Year 9
Subject Selection Guide
CHOOSING JUNIOR SECONDARY SUBJECTS
YEAR 9 2017

Core Subjects (all students study the Core Subjects all year)
- English
- Health & Physical Education
- Mathematics
- Science
- Study of Society & Environment – SOSE (History and Geography)

Elective Subjects (Select four (4) subjects for one (1) semester each)
- Agricultural Science
- Business Studies
- Drama
- Food and Fashion
- French
- Graphics
- Hospitality
- Industrial Technology & Design (ITD)
- Information Communication Technology (ICT)
- Music
- Visual Art

Delivery of elective classes will be subject to student interest and to the school’s ability to meet physical and human resource requirements.

Choosing Subjects in Year 9

Important decisions must be made while at school. Some of the most important involve choices of subjects to take in Year 9, and later the selection of subjects for Years 10, 11 and 12.

These decisions may affect the type of career or occupation you follow when you leave school. Your course selection also affects your happiness and success while at school.

Choosing subjects should be based on 4 criteria:
- provides enjoyment
- enables you to achieve success
- opens up career opportunities
- develops lifelong skills, attitudes and knowledge

Steps to take when choosing subjects:
- approach the task of selection calmly.
- follow the guidelines.
- ask for help along the way.
- produce a list of subjects that meets your needs.

Investigate Subjects Offered:
Find out as much as possible about the subjects offered in Year 9. Use the following sources to help you:
- this subject selection booklet & night
- teachers and Heads of Department
- talking with the Guidance Officer
- think about Senior options
- at this school, no subjects, at the senior level, require a pre-requisite subject at the junior level. However, it is useful to study subjects in Year 10
that prepare students for similar learning and assessment in Year 11. Advanced topics in Mathematics, English and Science would be most useful for senior study of authority (OP Eligible) subjects.

Make a decision about subjects that suit you. Each student has individual needs and requirements for subject selection which may be quite different from those of other students.

Therefore it is unwise to choose or avoid subjects 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
- 'all the boys or girls take that subject'

(all subjects have equal value for males and females)

Ensure that you are:
- honest about your abilities and
- realistic about your career aims

All year 9 students will study the following compulsory core subjects all year:
- English
- Mathematics
- Science
- Study of Society and Environment (SOSE) - History and Geography
- Health & Physical Education

Students can choose four (4) elective subjects from a variety of practical areas. Each elective unit is studied for one (1) Semester each. A wider range of electives are available in Year 10 that helps prepare students for study in the Senior Phase of Learning. Now is the time to consolidate foundation knowledge and understanding, and experiment with new subject areas to discover your strengths and interests.

The Australian National Curriculum for Yr 8 – 10 will eventually be developed for all learning areas and subjects set out in the Melbourne Declaration: English, Mathematics, Science and History and Geography are already established. Still to come are Languages, The Arts, Economics, Business, Civics & Citizenship, Health & Physical Education, Information & Communication Technology, and Design & Technology.

Essential Learnings identify what should be taught and what is important for students to have opportunities to know and be able to do. They describe the ways of working, and knowledge and understanding that students need for ongoing learning, social and personal competence, and participation in a democratic society.

<table>
<thead>
<tr>
<th>CORE SUBJECTS (Must study all both semesters)</th>
<th>ELECTIVE SUBJECTS (Study four throughout the year, two per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Agricultural Science</td>
</tr>
<tr>
<td>Mathematics (Core or Extension)</td>
<td>Business</td>
</tr>
<tr>
<td>SOSE (History and Geography)</td>
<td>Designer Food and Textiles</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Drama</td>
</tr>
<tr>
<td>English</td>
<td>French</td>
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<td></td>
<td>Graphics</td>
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<td></td>
<td>Hospitality</td>
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<td></td>
<td>Industrial Technology and Design</td>
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<td>Information Communication and Technology</td>
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<td>Music</td>
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<td>Visual Art</td>
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</table>
Junior Secondary Curriculum (Years 7, 8 & 9) and Senior Secondary (Year 10)

