

# Course Information

## for Year 9

2024



Craigslea  
State High School

... Educating Global Citizens



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**Craigslea**  
State High School



Our Vision is for all Craigslea students to be active citizens in a global society

## Guiding Principles

Our school is driven by the belief that active citizens in a global society are nurtured in a respectful and dynamic learning culture

### Our Values



#### Learning

Our teaching promotes intellectual curiosity and encourages personal best



#### Respect

Our school community values the rights, safety and perspectives of others



#### Community

Our community partnerships enrich learning and the school experience

### ...Educating Global Citizens



### Our Graduates will be:

**Confident** and curious learners

**Active** contributors to society

**Honest** and ethical

**Respectful** of the rights of diverse communities

### Our Motto:

*...Striving for Excellence*

Dear Parents and Students



I am writing to provide you with important information regarding the Year 9 course offerings at Craigslea State High School, as we approach the culmination of the three-year Junior Secondary course.

In Year 9, students have the opportunity to explore a wider range of course offerings, allowing them to engage in areas of personal interest while maintaining a core curriculum consisting of Mathematics, Science, English, and History. This approach provides a balanced educational experience for our students, while also preparing them for a successful transition into Year 10, their first year of Senior Secondary education. Furthermore, our course selection provides a variety of study options to accommodate the diverse interests and abilities of our students, including academically advanced study opportunities.

We firmly believe in the importance of a strong partnership between students, parents, and the school in planning a developmental educational pathway through the middle years of schooling. We recognize that this partnership plays a crucial role in shaping the educational journey of our students. Our vision is to ensure that all our students progress through their education with success, instilling in them the confidence to embrace lifelong learning and become active and engaged global citizens.

We want to assure you that professional advice and support are readily available to assist you in making the best choices for your student's future. Our dedicated Guidance Officer and Curriculum Heads of Department are committed to providing expert guidance and support throughout the course selection process.

We are fully dedicated to fostering the academic and personal growth of each student, and we are here to provide the necessary resources, support, and guidance to ensure their journey towards success.

If you have any questions or require further information, please do not hesitate to contact our school office at 3326 5222 or via email at [admin@craigsleashs.eq.edu.au](mailto:admin@craigsleashs.eq.edu.au). We are here to assist you in any way we can.

We look forward to working together with you and your student in creating a fulfilling and enriching educational experience during Year 9.

Yours sincerely

A handwritten signature in black ink that reads "G Bryce". The signature is fluid and cursive.

**Gavin Bryce**  
Principal



## Australian Curriculum Implementation Strategy - P-10

Craigslea State High School in partnership with the Queensland Curriculum and Assessment Authority (QCAA) plans, teaches, assesses and reports on English, Mathematics, Science, History, Geography, The Arts, Health and Physical Education, Economics and Business, Digital and Design Technologies and Languages.

Australian Curriculum refers to the content descriptions and achievement standards developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

## National Assessment Program - Literacy and Numeracy Testing (NAPLAN)

All parents/caregivers need to be aware that NAPLAN testing is conducted in all Queensland schools during March 2023.

NAPLAN involves the testing of all students in Years 3, 5, 7 and 9 across Australia. These tests focus on literacy and numeracy skills. Results from these tests are used for reports to parents, schools reporting to their communities and reporting by states and territories to form a national overview. These tests also help teachers identify key areas for learning during the rest of the school year.

## Homework and Study

Research indicates a high correlation between student outcomes and the time spent on home study, i.e. the more homework/study completed, the higher the student outcomes. It is the school's policy to set homework for all core subjects for every lesson taught. Where possible, homework will also be set in practical subjects. This may be research, study, rehearsal and investigation.

In Years 8 and 9, homework could be up to, but generally not more than, 5 hours per week.

## Reporting

All students at Craigslea State High School receive a report three times a year. These reports are further supported with two Parent/Teacher evenings a year. Parents are welcome to contact the school at any time to discuss their student's progress and/or wellbeing.

## Attendance

**Every day counts at school.** While most students attend school consistently, there is a small number of students who are absent from school without an acceptable reason and this may harm their education. Research shows that students with a high record of attendance are more likely to achieve high results in the future. Craigslea State High School has set a target for students to aim for a 95% attendance rate.

## QCAA Year 9 Syllabus

### English

- English

### Health and Physical Education

- Health and Physical Education
- High Performance Volleyball

### Mathematics

- Mathematics

### Science

- Science
- Excellence in Science Program

### Social Sciences and Languages

- History - The Making of the Modern World
- Geography
- German
- Japanese

### The Arts

- Dance - Evolution of Dance
- Dance - Let's Dance Around the World
- Drama - Creating the Stage
- Drama - Drama on Stage
- Music - World Music
- Music - History of Pop
- Signature Music - Music Down Under
- Signature Music - Vocal Music
- Visual Arts - Impressions and Expressions
- Visual Arts - Cultural Diversity
- Media Arts - Music Clips and Representing Villains
- Media Arts - Film Making and production

### Economics & Business, & Digital Technologies

- Economics and Digital Technologies
- Digital Projects

### Design Technologies

- Food and Fibre
- Food Specialisation

### Education Services

### Design Technologies

- Graphical Communication
- Industrial Skills



# English

## Mandatory - Semesters One and Two

The Year 9 English Program balances and integrates the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years and teachers will revisit and strengthen these as needed.

## Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## Structure

Topics			
<p><b>Window to the soul: memoirs and human experience</b> <b>Exploring different perspectives</b></p> <p>Students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented in personal writing.</p> <p>Possible texts include, but are not limited to, <i>Polished Gem, Happiest Refugee, Fallen Leaves.</i></p>	<p><b>That's debatable: positioning and persuading audiences</b> <b>Examining and creating representations of contentious issues</b></p> <p>Students listen to, read and view non-literary texts of increasing complexity, featuring different perspectives of political and/or culturally significant issues. Students explore a contentious Australian political or cultural issue which impacts on Australian identity.</p> <p>Possible issues include but are not limited to: <i>Australia becoming a republic, Banning plastic straws, etc.</i></p>	<p><b>Fake utopias and fictional dystopias: exploring the dark side</b> <b>Evaluating representations of issues in a texts</b></p> <p>Students read extracts from a range of dystopian texts with an in depth study of a complete novel, to understand how authors use text structures and language features to construct representations of characters, ideas and issues.</p> <p>Possible texts include, but are not limited to, <i>The Hunger Games, The Giver, World Shaker, Taronga and Divergent.</i></p>	<p><b>The presumption of innocence: ethical decision making in 12 Angry Men</b> <b>Exploring ethical issues in drama texts</b></p> <p>Students read a drama text to comprehend ideas about human experiences in response to ethical dilemmas, such as justice, equity and prejudice. They explore how the social, cultural and historical contexts of a text influence its construction, analysing and evaluating representations in a drama text.</p> <p>Text: <i>12 Angry Men</i></p>

## Assessment

### Assessment is continuous over the two semesters of Year 9

Students will complete written and spoken tasks with some tasks written under test conditions

# Mathematics

## Mandatory - Semesters One and Two

Mathematics focuses on the development of a student’s knowledge and his/her application of this knowledge in a range of real life situations. Two important outcomes from this course are:

- Student mathematical knowledge to move towards independent living, and
- Student development to move towards the final years of their Mathematics study in secondary education.

