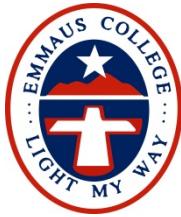


**EMMAUS COLLEGE**  
ROCKHAMPTON

**YEAR 9**

**ELECTIVES**

**2017**



## VISION STATEMENT

**The Emmaus journey seeks truth, wisdom and justice.  
As a community of hope we celebrate God's love and the dignity of each person.  
Walk with us and let Christ's fire burn within us.**

CENTRAL IDEAS	JOURNEY HOPE	WELCOMING COMMITMENT	COMMUNITY ENTHUSIASM
EDUCATIONAL MISSION WORDS	RESPECT RELATIONSHIPS INTEGRITY EMPOWERMENT	<b>EMMAUS COLLEGE EDUCATIONAL MISSION STATEMENT</b> The <b>educational mission</b> of Emmaus College is to provide <b>holistic, relevant, Catholic secondary education</b> to students and families who seek its values.  This mission is enacted through a wide variety of learning experiences which are enriching and founded on <b>right relationships</b> .	
PASTORAL MISSION WORDS	SUPPORT NURTURE JUSTICE BELONGING	<b>EMMAUS COLLEGE PASTORAL MISSION STATEMENT</b> The <b>pastoral mission</b> of Emmaus College is to be a community of care, which gives witness to the message of Jesus.  This mission is enacted through pastoral support that provides care and encourages each person to accept responsibility for their choices and to live justly.	
RELIGIOUS / SPIRITUAL MISSION WORDS	FAITH COMPASSION	<b>EMMAUS COLLEGE RELIGIOUS/SPIRITUAL MISSION STATEMENT</b> The <b>religious/spiritual mission</b> of Emmaus College is to have a clear Catholic identity that is open and inclusive.  As part of a wider faith tradition, this mission is enacted through the provision of opportunities for spiritual growth of the community and all its members.	

# CONTENTS

<b>INTRODUCTION.....</b>	<b>3</b>
<b>SUBJECT SELECTION.....</b>	<b>4</b>
<b>CHOOSING YEAR 9 SUBJECTS .....</b>	<b>4</b>
<b>SUBJECT DESCRIPTIONS .....</b>	<b>6</b>
ART .....	6
BUSINESS EDUCATION.....	7
DANCE .....	8
DESIGN & TECHNOLOGY .....	9
DRAMA .....	10
EXTENSION HEALTH AND PHYSICAL EDUCATION.....	11
EXTENSION SCIENCE AND PROJECTS (ESP) .....	12
FOOD STUDIES .....	13
GRAPHICS .....	14
THE STUDY OF SOCIAL SCIENCE .....	15
JAPANESE .....	15
GEOGRAPHY.....	16
METALWORKING .....	17
MUSIC .....	18
PROGRAMMING .....	20
SOFTWARE APPLICATIONS .....	21
TEXTILE STUDIES .....	22
WOODWORKING.....	23
WORKSHOP GRAPHICS.....	24
<b>WEB PREFERENCES ACCESS GUIDE.....</b>	<b>25</b>

## INTRODUCTION

Students have an increased choice in electives as they progress through Years 9 and 10. The main purpose of increasing elective choice is to actively engage students more in their personal learning programs and thus assist them in choosing their own preferences.

**You will note that students in Year 9 must study different electives in Semester 1 and 2, which means that students experience four electives in Year 9.**

This permits the establishment of a program which provides a wide basis for sequential study programs in Years 11 and 12 and exposes students to the variety of available studies at these and tertiary levels.

The following table outlines the curriculum structure for Year 9.

CORE	ELECTIVES
Religious Education English Mathematics Science History Geography or Japanese Health & Physical Education	Elective 1 Elective 2 Elective 3 Elective 4
All students study all core subjects.	Students study 2 Electives per semester. (Total of 4 electives chosen)

Students will choose **TWO** different electives for **each semester** (a total of **FOUR** electives). The elective choice comes from the list below.

