 1: Environmental change and management

- The human-induced environmental changes that challenge sustainability
- The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia
- The application of geographical concepts and methods to the management of environmental change

Unit 2: Human Geography

- The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places
- The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands.
- The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries

Term 4 : Civics and Citizenship

Students investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society.

STUDENTS WILL

- Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts
- Collect, select, record and organise relevant geographical data and information
- Evaluate sources for their reliability, bias and usefulness
- Present findings, arguments and explanations in a range of appropriate communication forms, using relevant geographical terminology, and digital technologies as appropriate
- Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge

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MATHEMATICS

Year 9

COURSE OUTLINE

Rosedale State High School offers the Australian Maths Curriculum from Years 7 to 10. The Australian Curriculum is organised into two sets of strands. Proficiency Strands describe the skills, or “how” of Mathematics and Content Strands describe the knowledge or “what” of Mathematics.

Proficiency Strands:

- Understanding
- Fluency
- Problem Solving
- Reasoning

Content Strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Year 9 Maths is further divided into ability levels. Students will be placed in

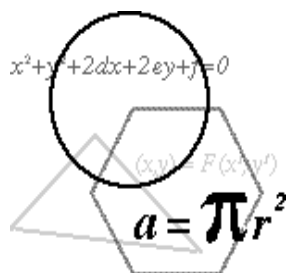
- Foundation
- Core
- or Extension (at school’s discretion)

Class based on their results in Year 8 and teacher recommendation.

ASSESSMENT

A range of assessment tasks will be used to judge student work against set standards of the Australian Curriculum. These may include tests, in-class activities and assignments. There will be at least three assessment items each semester.

Miss T Rowland
Head of Department
Mathematics
Phone: 3340 0455



MATHEMATICS

Year 10

COURSE OUTLINE

Rosedale State High School offers the Australian Maths Curriculum from Years 7 to 10. The Australian Curriculum is organised into two sets of strands. Proficiency Strands describe the skills, or “how” of Mathematics and Content Strands describe the knowledge or “what” of Mathematics.

Proficiency Strands

- Understanding
- Fluency
- Problem Solving
- Reasoning

Content Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

In order to prepare students for the subjects offered in Years 11 and 12, from Semester 1, students are placed in a stream of Maths that will prepare them for these courses.

- Short course Numeracy in Semester 2 (for students who struggle with Maths or who are on an ICP)
- Maths Essentials – students aiming for Essential Maths in Years 11 and 12.
- Core Maths – for students aiming to do the ATAR subject General Maths in Years 11 and 12
- Extension Maths – for students who are intending to do Maths Methods (and possibly Specialist Maths) in Years 11 and 12.

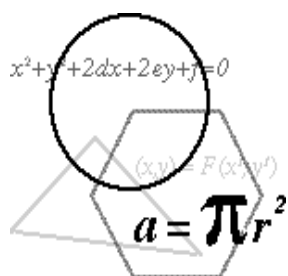
Early in the year, students will be placed into classes that will best match their abilities and aspirations. These decisions will be made with consideration of Year 9 results, teacher recommendations and with parent consultation.

In Semester 2, classes will be revised according to Semester 1 results and subject selection for Year 11. Methods, Specialist Maths). These changes will be based on teacher recommendation and student/parent consultation.

ASSESSMENT

A range of assessment tasks will be used to judge student work against set standards of the Australian Curriculum. These may include tests, in-class activities and assignments. There will be at least three assessment items each semester.

Miss T Rowland
Head of Department
Mathematics
Phone: 3340 0455



SCIENCE

The Science Key Learning area is based on an adapted Australian Curriculum that has three interrelated strands: *Science Understanding, Science as a Human Endeavour and Science Inquiry Skills*.

Together, the three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore Science, its concepts, nature and uses through clearly described inquiry processes. Enrichment and extension opportunities are an integral part of refining scientific skills.

In **Year 9**, Science focuses on the broader aspects of chemical processes, biological systems, earth and space sciences, and the nature of energy and forces in the physical world.