In Year 9, students study the Australian Curriculum for Mathematics and will be involved in a course of study focused on:

- Developing knowledge for good citizenship
- Developing future knowledge for further study in Mathematics
- Developing assessment taking skills
- Improving Literacy and Numeracy

## Pathways

Students studying Mathematics in Year 9 will have the opportunity to study either Mathematics or Mathematics Extension in Year 10. To be invited into Year 10 Extension Mathematics, students will need to have achieved at minimum a B at the end of Semester 2, Year 9. Careful consideration needs to be given to the choice of Mathematics in Year 10 as this may influence future subject and possible tertiary choices.

It is recommended that future vocational or tertiary pathways are discussed and explored by parents and students so that appropriate Mathematic subject pathways are known and remain open.

## Structure

Year 9 Mathematics consist of the following topics:

Topics	
<ul style="list-style-type: none"> <li>• Percentage and Money</li> <li>• Length and Area</li> <li>• Space</li> <li>• Patterns and Algebra</li> <li>• Number</li> </ul>	<ul style="list-style-type: none"> <li>• Index Notation</li> <li>• Statistics</li> <li>• Probability</li> <li>• Trigonometry</li> <li>• Volume and 3D shape</li> </ul>

## Assessment

A student’s overall performance in Mathematics will be assessed against the achievement standard.

Assessment Item	Time
<ul style="list-style-type: none"> <li>• Mid-semester test</li> <li>• Assignment</li> <li>• End Semester Test</li> </ul>	<ul style="list-style-type: none"> <li>• 70 minutes</li> <li>• 3 lessons - in class assignment, not take home</li> <li>• 70 minutes</li> </ul>



# Social Sciences and Languages

## History - The Making of the Modern World

### Mandatory - One Semester

History is the mandatory Social Sciences subject that **all** Year 9 students must complete, either in semester 1 **or** 2.

This subject follows the *Australian Curriculum: History* and builds on the Historical Knowledge and Understandings, and Historical Skills learnt in Years 7 and 8 History.

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914 - 1918, the 'war to end all wars'.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of historical sources.

### Key Inquiry Questions

- Did the Industrial Revolution make the world a better place?
- What were the key events, developments and ideas that contributed to the making of Australia?
- What was the significance of World War I?

### Pathways

History develops the fundamental skills of reading, writing, listening, note-taking and recall. These underpin the more advanced skills of analysing, synthesising, critical evaluation, and reflection.

History also gives students the skills to complete Years 11 and 12 General subjects such as Ancient History, Modern History, and Philosophy and Reason, as well as Applied subject Tourism.

### Structure

#### Topics

- The Industrial Revolution (1750 - 1914)
- Making a Nation (1750 - 1918)
- World War 1 (1914 - 1918)

### Assessment

#### Type

- Independent Source Investigation
- Short Response to Historical Sources (online)
- Response to Historical Sources

# Social Sciences and Languages

## Geography

### Elective - One Semester

Geography is the elective Social Sciences subject that Year 9 students complete, either in semester 1 or 2.

This subject follows the *Australian Curriculum: Geography* and builds on the Geographical Knowledge & Understandings, and Geographical Inquiry and Skills learnt in Years 7 and 8 Geography.

The Year 9 Geography curriculum provides a study of biomes and food security, and geographies of interconnections. Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

### Key Inquiry Questions

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of **inquiry questions** and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

### Pathways

Geography develops the fundamental skills of reading, writing, listening, note-taking and recall. These underpin the more advanced skills of analysing, synthesising and critical evaluation and reflection.

Geography also gives students the skills to complete Years 11 and 12 General subjects such as Ancient History, Modern History, and Philosophy and Reason, as well as Applied subject Tourism.

### Structure

#### Topics

- Biomes and food security
- Geographies of interconnections

### Assessment

#### Type

- Short Response Exam
- Response to Stimulus Exam
- Research Report

# Social Sciences and Languages

## German

### Full Year Elective - Semesters One and Two

A minimum of C in Year 8 German is recommended.

Learning a language other than English enables a person to communicate across cultures and races and to appreciate that cultures have different ways of perceiving and expressing reality. An appreciation and understanding of cultural, linguistic and racial diversity both within Australia and on a global level, enriches life and is a highly valued skill for our future global economies.

This subject follows the *Australian Curriculum: German* and builds on using languages for communication purposes and analysing language and culture.

### Pathways

Students **must** select German in Semesters 1 and 2 Year 9 if they wish to continue with German in Year 10 because of the progressive development of language skills. Students who have learnt another language have employment and travel opportunities available to them as post school options in the competitive, international world. Employment overseas is a reality for today's language students.

### Structure

#### Topic

- What are life stories?
- What are social issues?
- How big is the generation gap?
- What are global connections?

### Assessment

#### Type

- Collection of work: speaking, writing, analysing
- Collection of work: writing, speaking
- Collection of work: speaking, analysing, reflecting
- Collection of work: speaking, reflecting

# Social Sciences and Languages

## Japanese

### Full Year Elective - Semesters One and Two

A minimum of C in Year 8 Japanese is recommended.

Learning a language other than English enables a person to communicate across cultures and races and to appreciate that cultures have different ways of perceiving and expressing reality. An appreciation and understanding of cultural, linguistic and racial diversity, both within Australia and on a global level, enriches life. The study of Japanese will enable students to gain an understanding of one of Australia's closest neighbours and a major trading partner.

This subject follows the *Australian Curriculum: Japanese* and builds on using languages for communication purposes and analysing language and culture.

### Pathways

Students **must** select Japanese in Semesters 1 and 2 Year 9, if they wish to continue with Japanese in Year 10 because of the progressive development of language skills. Students who have learnt another language have employment and travel opportunities available to them as post-school options in the competitive, international world. Employment overseas is a reality for today's language students.

### Structure

#### Topics

- What are life stories?
- What are social issues?
- How big is the generation gap?
- What are global connections?

### Assessment

#### Type

- Collection of work: speaking, writing, analysing
- Collection of work: writing, speaking
- Collection of work: speaking, analysing, reflecting
- Collection of work: speaking, reflecting

# Economics & Business, & Digital Technologies

## Economics and Digital Technologies

### Mandatory - Semester One or Semester Two

This course of study integrates two Australian Curriculum learning areas:

- Economics and Business
- Technologies - Digital Technologies

**Economics and Business** gives students the opportunity to develop their understanding of economics and business concepts by exploring interactions within the global economy. Learning in **Digital Technologies** focuses on developing understanding and skills in problem-solving methods.

This course of study allows students to use digital technologies to examine contemporary issues, events and/or case studies and present solutions.