- Art
- Business Education
- Creating with Fabrics
- Dance - Step in Time
- Design & Technology
- Drama
- Extension Science & Projects
- Focus on Food (Food Studies)
- Graphics
- Metalworking
- Music
- Extension Health & Physical Education
- Programming
- Software Applications
- Woodworking
- Workshop Graphics

## SUBJECT SELECTION

We hope that parents and students will collaborate in the choice of subjects. Some issues to be considered when choosing subjects for further study are:

- Interest in subjects
- Performances to date in subjects
- Subjects that will extend and challenge
- Likely subjects to be studied in Years 11 and 12
- Further career options
- Spread of subjects across different areas (traditional academic studies, fine arts, practical subjects)

The subject selection procedure is a two part process for students.

1. Complete the Web Preferences selection process and hand in a signed Preferences Receipt by **Friday 21<sup>st</sup> October**.

These subject choices will be collated and subject lines will be drawn up. That is, lists of subjects that will be on at the same time next year will be formulated.

2. Further consultation will take place with those students whose choices do not fit the proposed subject lines.

**IMPORTANT:** Please realise that not all the subjects described in this booklet will necessarily appear in the final subject lines. If insufficient numbers of students opt for a subject then that subject will not be offered. Once the subject lines are determined, further refinement may be necessary if some class sizes are too large or too small.

While the school will endeavour to provide each student with their first four preferences, this cannot be guaranteed because not all of the many possible combinations of subjects can be accommodated due to staff and room constraints.

## CHOOSING YEAR 9 SUBJECTS

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Years 9 and 10, and later the selection of subjects for Years 11 and 12. These are important decisions since they may affect your career plans when you leave school. Your course selections can also directly affect your success at school and how you feel about school.

### How do I choose subjects?

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

- You enjoy.
- In which you have already had some success.
- Which will help you achieve your chosen career goals, or at least keep your career options open.
- Which will develop skills, knowledge and attitudes useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help, you should come up with a list of subjects that meets your needs.

Ms Narelle Sommerfeld, Careers and Workplace Learning Coordinator, is available to meet with students and their parents to assist with planning career pathways and subject selection. Please call

49235729 to make an appointment.

## SUBJECT DESCRIPTIONS

Following are descriptions of each of the elective subjects.

### ART

Visual Art is one of the most important means by which students may develop as individuals. The processes and practices of Visual Art, such as self-directed learning and creative problem solving, develop transferrable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.

A course of study in Visual Art can establish a basis for further education and employment in the fields of visual art, design, creative industries, craft, media, cultural institutions, and information technologies.

It is not necessary to "be a good artist", or to be "good at drawing" – the course will encourage you to improve and discover skills and techniques as you progress through the various units of work.

The main pre-requisite for entry into art, is an interest, and/or a curiosity for visual images.

The Art course consists of three sections:

**Making Art works:** Students may work in many different areas of art. These include Drawing, Sculpture, Printing, Painting and Digital Media. They will be assessed in two forms during the course – Visual Journal; Folio of Work.

**Responding to Artworks:** Students will study the language of Art and how it is used by artists within their artwork to communicate ideas. They may be assessed in two forms during the semester:

- (a) Written assignments
- (b) Exam

**HOMEWORK:** Art demands time, and students find it hard to achieve continuity within each piece of work during school time. So, it is essential that a certain amount of out of class time should be set aside for preparation and continuation of work done in class.

## BUSINESS EDUCATION

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise.

“Business” refers to enterprising endeavours undertaken in order to meet human needs and wants. Business impacts on individuals, members of groups and organisations as they engage in everyday activities.

Business Education is important for students in their secondary school. In this phase of schooling, they gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. Students studying business will develop effective decision-making skills related to consumer behaviour.

Business Education provides learners with opportunities to develop knowledge, practices and dispositions to meet immediate personal needs, participate as a responsible worker, prepare to own or manage a business, enterprise or venture and to engage in a variety of other business activities.

Business Education provides opportunities for students to develop the valued attributes of a lifelong learner-

- a knowledgeable person with deep understanding
- a complex thinker
- an active investigator
- a creative person
- an effective communicator
- a participant in an interdependent world
- a reflective and self-directed learner.

At the end of the course, the student should have developed the knowledge, practices and dispositions necessary to:

- identify and meet the needs and wants of individuals, members of groups and organisations and to respond to business opportunities and challenges
- participate as an informed, responsible and ethical consumer, citizen, worker and entrepreneur.
- use information technologies and other technologies to record, report, design, and create business information and products, and communicate relevant details to stakeholders
- work individually and co-operatively to develop business plans and products, participate in and evaluate the outcomes of business ventures
- explore past, present and future business and economic activity to propose solutions to issues and respond to challenges.

