

# **SUBJECT SELECTION HANDBOOK**

**YEAR 8 INTO YEAR 9, 2024**



**EMMAUS COLLEGE**  
**ROCKHAMPTON**

# 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.**

## MISSION STATEMENTS

### PASTORAL MISSION STATEMENT

The pastoral mission 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.

### EDUCATIONAL MISSION STATEMENT

The educational mission of Emmaus College is to provide **holistic, relevant, Catholic secondary education** 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 **right relationships**.

### RELIGIOUS & SPIRITUAL MISSION STATEMENT

The religious and spiritual mission 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.

## INTRODUCTION

Students have an increased choice of electives as they progress through Year 9 and Year 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 program provides a wide basis for sequential study programs in Years 11 and 12 and exposes students to the variety of available studies at secondary and tertiary levels.

The following outlines the curriculum for Year 9:



## CORE SUBJECTS

All students study the core subjects:

**RELIGIOUS EDUCATION**  
**MATHEMATICS**  
**ENGLISH**  
**SCIENCE**  
**HEALTH & PHYSICAL EDUCATION**  
**SOSE [HISTORY]**

## ELECTIVES

Students will study 2 electives per semester (total of 4 electives chosen):

**ELECTIVE 1**  
**ELECTIVE 2**  
**ELECTIVE 3**  
**ELECTIVE 4**

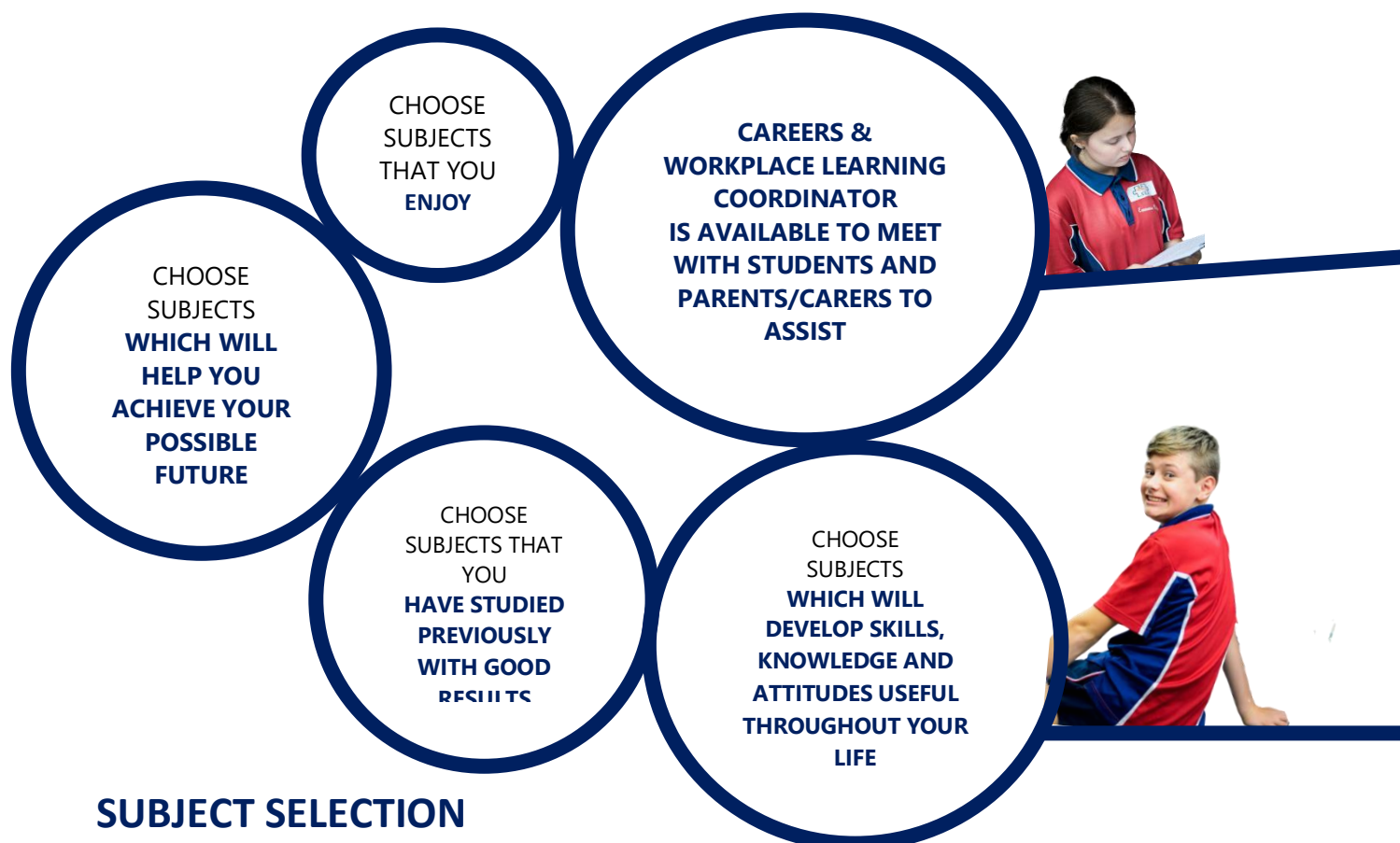
## ELECTIVE CHOICES

BUSINESS STUDIES  
DANCE  
DESIGN  
DIGITAL TECHNOLOGIES  
DRAMA  
EXTENSION HEALTH & PHYSICAL EDUCATION  
EXTENSION SCIENCE  
FOOD AND NUTRITION  
GEOGRAPHY

INDUSTRIAL GRAPHICS SKILLS  
INFORMATION & COMMUNICATION  
TECHNOLOGY  
JAPANESE  
METALWORK  
MUSIC  
TEXTILES DESIGN  
VISUAL ARTS  
WOODWORKING

## CHOOSING YEAR 9 SUBJECTS

There are many important decisions you must 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.



## SUBJECT SELECTION

We hope that parents/carers 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 **Monday, 14 August**. 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 the possible combinations of subjects can be accommodated due to staff and room constraints.

## PUTTING IT ALL TOGETHER: CONSIDERING YOUR OPTIONS

Consider some of the following when choosing your subjects:

- What am I particularly good at and want to extend myself in during Year 9?
- What subjects do I enjoy doing? (E.g. am I a person who enjoys the 'hands on' subjects? Do I like subjects such as Maths and Science or maybe something else?)
- What would I like to learn more about, what will challenge me, and what subjects would cover these aspects?
- What subjects are recommended for senior subject selection?
- Apply knowledge to other areas.
- Be extended academically.
- Explore what you want to know more about.
- Study what you enjoy doing.

We do not make *"one perfect education choice"* or find *"one perfect job for life"*.

We navigate options, make choices without perfect information, bounce back from disappointments and constantly learn from experience. We have multiple roles throughout our journeys. Some will be formal jobs; some will not. Though we cannot guarantee what will be around the next bend in our life journey, we can keep learning about ourselves and what we can and want to do.

Navigating is about making the best choices you can on your journey so that you can live the kind of life you want for yourself.

*Adapted from "What is Career Development?" (2014)*

# HOW TO SELECT SUBJECTS ONLINE

*Complete the Web Preferences selection process, and hand in a signed 'Preference Receipt' to the assignment box on Yaamba Road by Monday, 14 August.*

## WEB PREFERENCES ACCESS GUIDE

*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
- Access to a printer

### STEP 1: 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 2 - 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 dropdown list boxes.
- When you have finished, click on the **"Proceed"** button.

### STEP 3 - Validating 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 dropdown list boxes.
- When you have finished, click on the **"Proceed"** button.

### STEP 4 - 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."

On **Wednesday, 2 August**, Heads of Faculty will be available to answer any questions you may have regarding subjects for 2024. This 'Drop in' event will be held in the Emmaus Hall, Yaamba Road, from 4:30 pm – 6:00 pm. The event will follow any COVID requirements at that time.