In **Year 10**, Science has been developed as a transition course focusing on the multiple pathways available to students in the senior school. Traditional and rigorous fields of Biology, Chemistry and Physics are explored, and in Semester 2, recommendations for studying senior sciences are carefully considered.

Students are provided with opportunities to develop and demonstrate their ability in:

- Planning and conducting investigations
- Processing and analysing data and information
- Evaluating data and drawing conclusions
- Communicating decisions in a scientific and literate manner
- Questioning and predicting outcomes
- Higher order thinking

ASSESSMENT

A range of assessment tasks will be used to judge student work against set standards.

These may include:

- Written tests
- Extended response tasks
- Orals
- Making models and brochures
- Assignments and research tasks
- Multi-media presentations
- Experiment and excursion reports
- Extended experimental investigations.

There will be at least two assessments tasks each term.

ASSOCIATED COSTS

- Excursions do arise and costs associated with transport or entry to venues may occur. Some of these activities are considered a necessary component of the course and students are expected to attend. Costs are kept to a minimum and are typically around \$15.
- Specialist programs and competitions are offered for interested students.

Mrs A Albert
Head of Department
Science
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HEALTH & PHYSICAL EDUCATION

COURSE OUTLINE

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

ASSESSMENT

Students complete assessment in both the theoretical and practical components of this subject. Assessments consist of:

- * tests
- * written assignments
- * reports
- * multimodal presentations
- * performances

Mr J Baxter
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Physical Education
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SPORT/CO-CURRICULAR

Year 9 and 10 students will be given the opportunity to participate in physical activity during Tuesday and Wednesday afternoon sport in the following activities:

- Interschool sporting competitions in a variety of sports, competing against schools in South District.

OR

- Co-curricular activities geared towards leisure, fitness, social sport or community service.

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ELECTIVE

SUBJECTS



AGRICULTURAL SCIENCE

COURSE OUTLINE

Agricultural Science is an Applied Science, which aims to expose students to a range of field-based learning experiences with plants and animals.

The course is divided into units:

- Local Agriculture
- Plant Production
- Animal Husbandry
- Plant Propagation
- Beekeeping
- Agriculture Economics

Agricultural Science would be of value to students hoping to find a vocation or tertiary course in the agricultural or horticultural fields. Students could also use the knowledge in leisure activities or as an aid to homemaking.

Examples of practical learning experiences include:

- Growing a variety of vegetables and flowers
- Extracting honey and management of beehives
- Animal husbandry practices eg drenching, vaccinating etc.
- Propagation of plants
- Flower growing
- Feeding and care of sheep and poultry
- Field and laboratory trials

ASSESSMENT

Involvement in practical work forms an integral part of the assessment.

- Exams
- Assignments
- Prac work

ASSOCIATED COSTS

\$30 Excursion to RNA Animal Pavilions.

OPTIONAL

Agricultural Show Team

Student who study Agriculture Science are encouraged to participate in the Ag Show Team. This involves weekend feeding, attending events outside of school hours and selecting Ag Show Team as an option for sport.

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Science
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Ms M Ellis
Subject Area
Co-ordinator
Agricultural Science
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APEX – PERFORMANCE ARTS

“The future belongs to young people with an education and the imagination to create.”

-President Barack Obama

This is a performance based subject that explores themes and productions through rich tasks that encompass Dance and/or Drama. Students will study core content through theme or task based projects replicating aspects of the Performing Arts environment where artists meet to create, develop and perform works.

This course may give students the opportunity in the following experiences: Performance nights; APEX workshops; Dance/Drama Eisteddfod; XLD; Creative Generation and school musicals.