Students will consider Australia's position in the global economy, including the implications of decisions made by individuals, businesses and governments. Technology is the tool that strengthens our ability to connect with the rest of the world.

### Pathways

Years 11 and 12 - Students' knowledge may be extended by studying one or more of the following senior subjects:

**General subjects** - Accounting, Business, Digital Solutions, Economics, Legal Studies

**Applied subjects** - Business Studies, Information and Communication Technologies

**VET** - Diploma of Business

### Structure

Students will investigate a range of topics including:

- The economic problem - consumer decision-making
- Financial markets and networks
- Global business and environmental ethics
- Digital systems and security
- Web page design and development

Digital Technologies will be integrated into these topics. Students will also be required to develop a website.

### Assessment

Assessment will take the form of assignments, projects and tests

Formats could include:

- Practical and theory exams (short and extended answer)
- Research tasks
- Digital projects



# Economics & Business, & Digital Technologies

## Digital Projects

This subject is designed to provide students with an understanding of digital technologies, processes and techniques. Learning within Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

This subject is open to all students, irrespective if they studied Digital Projects or Digital Technology (Business) last year. Through the course students could be exposed to networking, data acquisition and the economic, environmental, social, technical and usability constraints of real-world situations. Students will need to design algorithms and implement digital projects over multiple mediums or applications.

### Pathways

**General subjects** - Digital Solutions

**Applied subjects** - Information and Communication Technologies

### Structure

Students may investigate a range of topics including:

- Computer networks
- Electronics construction and programming
- Digital prototyping
- Social, ethical and environmental factors
- Website production

### Assessment

#### Assessment

Formats could include:

- Digital Projects
- Folios
- Examinations

# Design Technologies

## Food and Fibre

### Elective - One Semester

This course of study comes under the Australian Curriculum learning area:

- Technologies - Design Technologies

This is a dynamic subject that has a focus on **food and fibre (textiles) production**.

This course focuses on **food and fibre**, constantly responding to changes in society to provide a course that is relevant and important to all students. It is essentially a field of applied study which draws selectively from areas such as preferred futures, design solutions, social sustainability and life-cycle thinking.

Through participating in this course of study, students will be engaged in a learning environment that promotes social awareness, critical and creative thinking, increasing confidence, independence and collaboration.

**This will be achieved through practical and theoretical engagement to produce quality products.**

**Food and Fibre** is offered each semester as separate units:

- Semester 1 - **Contemporary trends in Australia**
- Semester 2 - **Explore your culture**

### Pathways

The study of Food and Fibre in Year 9 and/or Year 10 is highly desirable highly desirable prior to enrolment in Years 11 and 12 Certificate II / III in Hospitality.

### Structure

#### Topics

This course examines the impact of food and textile concepts while developing practical skills in an environment that is both safe and hygienic, taking into consideration sustainable practices. It will develop skills in nutritional analysis and the impacts of consumer decision-making in a range of situations. Students use design and technologies, knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities. The course is delivered with 6 weeks food, 14 weeks textiles.

**Please Note:** The school will be **providing all the ingredients and textiles for class apart from what your child has decided they want to add as extras**. This will be their decision to vary the recipe, we will also do our best to cater for dietary issues that are medical requirements. **Assessment practical cookery ingredients will have to be provided by you.** Workplace Health and Safety requires students to wear shoes with impervious uppers and behave in a safe and responsible manner at all times. Full participation in all activities is an essential requirement of the course.

### Assessment

#### Assessment tasks in Food and Fibre may include:

- 2 x Design brief to solve a design problem (food)
- Short and extended responses

# Design Technologies

## Food Specialisation

### Elective - One Semester

This course of study comes under the Australian Curriculum learning area:

- Technologies - Design Technologies.

This is a dynamic subject that has a focus on **food skills and food production**.

This course focuses on **food specialisation**, constantly responding to changes in society to provide a course that is relevant and important to all students. It is essentially a field of applied study which draws selectively from areas such as preferred futures, design solution, social sustainability and life-cycle thinking.

Through participating in this course of study, students will be engaged in a learning environment that promotes social awareness, critical and creative thinking, increasing confidence, independence and collaboration.

**This will be achieved through practical and theoretical engagement to produce quality products.**

**Food Specialisation** is offered each semester as separate units:

- Semester 1 - **Food Productions**
- Semester 2 - **You and Food**

### Pathways

The study of Food and Fibre in Year 9 and/or Year 10 is highly desirable prior to enrolment in Certificate III in Hospitality.

### Structure

#### Topics

This unit will focus on the development of practical cookery and food preparation skills. Students will investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

**Please Note:** The school will be **providing all the ingredients for class cookery lessons apart from ingredients your child has decided they want to add as extras**. This will be their decision to vary the recipe, we will also do our best to cater for dietary issues that are medical requirements. **Assessment practical cookery ingredients will have to be provided by you. Workplace Health and Safety requires students to wear shoes with impervious uppers and behave in a safe and responsible manner at all times. Full participation in all activities is an essential requirement of the course.**

### Assessment

Assessment tasks in Food and Fibre may include:

- |   |                                |
|---|--------------------------------|
| • 2 x Design Briefs - solving a design problem (food) | • Short and extended responses |
|---|--------------------------------|

# Design Technologies

## Graphical Communication

### Elective - Semesters One and/or Two

Graphical Communication is a course of study derived from Design Technologies in the Australian Curriculum that provides an opportunity for students to gain an understanding of graphical communication and design across a broad spectrum of applications. The course draws upon the elements and principles of graphical communication and elements of presentation. Students learn the skills, methods and processes that form the knowledge of communicating through graphical imagery.

Graphical Communication contributes to the development of technological literacy and develops the communication and problem-solving skills required for a large number of educational and vocational aspirations. Through the structured medium of visual imagery, students learn to communicate and express information with clarity and precision.

### Pathways

This unit is beneficial for students who are interested in Design, Engineering, Industrial Graphics Skills and Industrial Technology Skills courses.

It is strongly recommended that students complete at least one Design Technologies - Graphical Communication unit in Year 9 and/or Year 10 before enrolling in Senior Design or Senior Engineering.

The study of Years 11 and 12 Design provides a solid foundation for careers in industrial design, graphic design, architecture, and drafting.

### Structure

#### Topics

This introductory graphical communication unit provides students with a basic understanding of modern industrial graphic tools and techniques. It provides a firm foundation for further studies in graphics/design and some knowledge and experience in reading technical drawings and plans. The techniques taught also enhance students' abilities in art, industrial technology, engineering and design and any other field where ideas are communicated in a graphic form. Sketching, computer graphics and manual drafting methods are practised in the course.

Students are exposed to modern industry standard Computer Aided Design (CAD) software in well-equipped computer laboratories. Software utilised includes, AutoCAD, Inventor and Revit. Prototyping through 3D printing is also utilised.