## FACULTY OPTIONS

**SCIENCE**  
**PAGE 7**

**INDUSTRIAL  
TECHNOLOGY AND  
DESIGN (IT&D)**  
**PAGES 8 & 9**

**PERFORMING  
ARTS**  
**PAGES 10 & 11**



**VISUAL ARTS**  
**PAGE 12**

**INFORMATION  
TECHNOLOGY AND  
BUSINESS**  
**PAGES 14 & 15**

**TEXTILE AND  
FOOD  
TECHNOLOGIES**  
**PAGE 13**

**SOCIAL SCIENCES  
AND JAPANESE**  
**PAGE 16**

**HEALTH AND  
PHYSICAL  
EDUCATION**  
**PAGE 17**

**JOBS FOR THE  
FUTURE**  
**PAGE 18**

# SCIENCE

## Extension Science

**Recommendation:** Strongly recommended that students in should be performing comfortably at an A or B achievement level in Year 8 Science

### Why study this subject?

- 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 on selecting Physics, Chemistry and/or Biology in the senior school.

**Assessment:** Projects

### Possible topics covered

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

### What will students do?

- 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. 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 utilises a student-centred approach to learning rather than teacher driven



# INDUSTRIAL TECHNOLOGY & DESIGN

## Design

<b>Recommendation:</b> An interest and curiosity in designing to solve problems	
<b>Why study this subject?</b> The study of Design provides students with opportunities to: <ul style="list-style-type: none"> <li>• experience design through exploring needs, wants and opportunities</li> <li>• learn the value of creativity and build resilience as they experience iterative design processes</li> <li>• take risks and experiment with alternatives</li> <li>• seek creative and innovative solutions to solve basic design problems</li> </ul>	<b>Possible topics covered</b> <ul style="list-style-type: none"> <li>• Design in practice</li> <li>• Sustainable design</li> </ul>
	<b>What will students do?</b> <ul style="list-style-type: none"> <li>• Solve design problems using the design process of representing ideas, design concepts and design information using drawing and prototyping.</li> <li>• Devise ideas in response to design problems</li> <li>• Synthesise ideas and design information to propose design concepts</li> <li>• Evaluate ideas and design concepts to make refinements</li> <li>• Making: Prototyping</li> </ul>
<b>Assessment</b> Design folio (Project)	

## Metalwork

<b>Recommendation:</b> An interest in metalworking	
<b>Why study this subject?</b> The study of Metalwork provides students with opportunities to: <ul style="list-style-type: none"> <li>• improve practical metalworking skills</li> <li>• enable the undertaking of minor home handyman repairs</li> <li>• develop leisure or hobby interests</li> <li>• gain knowledge of tool safety, workshop safety and personal safety as governed by Workplace Health and Safety requirements</li> <li>• prepare for further school studies (Furnishing Skills, Engineering Skills)</li> <li>• develop as an individual equipped with 21st century, transferable skills</li> </ul>	<b>Topics covered</b> <ul style="list-style-type: none"> <li>• Sheet metal and light gauge steel fabricated projects</li> <li>• Lathe turned work</li> <li>• Tools, machinery, personal and workshop safety</li> </ul>
	<b>What will students do?</b> <ul style="list-style-type: none"> <li>• Practical projects – Sliding tray, galvanised carry all, hose reel, BBQ spatula, PVC circuit tester</li> <li>• Making: marking out, cutting, bending, shaping and joining of sheet metal and light gauge steel fabrication</li> <li>• Sheet metal fabrication</li> <li>• Light gauge steel fabrication</li> <li>• Metal lathe turning</li> </ul>
<b>Assessment</b> Practical projects Theory exam	