PROJECT IN DANCE/DRAMA	DANCE/DRAMA IN MUSICAL THEATRE
Students are able to develop an understanding of the elements of Dance/Drama through a performance project exploring the topic or theme explored for the school-wide performance. Eg. XLD – 2020: Looking Back, Looking Forward.	Students study the world of Musical Theatre through the performance of Dance/Drama. Student learn about the narrative of this genre, the exploration of acting style and Musical Theatre dance genres.
COLLAGE/THEME DEVELOPMENT	DANCE/DRAMA ON SCREEN
Students will explore Drama conventions and/or Dance genres to explore a social issue. They will adapt their technical and expressive skills in Dance to interpret and develop the theme. They will use conventions like internal monologue or talk show to explore the world around them.	Students will explore youth scripts and themes to develop a short screen production. Students study how Dance/Drama is developed for screen. They will then write/choreograph a work, filming the work for assessment.

The school APEX program aims to give all involved students the opportunity to participate in project based arts experiences. Students are required to complete an assessment task for each unit studied. Assessment is usually in groups and learning experiences will be based around the following assessment descriptors: making, performing and responding.

**ARTS ARE CREATIVITY
ARTS ARE COMMUNICATION
ARTS ARE TECHNOLOGY**

Problem solving, adaptability, flexibility and working well with others are all important components of 21st century readiness. The arts provide opportunities for our kids to develop these skills.

Incompatible Subject(s): Dance, Drama



CHINESE

Modern Standard Chinese is the official language of the People's Republic of China.

In the western world it is known as Mandarin.

Learning Chinese is an investment in your future. Employers are interested in people with language skills.

We are in a rapidly changing world. Each year, developments in International communications, diplomacy and trade provide new opportunities for Australian business worldwide. Languages learned at school lay a foundation for developing the skills that will be increasingly in demand, as more Australian companies enter this global marketplace.

WHY STUDY CHINESE?

- To understand people whose future is entwined with our own
- To expand your horizons, culturally and intellectually.

Course Outline

Chinese runs a two year course of study involving a variety of topics which are:

- Me and My Family;
- Shopping - Buy, Buy, Buy;
- A Fashion Parade - Clothing;
- Restaurants - What to order?
- Healthy Eating;
- Endangered Animals;
- School Life;
- Directions;
- A Busy Life - So much to do
- The Money Cycle.

How is Chinese Studied?

The major reason for learning a language is to communicate. In order to develop this ability, students are involved in tasks that draw on other curriculum areas for their content. Students have the opportunity to participate in excursions, which are an extension of class work. Technology is used to make the learning of the language fun and interactive.

ASSESSMENT

Students will be able to demonstrate their communicative ability by comprehending and composing a variety of written and spoken text.

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Head of Department
Junior Secondary and
LOTE
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Ms P Lehmann
Subject Area Co-
ordinator
Chinese
Phone: 3340 0426

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DANCE

“Studying dance develops creativity, teamwork, confidence, critical thinking, self-discipline, physical health and the ability to work collaboratively – all beneficial in any 21st century career path and quality of life.”

Dance is an activity of ancient tradition and a fundamental and evolving form of expression. Dance offers students an alternative means of expressing themselves and creating their own meaning

The course may give students the opportunity in the following experiences:

- Dance Eisteddfod, Performances at various school and community events, School musicals, XLD and Awards ceremonies.

ASSESSMENT

UNPACKING DANCE	MOVE TO THE MUSIC
Students are able to develop an understanding regarding the functions of Dance and how they interweave into different cultures and societies. Students learn various dances within the different functions, social, artistic and ritual and then explore creating their own dances.	The purpose of this module is to explore dance in Musical Theatre. It offers students the opportunity to learn about the musical theatre narrative. Students learn musical theatre genre and choreograph dances that focus on the music and the lyrics.
DANCE & TECHNOLOGY	THEME DEVELOPMENT
Students study how dance is choreographed for screen and non-traditional dance spaces. They will explore the genres of pop, hip hop and contemporary. Students will experiment with choreographing dance in a non-traditional space and are given the opportunity to express themselves.	Students will be given the opportunity to perform at a public event performing pieces in various genres. They adapt their technical skills and demonstrate expression and interpretation under a theme. Students work collaboratively to choreograph dances in any genre.