**The contexts and design situations experienced in Graphical Communication (Semester 1) are different from the contexts and design problems experienced in Graphical Communication (Semester 2).**

### Assessment

#### Assessment tasks in Graphical Communication include:

- |                     |                                 |                       |
|---------------------|---------------------------------|-----------------------|
| • Class work folios | • Individual assignment (folio) | • Short response test |
|---------------------|---------------------------------|-----------------------|

# Design Technologies

## Industrial Skills

### Elective - Semesters One and/or Two

Industrial Technology and Design is a course of study derived from Design Technologies in the Australian Curriculum that provides an opportunity for students to develop design and production skills in working with natural and synthetic materials, tools, machines, equipment and related technology.

Students are required to comply with Workplace Health and Safety regulations at all times. They must wear shoes with impervious uppers, and it is recommended that an apron is also worn during workshop activities. The school provides other protective clothing and equipment required in accordance with legislative requirements.

### Pathways

This unit is beneficial for students who may be considering further studies in Industrial Technology and Design in Year 10 or in Years 11 and 12. Senior course offerings in Industrial Technology and Design include Industrial Technology Skills (Applied subject) and Design (General subject).

Students who may be considering undertaking a School-Based Apprenticeship or Traineeship (SAT) in any trade-related area (e.g. carpentry, cabinet making, etc.) in the future will also benefit from studying this unit.

It is strongly recommended that students have completed at least one Industrial Technology and Design unit in Year 9 and/or Year 10 before enrolling in Years 11 and 12 Industrial Technology Skills.

### Structure

#### Topics

This unit is a foundation package that expands upon the concepts addressed in Year 8 Design Technologies - Industrial.

Students will undertake projects using a range of materials both natural and synthetic. Elementary aspects of design are introduced and students will complete a number of skills-based (projects/activities), including design-based aspects that address a human need or want.

Elements of safe working practices in the use of tools and machinery (both fixed and portable) are continually examined and reinforced.

**The contexts and design situations experienced in Industrial Technology and Design (Semester 1) are different from the contexts and design problems experienced in Industrial Technology and Design (Semester 2).**

### Assessment

#### Assessment tasks in Industrial Technology and Design include:

- |  |                            |
|--|----------------------------|
| • Demonstration of Production Skills in Practical Projects | • Design Processes Booklet |
|--|----------------------------|



# Health and Physical Education

## Mandatory - One Semester or High Performance Volleyball

Health and Physical Education is the second mandatory unit that all Year 9 students must complete during either Semester 1 or 2. Students study the health-related benefits of physical activity as well as investigate the mental health issues prevalent amongst teens.

Students are involved in a variety of physical activities including a mandatory unit of lifesaving. The Health and Physical Education Department sees this unit as being particularly significant based on our proximity to water and the nature of our climate. Students who fail to participate fully in the lifesaving unit will not receive credit for this subject.

## Pathways

The ideal subject to prepare students for all Year 10 Health and Physical Education subjects.

## Structure

Topics	
Theoretical Elements: <ul style="list-style-type: none"> <li>• Gender stereotypes</li> <li>• Diversity and relationships</li> <li>• Media representation of athletes</li> <li>• Communication and relationships</li> <li>• Health benefits of physical activity</li> <li>• Personal fitness</li> <li>• Training programs</li> </ul>	Practical Elements: <ul style="list-style-type: none"> <li>• Lifesaving skills</li> <li>• Softball</li> </ul>

## Assessment

A student's achievement in this subject will be judged against the Year 9 achievement standard for Health and Physical Education.

Assessment includes:		
• Extended Response Essay	• Examination	• Practical Performance



# Health and Physical Education

## High Performance Volleyball

### Invitation Only - Semesters One and Two

Health and Physical Education - Volleyball is offered as an invitation only subject to all students who meet the criteria required for continued involvement in Volleyball. Students at the end of Year 8 are tested and informed of their position within the class. Students entering Year 9 who have not been involved in the Year 8 class can request involvement in this class providing they have been part of the Craigslea Volleyball Academy in Year 8 and have completed a series of practical tests at the end of Year 8.

Students may be invited to participate in the class in Semester 2 at the discretion of the Craigslea Volleyball Academy staff and upon submission of an appropriate Expression of Interest.

### Pathways

Health and Physical Education - Volleyball is a continuation of the partnership between the Craigslea Volleyball Academy program that operates in the school and the Health and Physical Education Department. By participating in this subject, students are expected to immerse themselves fully in the sport and to bring their added skills, knowledge and attitudes to the program to help other students reach their potential.

### Structure

Topics	
Theoretical Elements:	Practical Elements:
<ul style="list-style-type: none"> <li>• Fitness for Volleyball</li> <li>• Umpiring and officiating (advanced)</li> <li>• Coaching (advanced)</li> <li>• Gender stereotypes</li> <li>• Diversity and relationships</li> <li>• Media representation of athletes</li> <li>• Mobility and Triggering</li> </ul>	<ul style="list-style-type: none"> <li>• Skills and tactics of volleyball (advanced from Year 8)</li> <li>• Specialist positional play and patterns</li> </ul>

### Assessment

All assessment is ongoing with students rated in relation to their:

- |                             |  |                         |
|-----------------------------|--|-------------------------|
| • Extended written response | • Online modules and oral presentation | • Practical performance |
|-----------------------------|--|-------------------------|

# Science

## Mandatory - Semester One and Two

In Year 9, students study the Australian Curriculum for Science. They build on the work covered in Year 8 Science and further improve their ability to work scientifically by exploring ideas and concepts in science, designing and performing experiments, predicting likely outcomes, analysing and interpreting data, conducting research, evaluating claims and experimental processes, and solving problems.

## Pathways

This course gives students the choice of a number of Year 10 Science subjects.

A student who achieves an 'A' or 'B' in Year 9 Mandatory Science should consider studying one or more Year 10 Science Electives: Introductory Biology, Introductory Chemistry, Introductory Physics and/or Introductory Psychology. These electives provide an excellent introduction to the academic demands of Biology, Chemistry, Physics and Psychology in Years 11 and 12.

A student who achieves a 'C' in Year 9 Mandatory Science should consider studying Science in Practice in Year 11 and 12.

## Course Structure

Topics	
Semester 1 Units	Semester 2 Units
<ul style="list-style-type: none"> <li>Electronics and Heat Energy</li> <li>Chemistry - Atoms and Chemical Reactions</li> <li>Chemistry - Radioactivity</li> </ul>	<ul style="list-style-type: none"> <li>Body Systems</li> <li>Ecology</li> <li>Plate Tectonics</li> </ul>

## Assessment

Assessable elements include:	Assessment Instruments
<ul style="list-style-type: none"> <li>Science Understanding and Science Skills</li> </ul>	<ul style="list-style-type: none"> <li>Examinations</li> <li>Research investigation</li> <li>Student experiment</li> </ul>



# Science

## Excellence in Science Program

### Invitation Only - Semester One and Two

The *Excellence in Science Program* is a 3 year course from Year 7 to Year 9 for high performing Science students. These students study the Australian Curriculum for Science, and experience learning above and beyond this curriculum framework. It is expected that students cover core content for each term; however, this class will do so at a faster pace, leaving time for development of deeper understanding of concepts, exploration of other topics and enrichment activities e.g. UQ programs.