## DANCE

Throughout the course, students will choreograph and perform group dances to communicate ideas, experiences and artistic intentions for different purposes, contexts and audiences. They will develop and apply understanding of the processes of dance composition for choreography using a range of dance elements and the styles of jazz and contemporary. Students will develop awareness of Australian and international dance artists, companies and practices, expanding their understanding of the cultural dimensions of dance and informing their own compositions and performances.

### **UNIT 1: POPULAR DANCE (JAZZ)**

Jazz Dance is an ever-changing and evolving means of expression that mirrors the life and times of the people within each decade. Throughout this unit, students will investigate the origins of Jazz dance, noting the influences behind its evolution (social, political, musical and popular culture). After defining the elements of dance and the characteristics of jazz dance, students will learn genre-specific techniques and skills in order to perform, choreograph and appreciate a range of jazz dance works.

#### **Assessment**

- **Making**
  - Task 1: Performing – In small groups, present a routine (as choreographed by your dance teacher) in the jazz style.
- **Responding**
  - Task 2: Appreciating – Individual written task that analyses and evaluates the manipulation of dance elements and stylistic characteristics in jazz dance works.

### **UNIT 2: CONTEMPORARY DANCE**

Contemporary dance is an ever-changing dance form as eclectic as the artists and choreographers that create it. A reaction against the strict codification and conventions of ballet, contemporary dance emphasises expressive meaning as the foundation and provides a creative, artistic outlet for expression through movement. Throughout this unit, students will investigate contemporary dance styles. After defining the elements of dance and the characteristics of contemporary dance, students will perform, choreograph and appreciate a range of dance works from the contemporary dance style.

#### **Assessment**

- **Making**

Task 3: Choreographing / Performing – In small groups, choreograph and perform a routine in the style of Contemporary Dance.

## **DESIGN & TECHNOLOGY**

**Pre-requisite:** Nil.

**Areas of Study:** The Design Process; Workshop Safety, Materials, Tools, Processes

**Course Overview:**

Junior Design & Technology is a design based IT&D subject that incorporates a number of different mediums such as wood, metal, cardboard or paper. Students are exposed to a range of practical and theoretical learning experiences where a practical solution to a problem is desired.

Students will be required to use the design process to investigate, research and draft the most appropriate solution to a problem/situation prior to making the project. Design information will be documented in a folder referred to as the student's design folio, before the practical solution is constructed in the workshop.

After construction has been completed, a written evaluation of the successfullness of the design solution will be required.

**Why study this subject:**

Junior Design & Technology can be studied for a variety of reason such as:

1. Preparation for more advanced studies in the board subject Technology Studies in Years 11 and 12. (See note)
2. To improve practical workshop skills.
3. For leisure/hobby or personal interests.
4. To improve lateral thinking and problem solving skills.

**NOTE:** It is recommended that students wishing to study Technology Studies in Year 11 and 12 study junior Design and Technology in Year 9 or 10 in order to sufficiently develop practical skills and graphical skills.

**Assessment:** Folio  
Practical work  
Evaluations

## DRAMA

Throughout the course, students will use drama for exploring and expressing their individual and social identities. They will learn to use symbols, mood, and tension in making drama and will experiment with innovative and hybrid forms and performance styles, with a focus on Commedia Dell Arte and Collage Drama. They will practise directing and refine and practise for their performances. Students will explore and respond to complex theatre forms and styles from a range of traditions and movements, and begin to develop and articulate a personal framework for critical study.

### **UNIT 1: IMPROVISATION**

Throughout this unit, students will study Commedia Dell Arte, an Italian form of theatre categorised by stock character, through their interaction and manipulation of comic devices and improvisation. They will also build connections between this form of theatre and modern comedy styles that we still enjoy today.

#### **Assessment**

- **Making**
  - Task 1: Creating – In a small group, present an improvisation using an unseen Commedia Dell Arte scenario.
  - Task 2: Performing – In a small group, create and present a Commedia Dell Arte comedy piece.
- **Responding**
  - Task 3: Responding – Individual written task in response to visual stimulus.