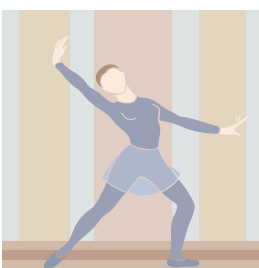
The school Dance program aims to give all involved students the opportunity to participate in a physical Dance program focusing on Dance as an art form. Learning experiences at assessment will be based around the following organisers:

- MAKING – making dances and using movement in your own creative way
 PERFORMANCE – learning dance techniques such as jazz, hip hop, contemporary and dance fusion
 RESPONDING – appreciating and understanding other people’s dances

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Ms E Hearn
 Head of Department
 The Arts
 Phone: 3340 0454



DESIGN TECHNOLOGY

COURSE OUTLINE

Are you interested in Lasers? Remotely controlled machines? Electronics? 3D printing? Cutting edge technology? Do you have an interest in Engineering and physics? Do you like solving future problems? If you answered yes to any of those questions we have just the subject for you! Design Technology is an ever changing subject that keeps up with the latest technology in computing, manufacturing and problem solving. In this subject you will learn how to solve problems utilising our state of the art design centre.

Design technology is a two year course of study that incorporates all aspects of STEM (Science, Technology, Engineering and Mathematics) into a program that challenges students to become future thinkers by exposing students to the world of design. Students will learn how to solve problems by working through folio based assessment; they will then see their design prototypes produced using a variety of computer Aided Manufacturing (CAM) machines such as laser cutters, 3D prototype printers and milling machines. Students will also learn how to produce graphical representation of prototypes using Autodesk Inventor software.

Global Aims

- Developing the skills to become future problem solvers
- Focuses on generating skills in using and applying information and computer technology.
- Use of product design to enhance the realistic function of the completed tasks.
- Developing skills to manage, plan and execute tasks effectively and efficiently.

General Objectives

- Knowledge of the various computer programs and machines.
- Application of the implementation model through analysing and evaluating, evaluating own work and application in unfamiliar and complex situations.
- Presentation of tasks and folios with an appreciation of engineering design.

ASSESSMENT

Each semester, student's class work, assignments, homework, folios, minor tests and major tests are included in the accumulated assessment of student progress.

It is highly recommended that students wishing to enrol into Design in Years 11 & 12 complete Years 9 & 10 Design Technology or STEM Excellence as these are the foundation years for this course.

Incompatible Subject(s): STEM Excellence

Mr J Johnson
Head of Department
Technology
Phone: 3340 0454



DIGITAL TECHNOLOGIES (IT)

Digital Technologies is a subject that ensures that students benefit from learning about and working with contemporary and emerging technologies that shape the world in which we live. Student will work with general purpose computer languages to code and create applications, games and web designs.

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking. This is a problem-solving method that is applied to create solutions that can be implemented using digital technologies. It involves integrating strategies, such as organising data logically, breaking down problems into parts, interpreting patterns and models and designing and implementing algorithms. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

AREAS FOR STUDY

Students understand networks and data representation. They plan and manage digital projects to create interactive information. During the course of study, students learn general purpose programming languages such as Java and Python. Examples of digital projects tasks/formats include:

- Interactive web applications
- Mobile applications (apps)
- Simulations, games and quizzes
- Database-driven websites
- Designing and building robotics

ASSESSMENT

Assessment is undertaken through a variety of tasks, including written and digital projects, exams and portfolio work. Students should be able to compile a digital record of their completed tasks throughout the year which becomes a valuable resource for future studies the end of each Semester.

Students will have access to specialist computer facilities out of class time to work on their assessment.

Mr P Monsour
Head of Department
IT
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DRAMA

“Play is the highest form of research.” Albert Einstein

Despite the rapidly changing world we live in, one thing has not changed – the need to communicate effectively. Drama addresses this need by providing students with experiences necessary to deal with real life situations as well as communication on a creative level. The students also learn the basic elements of drama and how to use and manipulate them to shape performance.