It is expected that students who enter this program will maintain high academic achievement and display suitable behaviour and effort at all times. The school reserves the right to withdraw students from the program at any time.

### Pathways

Students who have a strong interest and high achievement in Science, English and Mathematics at the end of Year 9 may study Science Extension in Year 10 Semester 1. In Semester 2, these students should consider studying one or more Year 10 Science electives: Introductory Biology, Introductory Chemistry, Introductory Physics and/or Introductory Psychology. These electives provide an excellent introduction to the academic demands of Biology, Chemistry, Physics and Psychology in Years 11 and 12:

### Course Structure

Topics	
Semester 1 Units	Semester 2 Units
<ul style="list-style-type: none"> <li>Physics - Energy Transfers</li> <li>Chemistry - Atoms and Chemical Reactions</li> <li>Chemistry - Radioactivity</li> </ul>	<ul style="list-style-type: none"> <li>Biology - Body Systems</li> <li>Biology - Ecology</li> <li>Plate Tectonics</li> </ul>

### Assessment

Assessable elements include:	Assessment Instruments
<ul style="list-style-type: none"> <li>Science Understanding and Science Skills</li> </ul>	<ul style="list-style-type: none"> <li>Examinations</li> <li>Research investigation</li> <li>Student experiment</li> </ul>

# The Arts

## Dance - Evolution of Dance

### Elective - Semester One

Dance enhances physical well-being and develops in learners the ability to communicate and express ideas, images and feelings using the body as the medium of expression. It also has value far beyond the classroom, developing in students a range of skills (e.g. analysis, evaluating, problem solving) and understandings, that can be applied to learning in all other curriculum areas.

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation.

- **Making (Choreography)** - creating dance
- **Making (Performing)** - showing dance
- **Responding** - viewing, describing, reflecting on, analysing, appreciating and evaluating

Students will need to dress appropriately for each lesson in their sports uniform. Costuming will be required for assessment tasks and may involve a small cost.

Opportunities may also arise to attend live performances by professional dance companies. Prices will vary according to what is on offer.

### Pathways

- Dance is a pathway that enhances learning in cognition and creativity
- Choose Dance in Year 10
- Study Dance in Year 11 and 12 (General subject: Results in General subjects can count in the calculation of an ATAR, the most common selection devices used by the tertiary sector)

### Structure

#### Topics

##### Evolution of Dance

This is an introductory unit to the many different dance styles across a selection of eras from the 1920s to the 2000s. Students will learn a teacher devised routine and perform this in small groups, to enable them to demonstrate the technical and expressive skills relevant to the genre/era.

In pairs, students will analyse a video clip of their choice from a chosen genre/era and evaluate the impact this has had on Australian dance.

Students will choose a genre or era and individually within a group, create a dance demonstrating their understanding of the elements of dance, choreographic devices, form and production elements.

### Assessment

#### Assessable elements include:

- Performance - Teacher-devised era's routine
- Responding – Analytical Essay
- Choreography - Individual within a small group



# The Arts

## Dance - Let's Dance Around the World

### Elective - Semester Two

Dance enhances physical well-being and develops in learners the ability to communicate and express ideas, images and feelings using the body as the medium of expression. It also has value far beyond the classroom, developing in students a range of skills (e.g. analysis, evaluating, problem solving) and understandings that can be applied to learning in all other curriculum areas.

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation.

- **Making (Choreography)** - creating dance
- **Making (Performing)** - showing dance
- **Responding** - viewing, describing, reflecting on, analysing, appreciating and evaluating

Students will need to dress appropriately for each lesson in their sports uniform. Costuming will be required for assessment tasks and may involve a small cost.

Opportunities may also arise to attend live performances by professional dance companies. Prices will vary according to what is on offer.

### Pathways

- Dance is a pathway that enhances learning in cognition and creativity
- Choose Dance in Year 10
- Study Dance in Year 11 and 12 (General subject: Results in General subjects can count in the calculation of an ATAR, the most common selection devices used by the tertiary sector)

### Structure

#### Topics

##### Let's Dance Around the World

Students learn about Hip Hop Dance (popping and locking, tutting, whacking, b-boy, street, lyrical, girly hip-hop) and choose a style to choreograph their own dance within a group.

This is a multicultural tour of the world looking at dance in a variety of cultures and/or societies. Students will learn a Bollywood routine and perform in small groups. The last stop around the world will be in China, where students will learn a variety of different Chinese dance styles. They will select one of these styles and analyse and evaluate the dance and production elements while reflecting on the impact dance has had on Chinese culture.

### Assessment

#### Assessable elements include:

- Performance - Learn a Bollywood routine
- Responding – Analytical Essay
- Choreography - Create a Hip Hop dance

# The Arts

## Drama - Creating the Stage

### Elective - Semester One

Drama fosters self-discipline, confidence and team work, and develops skills in interpreting, negotiating, problem solving and decision making. By interacting in a range of roles, relationships, situations and contexts, students explore learning which involves thought, feeling, action and consequences.

Students will further enhance their understanding of drama through the three key organisers:

- **Making (Creating)** - making and shaping drama
- **Making (Performing)** - performing drama to an audience
- **Responding** - analysing, interpreting, reflecting upon and evaluating drama

Students are required to work both in groups and individually on a range of in-class activities. Opportunities may arise for students to view live theatre performances by a professional company which will incur some payment.

### Pathways

- Develop communication, teamwork and collaborative skills, as well as personal and social skills
- Develop critical and creative thinking
- Choose Drama in Year 10, then study Drama as a General subject in Years 11 and 12 - a subject which will contribute towards the calculation of an ATAR

### Structure

#### Topics

The semester is divided into two units:

**Term 1 – Exploring the Stage**  
**Scripted Drama**

Students will create dramatic action through role play, and exploring scripted drama and the Elements of Drama. Students will explore how to develop a character from the page to a polished performance.

**Term 2 - Playing on the Stage**  
**Clowning**

This unit looks at clowning, exploring physical and verbal comedy skills. By the end of the unit, students should be able to:

- demonstrate the importance of voice and movement in character creation
- perform a selection of “stock” characters using the conventions of style
- improvise short scenarios, both individually and as a group

### Assessment

#### Assessable elements include:

Term 1:

- Scripted Ensemble performance
- Create a performance plan

Term 2:

- Performance of comedy scenes
- Respond to live production

# The Arts

## Drama - Drama on Stage

### Elective - Semester Two

Drama fosters self-discipline, confidence and team work, and develops skills in interpreting, negotiating, problem solving and decision making. By interacting in a range of roles, relationships, situations and contexts, students explore learning which involves thought, feeling, action and consequences.

Students will further enhance their understanding of drama through the three key organisers:

- **Making (Creating)** - making and shaping drama
- **Making (Performing)** - performing drama to an audience
- **Responding** - analysing, interpreting, reflecting upon and evaluating drama

Students are required to work both in groups and individually on a range of in-class activities. Opportunities may arise for students to view live theatre performances by a professional company which will incur some payment.