## Industrial Graphics Skills

<b>Recommendation:</b> An interest in manufacturing/trade areas and computer-aided drawing operations.	
<p><b>Why study this subject?</b> The study of Industrial Graphics Skills provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• gain a foundation for further study in Industrial Graphics Skills</li> <li>• develop graphical communication skills including technical drawing standards</li> <li>• produce technical drawings used in a variety of manufacturing industries</li> <li>• build personal confidence and positive self-image</li> <li>• develop a knowledge and understanding of using computer-aided software used in the manufacturing industries</li> </ul>	<p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Use computer-aided drawing software used in the manufacturing industry</li> <li>• Folios of work</li> <li>• Sketching</li> <li>• 3D printing</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Practical demonstrations consisting of a folio of drawings</li> <li>• Project consisting of a portfolio of work with technical drawings and written documentation of industry practices and production processes</li> </ul>
<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Engineering drafting</li> <li>• Furnishing drafting</li> <li>• Building and construction drafting</li> </ul>	

## Woodworking

<b>Recommendation:</b> An interest in woodworking.	
<p><b>Why study this subject?</b> The study of Woodwork provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• improve practical woodworking skills</li> <li>• enable the undertaking of minor home handyman repairs</li> <li>• develop leisure or hobby interests</li> <li>• gain knowledge of tool safety, workshop safety and personal safety as governed by Workplace Health and Safety requirements</li> <li>• prepare for further school studies (Furnishing Skills, Engineering Skills)</li> <li>• take pride and gain satisfaction in practical achievements</li> </ul>	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Basic woodworking projects</li> <li>• Assembly methods</li> <li>• Woodturning</li> <li>• Tools, machinery, personal and workshop safety</li> </ul> <p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Basic woodworking and assembly methods</li> <li>• Woodturning</li> <li>• Practical projects – Carry all, gadget case, toilet roll holder, acrylic cake slice</li> <li>• Making: marking out, cutting, shaping and jointing and construction of timber and plastic products</li> </ul>
<p><b>Assessment</b> Practical projects Theory exam</p>	

# PERFORMING ARTS

## Drama

<b>Recommendation:</b> Minimum: C in Year 8 English, C in Year 8 Drama (or another Performing Arts Subject)	
<p><b>Why study this subject?</b> The study of Drama provides students with a range of skills transferable to a variety of future pathways. Students are able to:</p> <ul style="list-style-type: none"> <li>• Build personal confidence and express individuality and social identity</li> <li>• Manage the interpersonal and intrapersonal skills required to work effectively both individually and in groups</li> <li>• Learn to be an innovative thinker</li> <li>• Become adept at communicating</li> <li>• Engage in learning experiences that integrate oral, kinaesthetic and visual communication to create meaning</li> </ul>	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Gothic Theatre and Magical Realism</li> <li>• Theatre for Social Change (Epic Theatre)</li> <li>• Collage Drama</li> <li>• Elements of Drama</li> </ul> <p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Practically learn about different forms of theatre including Realism, Gothic Theatre, Magical Realism and Epic Theatre</li> <li>• Perform in small groups and as a whole class to communicate ideas, themes and meaning for different purposes, contexts and audiences</li> <li>• Analyse own performance/script to learn how to create meaning for audiences</li> <li>• Attend the Pilbeam Theatre to view local performances</li> </ul>
<p><b>Assessment</b> Forming: Script writing (own choice of topic/theme); Presenting: Whole class performance + Small group performance; Responding: Short responses to own work</p>	

## Dance

<b>Recommendation:</b> Minimum: C in Year 8 English, C in Year 8 Dance (or another Performing Arts Subject)	
<p><b>Why study this subject?</b> The study of Dance provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• Experience a powerful means of expression</li> <li>• Develop their kinaesthetic intelligence</li> <li>• Engage with alternative forms of communication</li> <li>• Learn the values and skills of creativity, problem solving, risk taking, making judgements in the absence of rules and higher-order thinking skills</li> <li>• Develop physical fitness and appreciation of the body</li> </ul>	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Popular Dance (Jazz)</li> <li>• Contemporary Dance</li> <li>• Dance elements</li> <li>• Choreography</li> <li>• Technical and Expressive Skills in Performance</li> </ul> <p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Analyse the work of a range of artists</li> <li>• Develop and apply understanding of the process of dance composition for choreography</li> <li>• Perform group dances to communicate ideas, experiences and artistic intentions</li> </ul>
<p><b>Assessment</b> Performing: Presentation of rehearsed dance works in the styles of Jazz and Contemporary Choreographing: Creation of dance works in the Contemporary style Responding: Paragraph responses analysing and evaluating dance works</p>	