UNPACKING DRAMA	PLAY BUILDING	LET’S ACT IT OUT	MIME, MOVEMENT, MASK
Students are able to develop an understanding of the elements of Drama and how they can be utilised in different dramatic styles such as improvisation and role play. They will develop drama and life skills such as confidence, team work and creativity.	Students will use Drama to explore social issues and pop culture. They make and create drama, using conventions such as internal monologue and talk show, to explore the world around them.	This unit will expose students to scripted drama and how a script can be manipulated to create meaning for an audience. Students will act out a section of a script by using the skills of characterisation, voice and movement to engage their audience.	Students develop their non-verbal acting skills by designing and creating character masks that reflect a concept/issue of their choosing. They learn how movement, body language and gestures can sometimes say much more than words.
THE ACTOR’S CRAFT	DOCUMENTARY DRAMA	YOU’VE GOT STYLE	
Students use the acting tools of voice, body and script to perform a section of a youth play. They learn the skills of motivated movement, stage geography and blocking.	Using social, global or youth issues, students write and develop a documentary style drama that makes a social comment. They create dramatic action and explore significant issues.	Students are introduced to the history of Drama and different theatrical styles including Commedia d’elle Arte, Melodrama, Soap Opera and Musical Theatre. They explore costume and makeup design and how these contribute to characterisation. They will be able to write and perform drama in their chosen styles.	

ASSESSMENT

Students are required to complete an assessment task for each unit studied. Assessment is usually in groups, but each student receives an individual rating. This may take the form of either: Responding Tasks(written), Presenting Tasks(practical) and Making Tasks(practical) and Devising Tasks.

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Incompatible Subject(s): APEX-Performance Arts

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Phone: 3340 0454



ECONOMICS AND BUSINESS

The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

Economics and business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. This refers to the suite of skills, attributes and behaviours that allow individuals to engage in and contribute to the economic wellbeing of society. Broadly, students are encouraged to be adaptable, demonstrate initiative, solve problems and take on leadership roles in all aspects of life.

Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to:

- Effectively embrace change;
- Seek innovation;
- Work with others;
- Show initiative, flexibility and leadership;
- Use new technologies;
- Plan, organise and manage risk; and
- Use resources efficiently.

Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future. Economics and Business is organised in two related strands: economics and business knowledge and understanding, and economics and business inquiry and skills.

YEAR 9	YEAR 10
<p>Competing in a Global Economy In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> • <i>How do participants in the global economy interact?</i> • <i>How does creating a competitive advantage benefit business?</i> 	<p>Economic Performance and Standard of Living In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> • <i>How is the performance of an economy measured?</i> • <i>Why do variations in economic performance in different economies exist?</i> • <i>What strategies do governments use to manage economic performance?</i>
<p>Managing Financial Responsibility, Risk & Rewards In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> • <i>What strategies can be used to manage financial risks and rewards?</i> • <i>What are the responsibilities of participants in the workplace and why are these important?</i> 	<p>Major Consumer Decisions and Business Productivity In this unit, students will investigate the following key inquiry question:</p> <ul style="list-style-type: none"> • <i>How do governments, businesses and individuals respond to changing economic conditions?</i>

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Students will also gain hands-on practical experience in venture and entrepreneurial activities run throughout the school.

ASSESSMENT

Students will be assessed using a variety of assessment tools, such as folios of work, assignments, short answer tests, response to stimulus, multimodal and extended writing tasks.

FILM AND MEDIA TECHNOLOGIES

The focus of Film and Media Technologies will be on media design and creation, and the development of screen literacy.

Students live in a technological world where media and technologies are integral to everyday life. Film and Media Technologies will allow students to develop a range of media production skills and ensure students are competent users of new and emerging technologies in a period of rapid technological change.

The subject will provide students with hands-on experience and student will be given access to industry standard software as they design and create their own media products and applications.