### Pathways

- Develop communication, teamwork and collaborative skills, as well as personal and social skills
- Develop critical and creative thinking
- Choose Drama in Year 10, then study Drama as a General subject in Years 11 and 12 - a subject which will contribute towards the calculation of an ATAR

### Structure

#### Topics

The semester is divided into two units:

#### **Term 3 - *Developing the Stage***

##### ***Scripted Drama***

In this unit, students will learn and apply dramatic skills by bringing scripts to life through performance. The unit also looks at the various professions within the theatre industry.

#### **Term 4 - *Tales on Stage***

##### ***Children's Theatre***

This is an exploration of storytelling through the creation of student-devised scripts based on children's story books and fairy tales. Students will develop their knowledge and understanding of script writing and apply aspects to their performance.

### Assessment

#### Assessable elements include:

- Stagecraft Folio/Seminar
- Scripted Drama performance
- Student-devised script writing and dramatic concept journal
- Performance of student script for primary school audience

# The Arts

## Music - World Music

### Elective - Semester One

Music focuses on students' abilities to think and express themselves in sound. They are given the opportunity to sing and play music, to create their own compositions and to develop an understanding of all musical styles, both past and present.

Students will further enhance their understanding and appreciation of music through the three key organisers:

- **Responding** - aurally identifying and responding to music
- **Making (composing)** - developing music writing skills
- **Making (performing)** - both vocal and instrumental

As Music is essentially a skills-based subject, students will be expected to spend time practising their instrument or voice both at school and at home.

Opportunities may arise to attend workshops and/or live performances by professional musicians. Price will vary according to what is on offer.

### Pathways

- Become a member of the School Vocal/Instrumental Music program
- Choose Music in Year 10
- Study Music in Year 11 and 12.

### Structure

#### Topics

This semester is a study of world music - Australian, African, Japanese, Irish, Polynesian, South American and Caribbean - and looks at their traditions, culture, vocal and instrumental music.

Students will:

- sing, play, listen to and discuss the music of cultural traditions and identify their musical characteristics
- begin to understand the oral and vocal traditions in transmitting the history of this music
- aurally and visually analyse works studied in this unit
- read and compose short melodies

### Assessment

#### Assessable elements include:

- Solo/ensemble performance (making task)
- Composition (making task)
- Recital performance - optional (making task)
- Extended writing task/formal exam/multimodal presentation (responding task)

# The Arts

## Music - History of Pop

Music focuses on students' abilities to think and express themselves in sound. They are given the opportunity to sing and play guitar, to create their own compositions and to develop an understanding of all musical styles, both past and present.

Students will further enhance their understanding and appreciation of music through the three key organisers:

- **Responding** - aurally identifying and responding to music
- **Making (composing)** - developing music writing skills
- **Making (performing)** - both vocal and guitar

As Music is essentially a skills-based subject, students will be expected to spend time practising their instrument or voice both at school and at home.

Opportunities may arise to attend workshops and/or live performances by professional musicians. Price will vary according to what is on offer.

### Pathways

- Become a member of the School Vocal/Instrumental Music program
- Choose Music in Year 10
- Study Music in Year 11 and 12.

### Structure

#### Topics

This semester is a study of music from Medieval times through to the 21<sup>st</sup> Century - Medieval, Renaissance, Baroque, Classical, Romantic and Modern.

Students will:

- sing, learn guitar chords, listen to and discuss the music from the different periods in music and identify their musical characteristics
- begin to understand the oral and vocal traditions in transmitting the history of this music
- aurally and visually analyse works studied in this unit
- read and compose short melodies

### Assessment

#### Assessable elements include:

- Solo/ensemble performance (making task)
- Composition (making task)
- Recital performance - optional (making task)
- Extended writing task/formal exam/multimodal presentation (responding task)



# The Arts

## Signature Music

### Music Down Under - Australian Art and Popular Music

#### Semesters One

Signature Music is a specialist class for students who demonstrate excellence in their music ability. This is a **full year** course and is offered as an invitation only subject to students who meet the following selection criteria:

- Enrolment in one of the school ensembles is encouraged
- Academic results - a minimum B achievement in Year 8 Music
- Compliance with the school's expectations regarding effort, behaviour and attendance

Students who did not study Music in Year 8 and/or are new to the school may apply to join this class providing there is a vacancy. After submitting an expression of interest to the Head of Department - The Arts, they will be required to undertake an audition/interview process.

#### Pathways

It is envisioned that these students will continue with their Music studies in Years 11 and 12, choosing Music Extension in Year 12 - a subject which contributes towards the calculation of an ATAR.

#### Structure

##### Topics

The following unit will be studied:

#### **Semester 1** - Music Down Under (Australian Art and Popular Music)

This unit explores the development of Australian Music through the music of such composers/performers as Sarah Hopkins, Ann Carr-Boyd, Peter Sculthorpe, Savage Garden, The Whitlams, Missy Higgins and the Foo Fighters. The focus is on the different styles of Australian music and the use of music elements characteristic to each style. By the end of the unit, students should be able to:

- Identify works from the different genres
- Develop skills in performing works
- Aurally and visually recognise a composer's use of music elements in creating an instrumental work with an Australian identity.

#### Assessment

##### Assessable elements include:

- Performance solo/small group (in class)
- Composition – individual choice ensemble. Minimum two instrumental and/or vocal lines
- Responding - analysis of an Australian work / comparison of two contrasting Australian works



# The Arts

## Signature Music

### Vocal Music - including Musical Theatre and Popular Music

#### Semester Two

Signature Music is a specialist class for students who demonstrate excellence in their music ability. This is a **full year** course and is offered as an invitation only subject to students who meet the following selection criteria:

- Enrolment in one of the school ensembles is strongly encouraged
- Academic results - a minimum B achievement in Year 8 Music
- Compliance with the school's expectations regarding effort, behaviour and attendance

Students who did not study Music in Year 8 and/or are new to the school may apply to join this class providing there is a vacancy. After submitting an expression of interest to the Head of Department - The Arts, they will be required to undertake an audition/interview process.

#### Pathways

It is envisioned that these students will continue with their Music studies in Years 11 and 12, choosing Music Extension in Year 12 - a subject which contributes towards the calculation of an ATAR.