### **UNIT 2: COLLAGE DRAMA**

Throughout this unit, students will study the play text, The Stones by Tom Lycos and Stefo Nantsou, two well-known Australian playwrights, and learn to analyse performances. They will learn to work as an ensemble and manipulate the conventions of collage drama and documentary drama. A study of themes and how these are conveyed through text will also be encompassed within practical learning.

#### **Assessment**

- **Making**
  - Task 4: Responding – Individual written task in response to The Stones Performance
  - Task 5: Performing – In a small group, create and present a collage drama performance using self-devised pieces and excerpts from the studied play text.

## **EXTENSION HEALTH AND PHYSICAL EDUCATION**

This subject is for students who have enjoyed the Core Subject of Health and Physical Education in Year 7 and Year 8. It is for students who wish to explore units dedicated to the Health and Physical Education subjects offered in the Senior School. This semester subject consists of three 6 week units, each unit is aimed at the three Year 10 Electives; Health, Physical Education and Recreation. Each of these units will see students experience a small selection of the senior content, cognitive skills, practical skills and assessment specific to these elective subjects.

### **Health unit – written assessment**

Students will explore health, focussing specifically on resilience. Students will develop their knowledge of how a broad health related topic is re-framed as a narrow, specific and contextualised health issue through an inquiry approach. Students will gain an understanding of how health is socially constructed and will be introduced to the Health Inquiry Model and how the model can be used for the implementation and evaluation of action strategies related to personal resilience through topics such as bullying.

### **Physical Education unit – spoken assessment**

Students will learn how exercise physiology concepts such as the energy systems and the components of fitness can be used to optimise physical performance. Students will recognise, explain and comprehend fitness evaluation in relation to physical activities. They will categorise and organise primary and secondary data about personal capabilities and physical demands required for specific physical activities. Students will make decisions about and justify individual actions, strategies and issues to enhance their own performance and that of others through performance optimisation plans.

### **Recreation unit – physical performance assessment**

Students will participate in and experience a performance unit of work. Students will be required to physically demonstrate outcomes such as applying a range of cognitive, technical, physical and/or creative/expressive skills. Performance units require student to apply interpersonal and physical skills to respond to varying tasks such as solving problems, providing solutions or conveying meaning or intent. **Participation is essential** and students could be involved in activities such as:

- demonstrations
- teaching sessions
- coaching sessions
- physical performances.

## **EXTENSION SCIENCE AND PROJECTS (ESP)**

This course has been designed to give stimulating learning experiences and to cater more substantially for the Year 9 students who have a developing ability and interest in science and technology.

Work covered will provide an extension of students' knowledge and skills outside the areas studied in their science courses. Topics will be based on current technological advances and research and are designed to cater for the needs of students looking for a challenge beyond the scope of what is available in existing science courses. It is stressed that the course will not duplicate what is covered in either the junior or senior science courses. However the Knowledge and Understanding, Investigating and communication skills developed will provide a solid basis for students planning or selecting Physics, Chemistry and Biology in the senior school. The course is structured to develop lifelong learning skills: such as critical thinking, divergent thinking, information literacy, self-awareness and interconnectedness, transfer of learning and team work.

The course has a high degree of practical work and field trips. The theoretical component encourages, through open ended investigations, critical and creative thinking. It is most suitable for independent students who take responsibility for their own learning and is far more student centred rather than teacher focussed. Topics may include:

- Medical Technology
- Telecommunication Technology
- Problem Solving Skills
- Engineering & Mechanics
- Researching Current Technology.
- Navigation
- Low Energy Homes
- Animal Behaviour
- Forensics

It is strongly recommended that students in Year 8 should be performing comfortably at an A or B achievement level in Science if they wish to study Extension Science and Projects (ESP).

## FOOD STUDIES

**Areas of Study:** The Design Process; Kitchen and Food Safety, Indigenous and Asian food cuisine, Healthy tuckshops.

**Course Overview:**

Food studies provides students with the knowledge and skills to make informed choices about the foods they consume and their methods of preparation.

Food studies involves investigating and designing healthy food suitable for Australian teenagers. Students are exposed to a range of practical and theoretical learning experiences where a practical solution to a problem is desired.