AREAS FOR STUDY

- Photography, image manipulation and graphic design
- Video production and editing
- Animation and interactive screen design
- Web design
- Audio recording and production
- Film television and new media analysis

ASSESSMENT

Assessment is undertaken through a variety of tasks, including written and digital projects, and portfolio work. Students should be able to compile a digital record of their completed tasks throughout the year that becomes a valuable resource for future studies.

Students will have access to specialist computer facilities out of class time to work on their assessment.

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Head of Department
IT
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FOOD STUDIES

COURSE OUTLINE

Food Studies includes the application of nutrition principles and knowledge about characteristics and properties of food to food selection and preparation; and technology related food issues. It focuses on students preferred futures and considers ethics, legal issues, social values, economic, environmental and social sustainability

Students will produce food solutions relevant to the needs of individuals and communities. They will develop solutions to a design brief and apply management plans, changing direction where necessary to successfully complete design tasks.

Topics covered in this course include:

- Healthy Eating
- Food Safety/Preservation
- Food Preparation Skills
- Sustainability
- Food Presentation
- Sensory Perceptions of Food

ASSESSMENT

Students will be required to demonstrate their knowledge, understanding, process and production skills to create a designed solution. They will be assessed on their practical performance, and the development of a folio where they will collect, manage and analyse data. Students will also complete exams and assignments.

Students will be required to work collaboratively on some projects.

REQUIREMENTS

- Students will be required to supply their own ingredients each week for their practical cookery workshops.
- Every student MUST wear leather upper joggers (as per Uniform Policy) in the kitchens at all times, due to Workplace Health and Safety requirements.

Incompatible Subject(s): Textiles & Food Studies

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METAL TRADE SKILLS

This elective course of study allows students to gain an understanding of the metal trades industries through the completion of simulated real life tasks. The subject gives students a greater understanding of the requirements of design, control systems, assembly techniques, manufacturing and mass productions through the use of the design process to manufacture and produce various projects including CO2 dragsters, metal tool box, and collapsible shovel.

The course is structured over two years of study and covers a wide variety of material selection and uses, joining techniques and finishing requirements relating to the metal trades industries including sheet metal, steel fabrication, fitting and machining.

Students selecting this subject will cover theoretical areas in Years 9 and 10 such as safety in the workshop, metal identification and selection, welding: including oxy welding, mig welding, metal cutting and joining techniques and finishing techniques. Year 10 will further advance students awareness as they create more intricate and advanced projects and the utilisation of workshop machines such as metal lathes and welding machines with the focus aimed at allowing students to work towards the attainment of specific competencies required to obtain a Certificate I in Engineering in the senior course.

Students will also gain the knowledge and understanding to program current and future technologies including computer controlled laser cutters, 3D prototyping routers and milling machines.

ASSESSMENT

Students will be continually assessed throughout the course and a profile of their participation and skill will be kept. Students are required to develop a design folio for some of the projects.

Students are taught to research in a thorough and systematic way, and to identify the specific skills associated with research assignments. These assignments are prepared in class time and then completed for presentation at home.

WORKPLACE HEALTH & SAFETY REQUIREMENTS

In keeping with Workplace Health and Safety obligations, students must wear substantial foot protection at all times whilst in the workshop. Also clear safety glasses will be provided for work in some sections of the workshop.

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MUSIC

“Daniel Pink, author of *A Whole New Mind*, predicts that creative, right-brained people will be in great demand in the 21st century workforce.”

The study of music fosters social interaction and the development of concentration and memory, physical coordination and self-discipline. Students may develop musical skills for leisure, interest or career.