#### Structure

##### Topics

The following units will be studied:

**Semester 2** - Vocal Music - including musical theatre and popular music

The local Music unit explores the development of music through the ages by examining varied examples of Vocal Music from

- the medieval, renaissance, baroque, classical, romantic and C20<sup>th</sup> / C21<sup>st</sup>
- Musical Theatre: such as Annie, Matilda, Lion King, Les Mis, Cats, Oliver
- Popular Music: Beatles, Deep Purple, Queen, Bee Gees, Abba, Bob Marley

The focus is on the use of different types and combinations of voices, important vocal forms, and the use of music elements characteristic of the particular periods. By the end of the unit, students should be able to:

- Identify vocal works from the different periods in music
- Develop skills in performing vocal works
- Aurally and visually recognise a composer's use of music elements in creating a vocal work

#### Assessment

##### Assessable elements include:

- Performance solo/small group (in class)
- Composition - individual choice ensemble e.g. voice and piano
- Responding - analysis of vocal work / comparisons of two different arrangements of the same work



# The Arts

## Visual Arts

### Impressions and Expressions

#### Elective - Semester One

Visual Literacy enhances students' capacity to think, create and question, as well as providing skills to interpret and express ideas. The two domains of Visual Art are:

- **Making artworks** (conceptualise, plan, develop and resolve artworks using a range of 2D, 3D and digital materials, processes and techniques)
- **Responding to artworks** (describe, analyse, interpret and evaluate their own and others' work)

Students will need to supply their own visual journal, sketching pencils and stationery items (pens, rulers, erasers, USB etc.) for each unit. In class materials such as drawing media, paper, paints, fabric, clay and wire are included in the Student Contribution Scheme. There may be a small cost involved for an excursion during the semester.

#### Pathways

This subject provides the basis for further studies in Visual Art in Years 11 and 12 - a subject which will contribute towards the calculation of an ATAR, with the option of Visual Arts in Practice (Applied subject) and/or Art (General subject).

#### Structure

##### Topics

The semester is divided into two units:

##### **Term 1 - Impressions (*Impressionism / Post Impressionism*)**

This unit investigates the contribution of Impressionism and Post Impressionism with a new focus on light, colour and atmosphere. Students will experiment with acrylic painting and drawing techniques and create a new vision for their own environments.

By the end of the unit, students should be able to:

- Create, plan, develop and resolve original artworks
- Experiment with 2D painting and drawing techniques and processes
- Analyse, evaluate and compare French and Australian Impressionist artworks

##### **Term 2 - Expressions (*Expressionism / Cubism / Futurism*)**

This unit explores concepts of perception, space, movement, composition, stylisation and symbolism to make further connections between modern art movements and ideas for their own artworks.

By the end of the unit, students should be able to:

- Create, plan, develop and resolve original designs
- Experiment with 2D drawing and 3D sculpture techniques and processes
- Oral Powerpoint presentation based on analysis and evaluation of Expressionist and Cubist artworks

#### Assessment

##### Assessable elements include:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Impressionist Research Assignment</li> <li>• Impressionist Painting</li> </ul> | <ul style="list-style-type: none"> <li>• Oral Powerpoint Presentation</li> <li>• Cubist Construction Sculpture</li> </ul> |
|---|---|



# The Arts

## Visual Arts

### Cultural Diversity

#### Elective - Semester Two

Visual Literacy enhances students' capacity to think, create and question, as well as providing skills to interpret and express ideas. The two domains of Visual Art are:

- **Making artworks** (conceptualise, plan, develop and resolve two-dimensional, three-dimensional and digital artworks using a range of materials, processes and techniques)
- **Responding to artworks** (describe, analyse, interpret and evaluate their own and others' works)

Students will need to supply their own visual journal, sketching pencils and stationery items (pens, rulers, erasers, USB etc.) for each unit. Material such as drawing media, paper, paints, plaster and printing ink are included in the Student Contribution Scheme. There may be a small cost involved for an excursion during the semester.

#### Pathways

This subject provides the basis for further studies in Visual Art in Years 11 and 12 - a subject which will count towards the calculation of an ATAR, with the option of Visual Arts in Practice (Applied subject) and/or Art (General subject).

#### Structure

##### Topics

The semester is divided into two units:

##### **Term 3 - Traditional Culture**

This unit investigates the diversity of artworks from different cultures. Students will explore artefacts from Asia, Pacific Islands, South America, Africa and Europe to inspire their own creations.

By the end of the unit, students should be able to:

- Create, plan, develop and resolve artworks
- Experiment with 3D mask making and 2D print making techniques and processes
- Analyse and evaluate selected traditional cultural artworks

##### **Term 4 - Contemporary Culture**

This unit investigates contemporary artists and artworks from different countries. Students will explore and create artworks and designs which have been inspired by artists from around the world.

By the end of the unit, students should be able to:

- Create, plan, develop and resolve original artworks
- Experiment with 2D, 3D and digital media techniques and processes
- Analyse and evaluate Contemporary artworks from the online Gallery of Modern Art in Brisbane.

#### Assessment

##### Assessable elements include:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Traditional Culture Research</li> <li>• Cultural Mask</li> <li>• Tattoo Etching</li> </ul> | <ul style="list-style-type: none"> <li>• Contemporary Culture Review</li> <li>• Contemporary Culture Folio</li> </ul> |
|---|---|

# The Arts

## Media Arts

### Music Clips and Representing Villains

#### Elective - Semester One

Because media forms are constructions of reality, they need to be systematically studied and analysed. They inform, entertain and educate through powerful images, words and sounds. Media forms studied include newspaper, magazine, film, radio, television, internet, video and interactive computer software.

Students will further enhance their understanding of media through the three key organisers:

- **Making (Creating)** - designing media
- **Making (Presenting)** - making media
- **Responding** - critically appreciating and analysing media

Students need to bring a USB stick to every lesson in order to save files and complete homework.

#### Pathways

- Become a member of the Tech Crew
- Choose Media in Year 10
- Study Film, Television and New Media in Years 11 and 12 (General subject: Results in General subjects will contribute towards the calculation of an ATAR, the most common selection devices used by the tertiary sector)

#### Structure

##### Topics

The semester is divided into two units:

##### **Term 1 - Music Clips**

Students will analyse and evaluate a number of music clips that represent a particular social issue using the technical and symbolic codes used to deconstruct and produce media texts. Using HD cameras and Adobe Premiere Editing software students will evaluate, design and produce their own narrative music clip.

##### **Term 2 - Representing Villains**

A hero is only as good as his villain. Students will investigate the many types of villains in popular culture and examine what makes a good villain. Using digital photography and Adobe Photoshop students will produce a character profile of their own villain.

#### Assessment

##### Assessable elements include:

- Music video clip and shot list (Presenting and designing task)
- Character Profile (Presenting and designing task)

# The Arts

## Media Arts

### Film Marketing and Production

#### Elective - Semester Two

Because media forms are constructions of reality, they need to be systematically studied and analysed. They inform, entertain and educate through powerful images, words and sounds. Media forms studied include newspaper, magazine, film, radio, television, internet, video and interactive computer software.

Students will further enhance their understanding of media through the three key organisers:

- **Making (Creating)** - designing media
- **Making (Presenting)** - making media
- **Responding** - critically appreciating and analysing media

Students need to bring a USB stick to every lesson in order to save files and complete homework. They may use their own mobile phones and/or digital cameras to take photos.