**Australian Curriculum – Core Subjects**

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Australian Curriculum:</th>
<th>Content Strand</th>
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<tbody>
<tr>
<td>English</td>
<td>Language</td>
<td>Literature</td>
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<tr>
<td>Mathematics – Content</td>
<td>Number and Algebra</td>
<td>Measurement and Geometry</td>
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<tr>
<td>Mathematics – Proficiency</td>
<td>Reasoning</td>
<td>Understanding</td>
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<tr>
<td>Science</td>
<td>Science Understanding</td>
<td>Science as a Human Endeavour</td>
</tr>
<tr>
<td>History</td>
<td>Knowledge and Understanding</td>
<td>Historical Skills</td>
</tr>
<tr>
<td>Geography</td>
<td>Geographical Knowledge and Understanding</td>
<td>Geographical Inquiry and Skills</td>
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</table>

**Queensland Curriculum, Assessment and Reporting Framework**

**Essential Learnings – Elective Subjects**

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Essential Learnings:</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Describes the essential concepts, facts and procedures of the Key Learning Area</td>
<td>Describes the essential processes that students use to engage in learning, and to develop and demonstrate knowledge and understanding</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education – Core Subject</td>
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<tr>
<td>Technology</td>
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<tr>
<td>LOTE - French</td>
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Subject Overview

What skills are developed?
English is a subject that all Year 9 students study. Extension English is offered to Year 9 students in addition to core classes.

The English program is aligned with The Australian Curriculum and units of work are developed from this curriculum.

Throughout their course of study students will develop the skills to: read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts.

Study Expectations
Students are expected to actively participate in class activities and drafting assignment work. Some of these activities involve individual and group work.

Students are to engage in all activities conscientiously and with maturity.

It is also important that students read for at least 15 minutes each night.

Much of the set homework is drafting and completing assignments or preparing for exams.

Topics Covered
Language, Literature and Literacy
Creative Writing
Novel Study
Ethics
Representations of Contemporary Australia

Assessment
Short Story
Analytical Essay
Persuasive Speech
Multimodal advertising campaign

Learning Experiences and Excursions
Individual and group work.
Peer performance.
Filmed presentations.
# Subject Overview

HPE supports student development and application strategies to maintain lifelong health for themselves and the wider community. They look at both the ongoing participation in physical activity as well as preventative health practices and optimal community health and wellbeing.

## What skills are developed?

- Evaluation and reflection on being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Planning, implementing and reflecting on contributing to healthy and active communities
- Moving the body to perform, evaluate and develop strategies
- Understanding movement through implementation and analysis of movement sequence
- Learning through movement in new contexts

## Study Expectations

Approx 1 hr per week to:
- Revise class notes
- Complete assessment

## Topics Covered

### Theoretical
- Healthy Relationships
- Sustainable health
- Alcohol & Drugs
- Community participation

### Physical
- Hockey
- Basketball
- Touch
- Striking Games

## Assessment

- Physical Performance
- Multi-modal Spoken Task
- Supervised Written Response
- Research Assignments

### Learning Experiences and Excursions

Participating in practical sporting activities
CORE - Mathematics

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<tr>
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<th>Mathematics</th>
<th>Additional Cost</th>
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<tr>
<td>Contact Person</td>
<td>Name: Julie Chapman</td>
<td>Senior Schooling Pathways</td>
<td>Senior Mathematics</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:jchap6@eq.edu.au">jchap6@eq.edu.au</a></td>
<td></td>
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</table>

**Subject Overview**

Year 9 Math develops the numeracy capabilities that all students need in their personal, work and civic life. It provides the fundamentals on which mathematical specialities and professional applications of mathematics are built. Extension Maths is offered to students with proven ability in mathematical concepts and applications from Year 8.