Students will be given a scenario which they will then be required to use the design process to investigate, research and draft the most appropriate solution to this situation. Students will document their design process decisions in a design challenge journal. Students will collaborate and manage the production of their chosen menu in the kitchen. They will evaluate the successfulness of the design solution in a written evaluation.

This subject will also lead into the senior subjects of Food and Nutrition, Health Education and/or Hospitality. As it is a practical subject, students will be required to bring some ingredients from home and the teacher will advise students of these requirements.

**Why study this subject:**

Food studies can be studied for a variety of reasons such as:

1. Preparation for more advanced food studies in senior school.
2. To improve practical cooking skills.
3. To improve understanding of how to eat healthily
4. To think critically and communicate effectively about design decisions.
5. For leisure/hobby or personal interests.

**Assessment:** Design Challenge Journal/report

Practical work

Evaluations

## GRAPHICS

Today graphical representation underpins most forms of communication in order to enhance clarity and precision of meaning.

With the increasing use of visual symbols as a means of communication we are all faced with the need to understand and comprehend 'Graphical Language'. Therefore within a sound general education all students should have some experience of graphical communication. Graphics provides a variety of intellectual challenges which contribute significantly to the communication, analytical and problem solving skills of students regardless of their educational or vocational aspirations. Graphics allows students to gain the necessary practical drafting skills in the traditional areas of Trades, the professional areas of Engineering, Architecture and Surveying; and the technological area of Computer Graphics. As a result of the studies in this course, the *learning experiences will contribute substantially to the students' general education.*

### **Areas of Study:**

1. Industrial Graphics
2. Built Environment Design
3. Graphic Design

**NOTE:** It is highly desirable for students who are considering studying Graphics in Year 11 and 12 to have studied Graphics in the junior school. It would also be an advantage for those students wishing to study Technology Studies in Years 11 and 12 to have Junior Graphics experience.

**Homework:** Students will receive homework regularly, and they will be required to complete some assignment work.

**Requirements:** Soft white graphics eraser  
Clutch pencil & leads (.5mm)  
A4 folder and workbook/paper

**Text Book:** Available from school book hire scheme

**Assessment:** Design Folios  
Extended Graphical Responses  
Short Response Tests

## The Study of Social Science

There are **two elective** unit programs offered for students to choose from. **Either of these electives are be jointly studied with History for one Semester.** If a student is anticipating studying any of the senior Social Science study areas of **Geography or Japanese**, then it would be highly desirable that this study area is selected in their course of study in Year 9.

### JAPANESE

The LOTE program at Emmaus College provides students with opportunities to study and engage in the Japanese language and culture. Lessons are practical communicative and allow students to speak, listen, read and write in the target language.

Aligned with the Australian National Curriculum, the year 9 program has a balance of cultural and language activities. There is a particular focus on learning hiragana and katakana and kanji (Japanese alphabets) and language that enables students to describe themselves and others, and to ask and answer basic conversational questions. Classroom activities challenge students to consider and research traditions and unique characteristics of the Japanese culture.

Japanese study in Year 9 to 12 develops students' language skills and knowledge, enabling them to communicate with native speakers about a range of everyday and industry specific topics.

Topics to be studied:

Unit 1: Japanese Food and dining out in Japan

Unit 2: Homestay in Japan

#### **Special Requirements**

- 1x A4 lined book
- 1x 1cm square graph exercise book
- 1x Display Folder

Fluency in another language is a skill in high demand and career opportunities are far and wide including sectors such as education, business, law, tourism, hospitality, retail and management.

This subject can be studied in year 10 and will assist in creating a platform for Language studies in year 11 and year 12.

## GEOGRAPHY

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

### Topics to be studied are:

#### Unit 1

- Managing our dynamic coastlines,
- Fraser Island group study.

Communities around the world live on the coast for a variety of reasons. This puts pressure on the natural features and processes, and affects the sustainability of the coastal environment. Human-induced changes have created uniquely constructed environments, which need to be managed carefully.

The focus of the unit is on the examination of the processes shaping coastal environments, and the nature and the extent of human-induced changes. It also explores the ways in which a coastal environment can be managed in ways that promote sustainability.