#### Pathways

- Become a member of the Tech Crew
- Choose Media in Year 10
- Study Film, Television and New Media in Years 11 and 12 (General subject: Results in General subjects will contribute towards the calculation of an ATAR, the most common selection devices used by the tertiary sector)

#### Structure

##### Topics

The semester is divided into two units:

##### **Term 3 – Short Film**

Students will examine the media representations and language conventions of short films. Students will work in small groups to plan and produce a short film using HD cameras and Adobe Premiere editing software.

##### **Term 4 – Film Marketing**

Students will look at the history and changing nature of multi-media advertising. They will then examine the techniques used by companies to target a wide range of audiences and the influence the industry has on their family and society as a whole. Students will use Adobe Photoshop to produce a print ad for a product.

#### Assessment

##### Assessable elements include:

- Short film production and design (Creating and presenting task)
- Written analysis of a magazine commercial (Responding task)
- Film poster (Presenting task)

# Education Services

Craigslea State High School is committed to inclusive practices and provides an inclusive program of support within the school's learning community. Students with Disability and Learning Support participate in classes with their peers and access differentiated teaching and/or reasonable adjustments to meet their needs. For those students requiring intensive teaching, specific classes and/or extra supports will be made available where appropriate. Each student's educational support needs are determined on an individual basis and may change as they mature and progress.

## Program Manager

An Education Services teacher is allocated as program manager for certain students with significant educational adjustment. Their role is to monitor and support students' progress and specific needs at school. This person is the first point of contact for parents/caregivers, should they have any concerns. The program manager also works closely with classroom teachers and supports student engagement and achievement in learning.

## Student Adjustments Profile

Each student with significant educational adjustment will have a plan compiled by their program manager to provide classroom teachers and support staff with information and classroom strategies to implement that will help the student access and engage in learning with success.

## In-class Support

Teachers and teacher aides support students as they participate in their classes. This assists individual students to achieve success in their educational programs. Support in classrooms assists with safety, engagement, understanding, participation, social interactions and achievement.

## Tutorial Support Classes

Where timetabling allows, some students with significant educational adjustment are able to access extra time and teacher assistance to meet the requirements of their course load. Tutorials are offered on a needs basis and can be a temporary option for all students requiring intensive support.

## Literacy and Numeracy Intervention (LANI)

LANI staff facilitate one-to-one and small group intervention. In addition, staff work with classroom teachers to provide adjustments for students who are identified as having a learning difficulty or are at risk of underachievement. Students are provided with in-class teacher and teacher aide support, adjusted resources, assessment support, small group literacy and numeracy intervention classes and Individual Curriculum Plans.

## Booster Classes

Our literacy and numeracy intervention team identify students who we believe require intensive support to help them work towards achieving success. New students are selected based on previous school subject and standardised test results. Consultation with teachers also occurs for existing students.

## Individual Curriculum Plan (ICP)

Where there is evidence a student needs to work at a curriculum level that is **significantly different** from that of their age group/year level, the ICP process is a means of collaboratively planning to ensure their educational requirements are met and to record this information. It allows the school team to consider the student's current level of performance and to determine their educational needs and future learning priorities. Parental endorsement of this plan is required and input is most welcome. A student with an ICP is taught, assessed and reported on, according to their identified ICP year level and learning expectations for that particular subject.

**For further information please contact the Head of Education Services**



## Year 9 Subject Selection for 2024

Complete this form to assist you in entering your subject selections into the Microsoft Office Form

Mandatory Subjects Studied for 2 Semesters			
		Semester 1	Semester 2
English	(2)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	(2)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Science	(2)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mandatory Subjects Studied for 1 Semester			
Health and Physical Education	(1)	<input type="checkbox"/>	<input type="checkbox"/>
History	(1)	<input type="checkbox"/>	<input type="checkbox"/>
Economics & Business - Economics & Digital Technologies or Digital Technologies - Projects	(1) Choose one only for one Semester	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Elective Subjects			
Elective Subjects Studied for 2 Semesters			
If selected this will be a 12 month course of study leaving one elective choice. The Signature Programs are invitation only.			
Signature Volleyball Program	(2) High Performance Volleyball (Invitation only. See checklist for application advice.)	<input type="checkbox"/>	<input type="checkbox"/>
Signature Music Program	(2) Students studying Signature Music - this will be your Arts subject (Invitation only. See checklist for application advice.)	<input type="checkbox"/>	<input type="checkbox"/>
Languages	(2) Japanese or German	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Elective Subjects Studied for 1 Semester			
Please select using a tick. Students must tick at least one Design Technologies and one Arts subject in each Semester			
		Semester 1	Semester 2
Social Sciences	Geography (1)	<input type="checkbox"/>	<input type="checkbox"/>
Design Technologies <b>Select at least one</b>	Food and Fibre (1)	<input type="checkbox"/>	<input type="checkbox"/>
	Food Specialisation (1)	<input type="checkbox"/>	<input type="checkbox"/>
	Graphical Communication (1)	<input type="checkbox"/>	<input type="checkbox"/>
	Industrial Skills (1)	<input type="checkbox"/>	<input type="checkbox"/>
The Arts <b>Select at least one</b>	Dance (1)	<input type="checkbox"/>	<input type="checkbox"/>
	Drama (1)	<input type="checkbox"/>	<input type="checkbox"/>
	Music (1)	<input type="checkbox"/>	<input type="checkbox"/>
	Visual Arts (1)	<input type="checkbox"/>	<input type="checkbox"/>
	Media Arts (1)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Subjects studied in Semester</b>		<b>6</b>	<b>6</b>

Please **carefully** follow the steps outlined below ticking off the checklist as you go.

## Checklist

- Step 1**  Read the Subject Information Booklet to get an overview of the subjects on offer in Year 9 and consider all possibilities.
- Step 2**  Analyse which subjects your student has enjoyed and their successes during Year 8.
- Step 3**  All mandatory subjects have already been listed for 2024.
- Step 4**  Signature Programs: consider student interest in HPV (Volleyball) and SMP (Signature Music Program). Note: both of these are **12 month courses**. Students interested in HPV are asked to meet Mr Walsh (HPE Head of Department) and SMP applicants are to meet with Mrs Pedder (The Arts Head of Department) as these are invitation only subjects.
- Step 5**  Consider student interest in Languages - German or Japanese. Both of these subjects are studied for **12 months**. A language is not compulsory after Year 8. Students can choose only one language. Please tick your selection.
- Step 6**  All students **MUST** do at least **ONE Design Technology subject** and **ONE Arts subject** during the year. If you are in the Signature Music Program (SMP) this will be your Arts subject.
- Step 7**  Students must select a total of 3 choices from the Elective Subjects listed for each Semester - Design Technologies, The Arts and Social Sciences.
- Step 8**  Students study 12 units throughout the year. Three of these are allocated to mandatory subjects (e.g. English counts as 2 units). Three units are allocated to elective subjects. The unit count is placed beside each subject to assist you in your decision making. Subject clashes will be sorted through consultation with student and parent/caregiver by the Timetabling Deputy.
- Step 9**  Complete the Microsoft Office form that will be emailed to your EQ email address on Monday, 24 July 2023.

**Due Date for Return: Friday 4 August 2023.**