# Music

**Recommendation:** Minimum: C in Year 8 English, C in Year 8 Music (or another Performing Arts Subject)

## Why study this subject?

The study of Music provides students with opportunities to:

- Improve cognitive functions and executive function skills such as planning, strategizing and attention to detail
- Develop highly-desirable 21st Century skills in areas such as self-management, teamwork, problem-solving and communication
- Build confidence and develop their ability to express themselves
- Develop musical knowledge and understanding as well as co-ordination and concentration skills
- Stimulate their creativity, imagination and intuition
- Enhance memory functions

## Topics covered

- Rock music and music production
- Music elements and concepts

## What will students do?

- Develop a deepened understanding and use of music concepts and languages
- As composers, they will create, shape and refine musical ideas in a range of forms and styles
- As performers they will demonstrate knowledge and skills in their chosen instruments (including voice) both as soloists and ensemble members with a command of repertoire relevant to their instrument

## Assessment

Performing: Performing a variety of repertoire from different rock genres (on your chosen instrument)

Composing: Creation of music works in the rock 'n' roll genre

Responding: Short responses to work of others

# VISUAL ARTS

<p><b>Recommendation:</b> An interest in understanding and applying visual images to communicate meaning.</p>	
<p><b>Why study this subject?</b> The study of Art provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• Gain a thorough foundation for further study in Visual Art</li> <li>• Problem solve through self-directed learning</li> <li>• Learn to visually communicate their own ideas, thoughts, feelings and observations</li> <li>• Build confidence and develop their ability to create artworks and expresses themselves</li> <li>• Develop 21st century, transferable skills</li> </ul>	<p><b>Topics covered</b> Making artworks Reflecting on artworks made Responding to artworks of others</p> <hr/> <p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Gain knowledge &amp; understanding of the language of Art and how it is used to communicate meaning</li> <li>• Use the following media to resolve artworks, including but not limited to:             <ul style="list-style-type: none"> <li>○ Drawing Media, such as pencil, charcoal, fine liner pen, soft pastel, oil pastel and ink</li> <li>○ Painting Media, such as watercolour or acrylic paint</li> <li>○ Digital Media</li> </ul> </li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Folio of Work</li> <li>• Visual Journal</li> <li>• Written Assignments</li> <li>• Exams</li> </ul>	

# TEXTILE & FOOD TECHNOLOGIES

## Textiles Design

<b>Recommendation:</b> Minimum C in Year 8 Textile and Food Technologies	
<p><b>Why study this subject?</b>            This subject provides students with opportunities to pursue their interest in the area of textile design. Extending on from the basic skills covered in Years 7 &amp; 8, students now work individually to trial a variety of different current textile trends and techniques that are used by designers. The students create a 'folio' of design ideas and use the folio as a resource to design and make a product. The item may be either a cushion cover, an item of clothing or a small bag.</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Exam</li> <li>• Practical product &amp; Journal</li> </ul> <p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>- Learn techniques: tie-dye, distressing, bleaching, stencilling, patchwork, appliqué, machine sewing, overlocker, fabric printing.</li> <li>- Sewing an item using a commercial pattern.</li> <li>- Discover the relationship between fast fashion/slow fashion choices and sustainability.</li> <li>- Elements and Principles of Design.</li> <li>- Problem solving using Design techniques.</li> </ul>
<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Design in Textiles (Folio of techniques used in the fashion and design industry.)</li> <li>• Textile Trends for Teens (Using a pattern to design and make a product)</li> <li>• Slow fashion/fast fashion and the sustainability impact of textiles</li> </ul>	