**What skills are developed?**

- Enhancement of mathematical procedures
- Application of Math to real life situations
- Investigation, formulation and solving of mathematical problems

**Study Expectations**

- 1 hour of homework and independent study per week

**Topics Covered**

- Number and Algebra
- Measurement and Geometry
- Statistics and probability

**Assessment**

- Mathematical Investigations
- Supervised Exams (70 minutes each / 2 per Term)

**Learning Experiences and Excursions**
Subject Overview

Year 9 Science is designed to develop practical and theoretical knowledge and skills in a range of science specialty areas. It exposes students to a variety of topics and assessment techniques.

### What skills are developed?
- Knowledge and skills across the science specialty areas and application of these knowledges and skills
- Practical activities
- Research skills

### Study Expectations
- 1-2 hours of homework and independent study per week

### Topics Covered
- Biology
- Chemistry
- Physics
- Earth Sciences

### Assessment
- Students will complete a variety of task-based assessment activities, including:
  - Written exams
  - Extended Experimental Investigations
  - Assignments
  - Practical

### Learning Experiences and Excursions
- Teacher-led Demonstrations
- Practical Lessons - individual and group investigations
- Use of technology to research, develop and design tasks
- Groupwork Activities
- Field work
Studies of Society and Environment (SOSE) is divided into two core components - History and Geography. Students will study each component for one Semester in Year 9 and one Semester in Year 10. Students will develop a broad understanding of key historical and geographical events and issues through an inquiry based approach. In History students will study the making of the modern world from 1750 to 1918 with an emphasis on Australian perspectives. In Geography, students will focus on the impact of humans on our physical and human environments.

**What skills are developed?**

SOSE will focus on a number of skills including:
- analysis and use of sources
- cause and effect
- historical questions and research
- geographical questions and research
- chronology, terms and concepts
- evaluating and validating evidence
- identifying and locating sources
- identifying and analysing perspectives
- empathy
- communication

**Study Expectations**

Students will be expected to spend 30 mins per night (three times a week) - reviewing and consolidating class work and/or working on assessment tasks.

**Topics Covered**

**Year 9 History:**
- Movement of People
- Making a Nation
- World War I

**Year 9 Geography:**
- Biomes and Food Security
- Geographies of Interconnections

**Assessment**

**Year 9 History:**
- Multimodal Research Assignment
- Essay Response to Stimulus
- Short Response Exam

**Year 9 Geography:**
- Response to Stimulus Exam
- Practical Exam

**Learning Experiences and Excursions**

Students will be exposed to a wide variety of learning experiences designed to enhance their understanding of SOSE. These may include excursions to local sites and guest speakers.
### Subject Overview
Agriculture offers students an introduction to both animal and plant science in a Semester long elective subject. Students learn scientific concepts in an agricultural context in addition to experiencing key practical skills related to the handling and husbandry of cattle. In addition to this, students are responsible for small-scale cropping and vegetable harvesting at the school.

<table>
<thead>
<tr>
<th>What skills are developed?</th>
<th>Study Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researching skills</td>
<td>Students are expected to complete assignment tasks at home in addition to independent study in preparation for an exam. Homework will also be set frequently throughout the Semester.</td>
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<tr>
<td>Cattle handling skills</td>
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<tr>
<td>Team work development</td>
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<tr>
<td>Practical skills relating to cattle husbandry</td>
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</tbody>
</table>

#### Topics Covered
- Australian beef cattle production
- Introduction to plant science and production

#### Assessment
- Extended Agricultural Investigation (Plant trial)
- Extended Written Task (Production Systems)
- Supervised Assessment (Beef Cattle)

#### Learning Experiences and Excursions
- Cattle handling, training and husbandry practical activities
- Plant propagation
- Cropping and harvesting
ELECTIVE - Business

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Technology (Home Ec, ITD, Business, ICT)</th>
<th>Additional Cost</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Catherine Kerlin (2017) Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a> Name: Nina Jobling (2016) Email: <a href="mailto:njobl1@eq.edu.au">njobl1@eq.edu.au</a></td>
<td>Senior Schooling Pathways</td>
<td>Bus Com &amp; Technology Accounting Certificate II Business</td>
</tr>
</tbody>
</table>

Subject Overview

Year 9 Business is designed to provide students with a broad overview of business environments, procedures and practices. With emphasis placed on both theory and practical aspects, students will develop knowledge and skills in relation to business. Students will have the opportunity to use a range of business information technologies.