Students explore the unique coastal environments around the world and the ways they have been used and managed by people over time. They explore a variety of sources (including maps and digital images) in a range of locations, and analyse and evaluate human impacts and the sustainability of environments. A case study on the Capricorn Coast culminates with a Field Trip Booklet and Report based on the Field Trip.

#### Unit 2

- Biomes,
- Food security.

This unit focuses on investigating the role of the natural environment and its role in securing food production. This unit examines the various biomes of the world, their alteration and significance as a source of food and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

### Special Requirements

- 1cm square graph exercise book
- 1 Display Folder

Geography can be studied in year 10 and will assist in creating a platform for Geography studies in year 11 and year 12.

## METALWORKING

### Areas of study:

- |                    |                                  |
|--------------------|----------------------------------|
| 1. Sheet Metalwork | 2. Fitting and Fabrication       |
| 3. Metal Turning   | 4. Basic Electronics (Extension) |

This subject will give students the chance to develop practical metalworking skills, and also useful life skills in order to enhance their leisure or hobby activities. Integrated whenever possible into the course are the areas of project planning and design, and safety. Students are encouraged to be professional in their approach and to display a high degree of craftsmanship in their work.

The course is suitable for both girls and boys and may be studied for a variety of reasons such as:-

1. Preparation for further school studies. (See note)
2. Preparation for trade studies or future employment in trade related areas.
3. To improve practical skills.
4. Leisure or hobby interests.

**NOTE:** It is recommended that students wishing to study Manufacturing – Engineering Skills or Furnishing Skills in Years 11 and 12 study at least one IT&D subject at a junior level.

A small amount of subject related theory is associated with this course, as students will be expected to have some knowledge of the materials and equipment that they use.

**Requirements:** Black leather shoes, Apron, Lead Pencil, Soft Eraser, Theory Workbook and Text Book (available through school book hire scheme).

**Assessment:** End of Semester: Theory Exam  
Practical Classwork (progressive)

## MUSIC

Throughout the course, students will develop a deepened understanding and use of music concepts and languages, practices, technologies and techniques. Through their musical practice they will develop a distinctive personal voice and engage in music making in varying contexts. As composers, they will create, shape, and refine musical ideas in a range of forms and styles, with consideration of the musical needs and practices of performers. As performers, they will demonstrate skills and knowledge in their chosen instruments (including voice), both as soloists and ensemble members, with a command of repertoire relevant to their instrument. As audience members, students will respond to music, demonstrating a command of the language and concepts of music.

### **UNIT 1: ROCK 'N' ROLL**

Throughout this unit, students will investigate the major styles of rock, paying particular attention to the 'pioneers' of rock, noting the defining characteristics of the individual rock styles studied and how early rock music is still influenced the popular music of today. They will learn to create rock music works by manipulating music elements to realise characteristics of rock styles. Students will sing, play, compose and listen to a range of music from a variety of rock styles.

#### **Assessment**

- **Making**
  - Task 1: Performing – Individually or in a small ensemble, present a piece of music that demonstrates the defining characteristics of Rock Music and its many styles.
  - Task 2: Composing – Create a 12-bar melody with simple accompaniment for guitar, bass and percussion suitable for use in the Rock Music style.

### **UNIT 2: CROSSOVER STYLES**

Throughout this unit, students will continue to explore rock music through the study of contemporary crossover styles, such as country rock, Indigenous rock and soul. They will learn to analyse and respond to music works by developing aural skills within practical learning. Students will sing, play, compose and listen to a range of music from a variety of contemporary crossover styles.

#### **Assessment**

- **Responding**
  - Task 3: Listening – Individual written task that analyses and evaluates the manipulation of music elements in contemporary crossover pieces.
- **Making**
  - Task 4: Performing – Individually or in a small ensemble, present a piece of music that demonstrates the defining characteristics of crossover styles. Through the study of music, students will develop instrumental, vocal, aural, compositional, performance and language skills. The programme is an extension of the knowledge and musicianship acquired in the Year 8 Music course and enables students to further explore musical concepts and manipulate musical elements to express meaning through music. Gaining knowledge and understanding of music

through group and solo performance, aural musicianship and analysis and composition, this foundation course gives students adequate musical experience to enable them to continue studying music through to the senior level. *Students who already study musical instruments will find this subject beneficial to their ongoing development in music.*

## **PROGRAMMING**

Computers and technology are becoming a very important part of our society and of education in general. Programming provides the opportunity for students to develop skills necessary to understand the basic elements of a computer and design computer programmes using the computer programming environment Gamenmaker. The range of exercises will challenge all students from novices to experienced computer users.