## Food and Nutrition

<b>Recommendation:</b> Minimum C in Food Technologies in Year 8 and an interest in developing both practical skills and knowledge in food.	
<p><b>Why study this subject?</b>            In Food Studies, students will be provided with opportunities to develop their practical cooking skills in the kitchen where they will learn about making relevant food choices for their future health.            This is a subject to take if you enjoy cooking at home for family and friends or are interested in developing practical cooking skills and knowledge about food trends around the world.            Focus on Food is also a preparation stage for students who are considering taking food related senior subjects; Food and Nutrition or Hospitality Practices in Years 11 &amp; 12.</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Practical work</li> <li>• Design Challenge Journal/Report</li> <li>• Exam</li> </ul> <p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Investigate and cook a healthy food suitable for a vending machine</li> <li>• Investigate food trends from around the world and learn new and interesting culinary skills.</li> <li>• Investigate and cook cultural foods</li> <li>• Develop critical thinking and teamwork skills relevant to the food/ hospitality industry.</li> <li>• Learn food safety and hygiene skills relevant to cooking healthy food for themselves and other people.</li> </ul>
<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Convenience Foods</li> <li>• Food Trends</li> </ul>	

# INFORMATION TECHNOLOGY & BUSINESS

## Digital Technologies

<p><b>Recommendation:</b> An interest in building electronic devices and designing computer programs. The subject encourages students to move from technology consumers to creators.</p>	
<p><b>Why study this subject?</b> The study of Digital Technologies provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• develop knowledge, understandings and skills of the underlying concepts of information systems, data and computer science</li> <li>• encourages students to design and create digital solutions that solve problems</li> <li>• develop understandings of the social and ethical implications</li> <li>• become a reflective and self-directed learner.</li> </ul>	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Python – MakeCode Arcade Gamees</li> <li>• Python – MicroMelon Robots</li> </ul>
	<p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Develop and design solutions to problems and evaluate their solutions.</li> </ul>
	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Exams</li> </ul>

## Business Studies

<p><b>Recommendation:</b> An interest in learning about owning your own business.</p>	
<p><b>Why study this subject?</b> The study of Business provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts</li> <li>• work individually and co-operatively to develop business plans and products, participate in and evaluate the outcomes of business ventures</li> <li>• participate as an informed, responsible and ethical consumer, citizen and worker</li> <li>• improve their communication skills</li> <li>• become a reflective and self-directed learner.</li> </ul>	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Consumerism</li> <li>• Budgeting</li> <li>• Entrepreneurship</li> </ul>
	<p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• learn about the role businesses play in society</li> <li>• learn about financial literacy</li> <li>• work in teams to create a product and market the product</li> <li>• reflect on the effectiveness of their business venture.</li> </ul>
	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Exams</li> </ul>

## Information and Communication Technology (ICT)

<b>Recommendation:</b> An interest in developing knowledge, understanding and skills related to engagement with information and communication technology through a variety of contexts derived from work, study and leisure environments of today.	
<b>Why study this subject?</b> The study of ICT provides students with opportunities to: <ul style="list-style-type: none"><li>• become familiar with the knowledge of current and emerging hardware and software combinations</li><li>• develop an understanding of how to apply them in real-world contexts</li><li>• develop the skills to solve technical and/or creative problems</li><li>• become effective users of technology</li><li>• become a reflective and self-directed learner.</li></ul>	<b>Topics covered</b> <ul style="list-style-type: none"><li>• hardware</li><li>• software</li><li>• ICT in society</li></ul>
	<b>What will students do?</b> <ul style="list-style-type: none"><li>• Manage and retrieve information</li><li>• Solve problems</li><li>• Use information and communication technology to communicate effectively</li></ul>
	<b>Assessment</b> <ul style="list-style-type: none"><li>• Projects</li><li>• Exams</li></ul>