What skills are developed?

- Communication skills
- Technology competence
- Groupwork strategies
- Research techniques

Study Expectations

- 1 hour of homework and independent study per week.
- In addition, during assignment time, students will be required to work on assignments both in class and at home.

Topics Covered

- Business Documents (source documents)
- Budgeting (living away from home)
- Consumerism (mobile phone)
- Meeting Procedures (positions & documents)

Assessment Techniques

- Supervised Exam
- Research Assignment
- Individual and Group Assignment
- Supervised Exam

Learning Experiences and Excursions

- Construction of a personal budget
- Use of advertising techniques to create a commercial
- Preparation of various business documents including tax invoices, receipts and purchase orders
- Participating in a formal meeting, using correct meeting terms and documents
# ELECTIVE - Drama

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts (Art, Drama, Music)</th>
<th>Additional Cost</th>
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<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Steve Leadbetter</td>
<td>Senior Schooling Pathways</td>
<td>Senior Drama</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:slead8@eq.edu.au">slead8@eq.edu.au</a></td>
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</table>

## Subject Overview

This subject is designed to allow students to have an introduction to performing. It will help increase levels of student confidence.

### What skills are developed?

Drama is integral to the development of aesthetic awareness, skills and understanding. It involves the exploration and shaping of ideas, feelings and values in a communicable form - specifically mime and collage. Drama involves the presentation of puppetry, short film, satirical ads and scripts.

Drama is an important method of learning as it engages children through their thoughts, feelings and actions in intellectual, social, physical, emotional and moral development.

Drama provides a catalyst for pursuing purposeful learning in the classroom, through the exploration of lifelike contexts. Through the exploration of a central theme, Drama can link learning from a number of curriculum areas.

### Study Expectations

Students are expected to rehearse in groups during class and break times.

The creation of scripts and gathering of resources may be done as part of the student’s homework. This is an expectation particularly around assessment time in the planning of performances.

### Topics Covered

- **Mime** – including slapstick & mask work
- **Collage Drama** – including satirical ads, performance poetry, monologues and scripts

### Assessment

- Presenting performance:
  - Mime - Term 1
  - Collage Drama - Term 2
- Responding:
  - written tests on mime and collage drama

### Learning Experiences and Excursions

Peer performance and various performance opportunities, including guest audiences.
**ELECTIVE - Designer Foods & Textiles**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Additional Cost</th>
<th>Contact Person</th>
<th>Senior Schooling Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology (Home Ec, ITD, Business, ICT)</td>
<td>Students are required to provide all textile article requirements and all ingredients for weekly practical cookery lessons Students are to wear fully covered-in shoes for all practical lessons</td>
<td>Name: Louise Dyer Email: <a href="mailto:pdyer1@eq.edu.au">pdyer1@eq.edu.au</a></td>
<td>Senior Home Economics Hospitality Practices SAS</td>
</tr>
</tbody>
</table>

**Subject Overview**
Year 9 Designer Foods and Textiles is a flexible course of study which can be adapted and negotiated, depending on the interests and skills of the individual class cohorts. It is designed to enhance students' knowledge, practical skills and understanding of adolescent nutrition. Designer Foods and Textiles develops and enhances practical food preparation skills and basic textile construction techniques. Designer Foods and Textiles places emphasis on both theory and practical components.