Most working environments involve the use of computers and other advanced technology in some form. To prepare our students to live in a global information based society, students need to learn how to

- be analytical and creative
- solve problems
- manage and retrieve information
- communicate effectively.

### **Topics covered will include –**

- Computer Systems
- Introduction to icon based programming using Gamenmaker

At the end of the course, the students should have developed the knowledge, practices and dispositions necessary to:

- develop information literacies
- understand the nature of information and communication technologies and the impact these have on individuals in an increasingly globalised and knowledge-based society
- use collaboration and effective communication to develop simple computer applications
- utilise a range of design processes
- participate in a rapidly changing interdependent world using information and communication technologies
- develop understandings of the social and ethical implications of the interrelationship between information and communication technologies

Students will use their school laptops and software to complete course requirement.

## **SOFTWARE APPLICATIONS**

Computers and technology are becoming a very important part of our society and of education in general. Software Applications provides the opportunity for students to develop skills in the use and application of computers in many varied situations. The range of exercises will challenge all students from novices to experienced computer users.

Most working environments involve the use of computers and other advanced technology in some form. To prepare our students to live in a global information based society, students need to learn how to:

- be analytical and creative
- solve problems
- manage and retrieve information
- communicate effectively.

**Topics covered will include:**

- Keyboarding
- Word Processing
- Electronic Presentations
- Simple Website Design

At the end of the course, the students should have developed the knowledge, practices and dispositions necessary to:

- develop information literacies
- understand the nature of information and communication technologies and the impact these have on individuals in an increasingly globalised and knowledge-based society
- participate in a rapidly changing interdependent world using information and communication technologies

Students will use their school laptops and software to complete course requirements.

## TEXTILE STUDIES

**Areas of Study:** The Design Process; sewing Safety, textile types and properties, sewing techniques, sustainability

**Course Overview:**

Textile studies provides students with the knowledge and skills to investigate the role of textiles in the creation of products for a specific purpose. Students are exposed to a range of practical and theoretical learning experiences where a practical solution to a problem is desired.

Students will be given a design brief scenario which poses a textile problem. They will then be required to use the design process to investigate, research and draft the most appropriate solution to this situation. Students will document their design process decisions in a design challenge journal. Students will collaborate and manage the production of their chosen textile product. They will evaluate the successfulness of the design solution in a written evaluation.

This subject allows students to pursue their interests in the textile area. Both boys and girls are catered for in the choice of textile products/garments that are constructed. Whilst there is a strong emphasis on practical skills, essential theoretical components are also studied.

As it is a practical subject, students will be required to provide their own sewing equipment, fabric and patterns and the teacher will advise students of these requirements.

**Why study this subject:**

Textile studies can be studied for a variety of reasons such as:

1. Preparation for more advanced textile studies in senior school.
2. To improve practical sewing skills.
3. To think critically and communicate effectively about design solutions.
4. To improve understanding of how to choose sustainable textile types, including re-purposing discarded fabrics/clothes.
5. For leisure/hobby or personal interests.

**Assessment:** Design Challenge Journal/report

Practical work  
Evaluations

## WOODWORKING

**Areas of Study:-**

1. Wood working
2. Wood turning
3. Plastics

This course is designed to provide hand skills, which will enable students to carry out minor home handyman repairs, basic furniture making and timber constructions. Students are encouraged to be professional in their approach and to display a high degree of craftsmanship in their work. Integrated whenever possible into the course are the areas of project planning and design, and safety.

The course is suitable for both girls and boys and may be studied for a variety of reasons such as:

1. Preparation for further school studies. (See Note)
2. Preparation for trade studies or future employment in trade related areas.
3. To improve practical skills.
4. Leisure or hobby interests

**NOTE:** It is recommended that students wishing to study Manufacturing – Engineering Skills and Furnishing Skills in Years 11 and 12 study at least one IT&D subject at junior level.

A small amount of subject related theory is associated with this course as students will be expected to have some knowledge of the materials and equipment that they use.