COURSE OUTLINE

WHAT IS MUSIC? UNIT 1	HOW DO WE MAKE MUSIC? UNIT 2	WHY DO WE MAKE MUSIC? UNIT 3	WHAT IS MY MUSIC? UNIT 4
We explore the fundamental elements of Music through contemporary styles and genres.	We focus on the tools we use to make music in a wide range of styles.	We explore the place and purpose of Music through history and how musicians can bring contemporary issues to a wide audience.	The power of Music to share and evoke emotion is explored alongside developing our own style.
TOPICS: STOMP! Percussion performance and composition Rock & Pop Music - what is it and how do we play it?	TOPICS: Instruments of the Orchestra Vocal styles & techniques Composition & technology	TOPICS: History of Music Protest Music Performance Skills	TOPICS: Film music "This is me" composition Practical performance skills and development
GENRES: Pop, Rock, RnB / Rap, Drum	GENRES: Orchestral music, Jazz & Blues, Musical Theatre, A cappella vocal music	GENRES: Classical & Romantic, Rock & Pop styles	GENRES: Film music, TV & advertising music, video game soundtrack Compositional styles studied

ASSESSMENT

Making	Students will perform as soloists or in an ensemble
Composing / Performing	Students will learn how to create and notate their own musical ideas
Responding	Students will study general music theory, through guided listening and analysis. Aural perception will be developed.

ARTS ARE CREATIVITY
ARTS ARE COMMUNICATION
ARTS ARE TECHNOLOGY

Problem solving, adaptability, flexibility and working well with others are all important components of 21st century readiness. The arts provide opportunities for our kids to develop these skills.

Ms E Hearn
 Head of Department
 The Arts
 Phone: 3340 0454



STEM EXCELLENCE

The STEM Excellence class is the program for students enrolled in the STEM signature program. Students involved in the STEM Signature program in Year 7 and 8 are required to select this elective if they wish to remain in the STEM signature program in Year 9 and 10.

COURSE OUTLINE

Innovations and technological advancements in science, technology, engineering and mathematics (STEM) play a key role in our lives. Not only do they fuel gains in economic productivity, but they also drive improvements to our lives through new inventions and discoveries. The value of STEM to our future is now widely recognised across the globe.

STEM is addressed in the Australian Curriculum through the learning areas of Science, Technologies and Mathematics, and through 21st Century skills including Numeracy, Information and Communication Technology (ICT) capability, and Critical and Creative Thinking.

Students will develop the following Knowledge, Understanding, Values, Attitudes and Skills.

1. Inquiry and project based learning skills appropriate to STEM practice using a cross disciplinary approach.
2. Knowledge and understanding of scientific and mechanical concepts through Investigations of technology and engineering.
3. Knowledge and understanding of STEM principles and processes.
4. Skills in solving STEM based problems and meeting STEM challenges using mechanical, graphical and scientific methods.
5. Skills in communicating and critically evaluating.
6. Problem solving skills in a range of STEM contexts.
7. An appreciation of the role and potential of STEM in the world in which they live.
8. An understanding of the contribution of STEM disciplines to the economic well-being of nations.

Year 9 - 2020	Year 10 - 2021
Aerodynamics and Forces F1 in Schools	Projectile Motion UAV Challenge
Coding algorithm design Robo Cup	Cyber Safety coding challenge Premiers Future Coding Competition

ASSESSMENT

Each semester the students are assessed using Australian Curriculum Standards compiled from Science, Technology and Maths. Their projects are also assessed against competition specific guidelines and regulations.

It is highly recommended that students who complete the STEM program continue in the senior schooling in Physics, Chemistry, Biological Science, Mathematical Methods, Specialist Mathematics, Engineering Technology, Design or Digital Solutions.

Incompatible Subject(s): Design Technology

Mr J Swanston

STEM Coordinator

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Mrs Vicky Fites

STEM Coordinator Junior
Secondary



TEXTILES AND FOOD STUDIES

COURSE OUTLINE

Textiles and Food Studies includes the use of the design process to solve design solutions around food and textiles. It focuses on students preferred futures and considers ethics, legal issues, social values, economic, environmental and social sustainability.

Students will produce design solutions in both food and textiles concepts relevant to the needs of individuals and communities. They will develop solutions to a design brief and apply management plans, changing direction where necessary to successfully complete design tasks.

Topics covered in this course include:

- The Design Process
- Healthy Eating
- Food Preparation and Preservation Skills
- Sewing skills
- Sustainable textile choices

Over the two year course, students will complete 2 semesters of foods (cooking) and two semesters of textiles (sewing).