**What skills are developed?**

Students will:
- Develop knowledge and understanding of Food Models
- Generate and communicate ideas
- Analyse food products - commercial and home-made
- Plan, monitor and manage resources
- Make products to specifications and standards
- Interpret and implement commercial textile patterns
- Organise, prepare and serve food and beverages
- Reflect on and evaluate products and processes

**Study Expectations**
2 hours of homework and independent study per week

**Topics Covered**

**FOODS:**
- Food and Nutrition Models
- Nutrition Requirements of Teenagers
- Dietary Analysis
- Snacking for Life
- Trends in Eating Behaviours
- Influences of Food Labelling on Food Choices
- Safety & Hygiene
- Food Preparation Techniques and Practical Skills

**TEXTILES:**
- Basic Sewing Techniques
- Use of the Sewing Machine & Overlocker
- Elements & Principles of Design
- Use of a Commercial Pattern
- Textile Article Construction
- Textile Embellishment and Decoration Techniques

**Assessment**
Students will complete a variety of Assessment activities, including:
- Construction of a Textile Article
- Demonstration of Practical Cookery Skills
- Process Journal
- Evaluation & Reflection of Activities
- Research Assignment
- Objective Theory Exam

**Learning Experiences and Excursions**
- Teacher-led Demonstrations
- Weekly Practical Lessons – Textiles and Foods
- Use of technology to research, develop, and design products
- Groupwork Activities
- Guest Speakers
# ELECTIVE - French

<table>
<thead>
<tr>
<th>Faculty</th>
<th>LOTE</th>
<th>Additional Cost</th>
<th>Nil</th>
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</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Courtney Walls Email: <a href="mailto:cwall192@eq.edu.au">cwall192@eq.edu.au</a></td>
<td>Senior Schooling Pathways</td>
<td>Distance Education</td>
</tr>
</tbody>
</table>

## Subject Overview
French at Goondiwindi State High School allows students to develop the skills needed to communicate in another language, and to build their repertoire of skills and strategies in unfamiliar contexts.

### What skills are developed?
- Communicating effectively
- Responding to global issues
- Critically examining viewpoints
- Appreciation of other cultures
- Reflective practice

### Study Expectations
- 1 hour of homework and independent study per week

### Topics Covered
- French culture
- Families
- Leisure activities
- Weather
- Functional vocabulary associated with travel

### Assessment
Assessment focuses on the four macro-skills of any language: reading, writing, listening and speaking. The assessment tasks strive to offer authentic learning experiences.

### Learning Experiences and Excursions
French cooking, culture and language
Subject Overview

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations. They do this using a range of technical drawings including perspective, scale, orthogonal and production drawings and sketches. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

What skills are developed?

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technology contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technology occupations and how they contribute to society.

Study Expectations

- Design folios and workbooks are completed both in class and at home

Topics Covered

- Product Design
- Built Environment Design

Assessment

- Design Folio
- Workbook of graphical drawings etc.

Learning Experiences and Excursions

- Develop skills in the design process
- Enhance skills in Computer Aided Drafting (CAD)
- Use of 3D printing technology to realise designs.
# ELECTIVE - Hospitality

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Technology (Home Ec, ITD, Business, ICT)</th>
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<th>Senior Schooling Pathways</th>
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<tr>
<td>Contact Person</td>
<td>Name: Louise Dyer Email: <a href="mailto:pdyer1@eq.edu.au">pdyer1@eq.edu.au</a></td>
<td>Students are required to provide all ingredients for weekly cookery lessons Students to wear fully covered-in shoes for all practical lessons</td>
<td>Hospitality Practices SAS</td>
</tr>
</tbody>
</table>

### Subject Overview

Year 9 Hospitality is designed to enhance students' knowledge and understanding of the Hospitality Industry and Catering Process with emphasis placed on both theory and practical components. Activities are linked with the Industry to make learning relevant, hands-on real-life and reflecting current trends.