**Requirements:** Black leather shoes, Apron, Lead Pencil, Soft Eraser, Theory Workbook and Text book (available through school bookhire scheme)

**Assessment:** End of Semester: Theory Exam  
Practical Classwork (Progressive)

## WORKSHOP GRAPHICS

**Pre-requisite:** Nil.

**Areas of Study:**

1. Graphics for the building and construction industry
2. Graphics for the furnishing industry
3. Graphics for the engineering industry
3. Graphics for general manufacturing industries

Students will work through a series of projects designed to teach and enhance basic and advanced Workshop Graphics skills.

**Course Overview:**

This subject caters for students who are interested in trade areas and CAD operations within these areas. The course is designed to benefit those students who may wish to enter directly into the workforce by developing their Graphical communication skills, or those who wish to enter a traineeship or apprenticeship, and complete further studies at TAFE.

Many employment opportunities exist within the trade areas for employees that have Graphical communication and CAD skills. The student who equips themselves with these skills will almost certainly be at an advantage in the trade type areas and may be opening the door to a wider range of career paths in the future.

**Why Study This Subject:**

This course may be studied for a variety of reasons such as:

1. Preparation for Industrial Graphics Skills in Years 11 and 12.
2. Preparation for future employment in the CAD industry.
3. Personal interest reasons.
4. To gain CAD/drafting knowledge to assist in a trade career.

**NOTE:** It is desirable that students who are considering studying Industrial Graphics Skills in Year 11 and 12 have studied Workshop Graphics in the middle school.

**Homework:** Students may receive small amounts of homework but the majority of work will be classroom projects.

**Requirements:** Soft white graphics eraser  
Clutch pencil & leads (.5mm),  
A4 folder and workbook/paper

**Text Book:** N/A

**Assessment:** Drawing Projects  
Booklets

# Complete the Web Preferences selection process, details below, and hand in a signed ‘Preference Receipt’ to Student Reception on Yaamba Road by 21st October.

## WEB PREFERENCES ACCESS GUIDE

### Introduction

Web Preferences is a web application that allows students to enter their subject preferences on-line. Before you begin, make sure that you have access to a computer that has the following:

- An Internet Connection.
- A web browser (Microsoft Internet Explorer 6.0 or higher).
- Access to a printer.

### Step One - Accessing Web Preferences

Open Internet Explorer and go to: <https://www.selectmysubjects.com.au>

### Step Two - Logging into Web Preferences

Students will be sent an email with the link to the site which allows them to make their subject selections.

### Step Three – Selecting Preferences

To view a list of the subjects available for selection and any personal restrictions click on the “View Subject Details” button. To continue click on the button “Return to Home Page”. To select or change your preferences click on the “Add New Preferences” button. On the Preference Selection page, follow the instructions on this page to select subjects from the drop down list boxes. When you have finished, click on the “Proceed” button.

### Step Four – Validating Preferences

The “Preference Validation” page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by clicking the “Submit Valid Preferences” button which will open a page titled “Preference Receipt”. Alternatively if you would like to make changes to the preferences entered click on the “Cancel” button this will take you back to the Preference Selection page.

### Step Five – Finishing Up

You must print and sign the “Preference Receipt” page by clicking on the "Open Print View"" button and clicking the “Print Receipt” button. To continue click on the “Return to Home Page” button. If you want to change your preferences, repeat the process by clicking the “Add New Preferences” button, otherwise exit by clicking the “Log out” button

The screenshot shows a web-based application for selecting preferences. At the top, there's a navigation bar with links for 'Click Add New Preferences', '2 Select Your Preferences' (which is the active step), '3 Submit Valid Preferences', 'View/Print Receipt', and 'Logout'. Below the bar, a message says 'The minimum number of units for selection is 4, you have selected 0'. There's a 'View Instructions' link. The main area is titled 'Preference Group' and contains five dropdown menus labeled 'Preference 1' through 'Preference 5', each set to 'UNSELECTED'. To the right of these dropdowns are three small red circular icons with question marks. At the bottom of the page, there are 'Proceed', 'Cancel', and 'Logout' buttons, along with a status message 'Name: New AAATest1 - Year 09 2016' and 'Subject/Unit Details: Minimum: 4 Maximum: 4 Total Selections: 0 Time Remaining: 00:28:4'.