# SOCIAL SCIENCES AND JAPANESE

## Japanese A and Japanese B

<b>Recommendation:</b> A minimum of a C in Japanese in Year 8 or permission obtained from Head of Faculty	
<b>Elective Options:</b> Students will have the opportunity to choose Japanese for a Semester or for a whole year in Year 9. If a student wishes to study Japanese for one semester only, then they need to select Japanese A as their elective. If a student wishes to study Japanese for the whole year, they will need to select both Japanese A and Japanese B as electives. A student may not elect to study Japanese B on its own – it must be studied as a pair with Japanese A.	
<p><b>What will students do?</b></p> <p>Students will continue to explore Japanese culture and build upon the foundational language learnt in year 8 Japanese. Student will consolidate and extend their knowledge of Hiragana and Kanji and be introduced to Katakana, as well as grammatical structures to communicate with ease. Students will cover themes including:</p> <ul style="list-style-type: none"> <li>• Katakana</li> <li>• Travel</li> <li>• Tourism in Japan</li> <li>• Adjectives</li> <li>• Planning an itinerary for a trip to Japan</li> <li>• Geography of Japan</li> <li>• Japanese Food</li> <li>• Shopping in Japan</li> <li>• Using Japanese money (counting in large numbers)</li> <li>• Ordering in a restaurant</li> </ul>	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Travel to Japan</li> <li>• Food and Shopping in Japan</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Exam (combination response)</li> <li>• Exam (short response)</li> <li>• Assignment (written and spoken)</li> <li>• Spoken Role play</li> </ul>

## Geography

<b>Recommendation:</b> A sound level of achievement in English.	
<p><b>What will students do?</b></p> <p>Students will explore the opportunities, challenges and constraints of different locations through examining global processes that shape the world’s climate, vegetation and tectonic landforms the hazards they cause. Through a study of how tourism connects the world, students will examine coasts and how different people interact with this environment and the growth of eco-tourism. Case Studies are drawn from around the world. Geography focusses on field work, mapping, graphing and data analysis enabling students to pursue multiple pathways later in their schooling.</p>	<p><b>Assessment</b></p> <p>Assessment is ongoing throughout the year and includes field trips, assignments and short responses exams.</p> <p><b>External links:</b></p> <p><a href="#"><u>What is Geography?</u></a></p> <p><a href="#"><u>Geography; what is it for?</u></a></p> <p><a href="#"><u>Geography – right here, right now!</u></a></p> <p><a href="#"><u>Why should I care about Geography?</u></a></p>

# HEALTH & PHYSICAL EDUCATION

## Extension Health & Physical Education

<b>Recommendation:</b> Minimum C in English or a B in HPE in Year 8	
<b>Why study this subject?</b> To sample subjects and to inform subject selection. This subject is comprised of three discrete units, which point directly toward the Year 10 HPE electives of: <ul style="list-style-type: none"><li>• Health</li><li>• Physical Education</li><li>• Sport and Recreation</li></ul> The study of Extension Health and Physical Education provides students with opportunities to: <ul style="list-style-type: none"><li>• Investigate a personal health issue</li><li>• Investigate tactical awareness in a physical activity context</li><li>• Plan and conduct a tournament</li></ul>	<b>What will students do?</b> <ul style="list-style-type: none"><li>• Collect primary evidence in the form of reflective journals, survey data, video footage, etc.</li><li>• Analyse primary evidence.</li><li>• Use secondary evidence from credible resources to explain and support primary evidence findings.</li><li>• Propose strategies.</li><li>• Participate in strategies.</li></ul> <b>Topics covered</b> <ul style="list-style-type: none"><li>• Health</li><li>• Physical Education</li><li>• Sport and Recreation</li></ul>
<b>Assessment</b> <ul style="list-style-type: none"><li>• Health Investigation Report</li><li>• Physical Education Project Folio</li><li>• Sport and Recreation Project</li></ul>	

# JOBS FOR THE FUTURE

THE BELOW LINKS PROVIDE ADDITIONAL INFORMATION IN RELATION TO JOBS IN THE FUTURE:

**MY FUTURE OCCUPATION VIDEOS:**

<https://www.youtube.com/playlist?list=PLJ3I58AdIKDDrER65YqpIMeN6RTmdxLeY>

**MY FUTURE AUSTRALIA VIDEOS:**

<https://www.youtube.com/user/myfutureAustralia>

**MY FUTURE CAREERS BULLEYES:**

<https://www.myfuture.edu.au/bullseyes>



**EMMAUS COLLEGE**  
**ROCKHAMPTON**