### What skills are developed?

Students will:
- Develop knowledge and understanding of the Hospitality Industry
- Generate and communicate ideas
- Plan, monitor and manage resources
- Make products to specifications and standards
- Organise, prepare and serve food and beverages
- Reflect on and evaluate products and processes

### Study Expectations

Students will complete a variety of task-based assessment activities, including:
- Demonstration of practical skills
- Major Practical Function: Application of the Catering Cycle to Plan, Prepare and produce a Coffee Shop
- Evaluation & Reflection of Activities

### Topics Covered

- The Catering Cycle:
  - Management
  - Safety & Hygiene
  - Menu Planning & Compilation
  - Basic Principles of Cookery
  - Basic Skills of Food Production & Service
  - Production and Presentation of Espresso Coffees
  - Planning, Preparation & Presentation of a Coffee Shop

### Assessment

- Demonstration of practical skills
- Major Practical Function: Application of the Catering Cycle to Plan, Prepare and produce a Coffee Shop
- Evaluation & Reflection of Activities

### Learning Experiences and Excursions

- Excursion to local Coffee Shop
- Teacher-led Demonstrations
- Weekly Practical Lessons
- Use of technology to research, develop, design and produce Invitations and Café-style menus
- Groupwork Activities
- Visits/Demonstrations by Guest Speakers & Chefs
- Major Practical Functions (day and night functions)
ELECTIVE - Industrial Technology and Design (ITD)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Technology (Home Ec, ITD, Business, ICT)</th>
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<tr>
<td>Contact Person</td>
<td>Name: Terry Gleeson</td>
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<td>Email: <a href="mailto:tglee18@eq.edu.au">tglee18@eq.edu.au</a></td>
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**Subject Overview**

Learning in ITD builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

Students use design and technology knowledge and understanding, processes and production skills and design thinking to produce solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

**What skills are developed?**

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technology occupations and how they contribute to society.

**Study Expectations**

Students are expected to complete online safety training at home
- Design folios and workbooks are completed both in class and at home

**Topics Covered**

- Wood Technologies
- Metal Technologies
- Plastic Technologies

**Assessment**

- Design Folio
- Workbook of tasks
- Practical Projects

**Learning Experiences and Excursions**

- Understanding and practice of safe workshop procedures
- Develop skills with a wide range of hand tools
- Use workshop machines to fabricate various materials
- Develop skills in the design process
ELECTIVE - Information, Communication and Technology (ICT)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Information, Communication and Technology (Home Ec, ITD, Business, ICT)</th>
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<td>Contact Person</td>
<td>Name: Catherine Kerlin (2017) Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a></td>
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<td></td>
<td>Name: Nina Jobling (2016) Email: <a href="mailto:njobl1@eq.edu.au">njobl1@eq.edu.au</a></td>
<td>Senior Schooling Pathways</td>
<td>Senior ICT</td>
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**Subject Overview**

Year 9 ICT is a hands-on practical computing subject. The ICT course will provide students with introductory knowledge and skills in relation to information technology. Students will be provided with an opportunity to utilise various computer programs productively and creatively.

**What skills are developed?**

<table>
<thead>
<tr>
<th>Study Expectations</th>
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<tbody>
<tr>
<td>1 hour of homework and independent study per week</td>
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**Topics Covered**

<table>
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<tr>
<th>Assessment Techniques</th>
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<tbody>
<tr>
<td>Supervised Exam / Folio of work Assignment</td>
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**Learning Experiences and Excursions**

Construction of a payroll register in Microsoft Excel
Creation of documents such as memos, faxes and letterheads using Microsoft Word
Development of a children's story

Word Skills include:
- Shortcuts
- Letter writing
- Indents and margins
- Paragraphs
- Bullets and numbering
- Tables
- Borders
- Text effects
- Subscriptions and superscripts
- Editing pictures
- Shapes

Excel Skills include:
- Payroll
- Formulas
- Formatting Spreadsheets
- Sorting
- Filtering
- Validation
**ELECTIVE - Music**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts (Art, Drama, Music)</th>
<th>Additional Cost</th>
<th>Nil</th>
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<tr>
<td>Contact Person</td>
<td>Name: Leia Jensen</td>
<td>Senior Schooling Pathways</td>
<td>Distance Education</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:lhjen0@eq.edu.au">lhjen0@eq.edu.au</a></td>
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**Subject Overview**

Rock Music – Students will explore the musical elements that create rock music.