ASSESSMENT

Students will be required to demonstrate their knowledge, understanding, process and production skills to create a designed solution. They will be assessed on their practical performance, and the development of a folio where they will collect, manage and analyse data. Students will also complete exams and assignments.

Students will be required to work collaboratively on some projects.

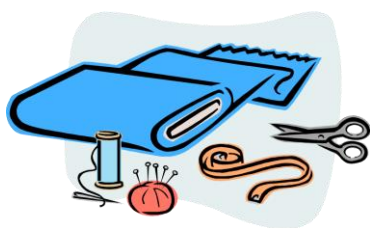
REQUIREMENTS

- Students will be required to supply their own ingredients each week for their practical cooking workshops.
- Basic fabric choices will be provided for the textiles unit.
- Every student **MUST** wear leather upper joggers (as per Uniform Policy) in the kitchens at all times, due to Workplace Health and Safety requirements.

Incompatible Subject(s): Food Studies

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TIMBER TRADE SKILLS

This elective course of study allows students to gain an understanding of the timber trades industries through the completion of simulated real life tasks. The subject gives students a greater understanding of the requirements of design, control systems, assembly techniques, manufacturing and mass production through the use of the design process to manufacture and produce various projects including - toy trucks, coffee table, clocks, cabinets etc.

The course is structured over two years of study and covers a wide variety of material selection and uses, joining techniques and finishing requirements relating to the building and construction, cabinet making and furnishing industries.

Students selecting this subject will cover areas in Year 9 such as safety in the workshop, materials and their uses, timber joint selection and construction and furniture finishing techniques. Year 10 will further advance students' awareness as they create more intricate and advanced projects, with the focus aimed at allowing students to work towards the attainment of specific competencies required to obtain a Certificate I in Furnishing in the senior course.

Students will also gain the knowledge and understanding to program current and future technologies including computer controlled laser cutters, 3D prototyping routers.

Workshop safety and safe working procedures are an integral part of this program and at all stages the importance of safety and safe working habits are reinforced.

ASSESSMENT

Students will be continually assessed throughout the course and a profile of their participation and skill will be kept. Students are required to develop a design folio for some of the projects.

Students are taught to research in a thorough and systematic way, and to identify the specific skills associated with research assignments. These assignments are prepared in class time and then completed for presentation at home.

WORKPLACE HEALTH & SAFETY REQUIREMENTS

In keeping with Workplace Health and Safety obligations, students must wear substantial foot protection at all times whilst in the workshop. Also clear safety glasses will be provided for work in some sections of the workshop.

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VISUAL ART

“Daniel Pink, author of A Whole New Mind, predicts that creative, right-brained people will be in great demand in the 21st century workforce.”

Society has always made images and objects using materials available in the world around them. Visual Art works have the capacity to represent stories, to evoke ideas and feelings and to embellish our lives with decoration.

Through the study of Visual Arts in Year 9, students learn to represent ideas and feelings, drawing from their experience of the real and imaginary or constructed world. Through describing, analysing, interpreting and making judgements about art works from a range of past and present contexts students recognise that art works have the capacity to convey ideas, communicate, evoke response and even persuade. Students will study a variety of visual arts media such as drawing, printmaking, painting, sculpture and design.

Specifically students undertake studies in:

WEARABLE ART	WINDOWS	ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES
Students explore the concept of wearable art in all its forms as fashion garments, accessories and body adornment. Students are required to create a group wearable art work focusing on a social issue that is relevant to students, to be able to educate the public and show awareness of the issue.	Students explore drawing media by looking at the concept of physical and emotional interiors. Students will experiment with a variety of drawing media and techniques to produce an accumulative folio of work.	Students investigate and explore Aboriginal and Torres Strait Islander artworks and gain an understanding of how symbolism is used to create a viewpoint in Art. Students will work collaboratively and individually to produce a print styled artwork focusing on expressing the theme 'Connectedness.'

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