Music is an important part of society and culture. It allows students to develop creativity and self expression while fostering self-discipline, concentration, listening skills and fine-motor skills. It also develops interpersonal skills and teamwork.

Music at Goondiwindi State High School offers students an enjoyable and hands-on learning experience as they compose music, study musical styles of Rock Music and express themselves through performance.

**What skills are developed?**

- Effective Communication
- Listening Skills
- Self-Discipline
- Fine Motor Skills
- Interpersonal Skills

**Study Expectations**

1 hour of homework and independent study/practice per week

**Topics Covered**

- Cultural Significance of Music
- Song Structure/Composition
- Performance Etiquette and Technique
- Genres of Western Music
- Technology in Music

**Assessment**

Assessment in Music focuses on three core elements of musicianship:

- Performance
- Composition
- Analysis Exam

Our assessment tasks strive to offer authentic learning experiences and help each student to become a well rounded musician.

**Learning Experiences and Excursions**

Exploring new music, performing to a live crowd, stagehand experience (setting up sound equipment). Special selection for music workshops are available in the school, option to enter eisteddfod.
Subject Overview

Year 9 Visual Art engages students in creative thinking, critical analysis and problem solving processes involved in producing (making), displaying and appreciating (appraising) artworks. The inquiry model of researching, developing, resolving and reflecting emphasises processes of investigation as well as the production of an image or an object. Students are given teacher developed focuses from which they develop visual concepts and ideas. Students are encouraged to develop their higher order thinking skills which contribute to their abilities in creative problem solving using aesthetic processes. Students go beyond content based and mere acquisition of facts to metacognition and development of concepts and focuses. Self esteem is enhanced through the development of intrinsic motivation which encourages students to take responsibility for their own learning.

What skills are developed?

- Develop visual language and expression
- Analyse, evaluate and justify a variety of artists’ work
- Demonstrate increased knowledge, skills, techniques and processes in a variety of media
- Visualise, plan, design, compose and exhibit visual works which express a variety of focusses and concepts
- Synthesise focusses and concepts with technical applications and processes to express a variety of contexts

Study Expectations

- Be required to complete both short term and long term homework in order to resolve experimental process work begun in class
- Students will be required to complete between 1.5 and 2 hours homework and independent research per week
- Students are offered non-mandatory use of after-school studio time to use specialised equipment and to access resources required to complete artworks

Topics Covered

- Introduction appropriation
- Techniques of deconstruction and reconstruction
- Analyse and apply processes of realism, stylization and abstraction
- Principles of proportion, balance, space, mass, variety, contrast, repetition, emphasis and focal point, unity, and rhythm
- Visual literacy defined through symbolic processes used in mass media

Assessment

- Practical Folio (experimental and resolved work)
- Visual Journal (experimental and developmental work, stimulus response writing, documentation of resolved work, artist’s statements)
- Exhibitions (participation in community art exhibitions or public art projects where and when applicable)

Learning Experiences and Excursions

- Teacher directed learning (demonstrations etc)
- Making (practical experiences, experimenting, developing and resolving)
- Appraising Artworks (researching, investigating, analysing, evaluating, justifying)
- Exhibition practice (participating in art shows, public/community projects, displaying your own and others’ art work)
- Access to professional art workers through events such as Expressive Arts Week
- Individual student directed research and development
- Group work (public projects)
- Gallery visits (where and when appropriate)