



*Aspiring Together
A World of Opportunities!*

LAIDLEY STATE HIGH SCHOOL

2023 - 2024

***Year 9 & 10 Subject
Selection Booklet***

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INTRODUCTION

Laidley State High School has been implementing the Australian Curriculum in the core learning areas of English, Maths, History and Science since 2013.

The Australian Curriculum is an online curriculum that provides maximum flexibility in how the curriculum can be accessed and organised. It has been developed in four stages and information about the National curriculum can be accessed at the following web address: www.australiancurriculum.edu.au

In each learning area, the Australian Curriculum includes content descriptions and achievement standards. The content descriptions specify what teachers are expected to teach. They include the knowledge, skills and understanding for each learning area at each year level in addition to providing a well-researched scope and sequence of teaching, within which teachers determine how best to cater for individual students' learning needs and interests.

At Laidley State High School we ensure that students have the opportunity to prepare for future learning by studying core subjects; English, Maths, Science, Health and Physical Education and History in addition to selecting subjects across faculties according to interest and ability. The curriculum delivered by Laidley State High School will:

- *provide students with the opportunity and the environment to achieve their best educational outcomes;*
- *ensure a consistent focus on literacy and numeracy;*
- *deliver a relevant, curriculum catering for the range of students in diverse ways;*
- *facilitate co-operative learning and encourage students to become independent learners and thinkers with the ability to contribute to group situations;*
- *position our students to take advantage confidently of emerging technologies;*
- *develop the skills and desire for lifelong learning in our students;*
- *enable students to be active, reflective members of the Australian and global communities.*

When selecting elective subjects, it is anticipated that students will consider feedback and suggestions from teachers, the Guidance Officer and other Career Education Advisers in making their subject choices.

The Year 9 Curriculum consists of the compulsory Core Learning areas of English, Mathematics, Science, History and Health and Physical Education and three Electives selected from the other Key Learning Areas.

English and Mathematics, Science and History are allocated 3 x 70 minute lessons per week. Health and Physical Education and History are allocated 3 x 70 minutes for one semester and each of the other electives is allocated 2 x 70 minute lessons per week.

It is also hoped that parents will work closely with the school in the design of their son's/daughter's course. Heads of Departments, along with teaching staff, will ensure that students are well informed of course offerings and requirements. It is anticipated that this close working relationship between parents, students and the school will provide the best education possible for each individual student.

It is vital that students carefully read this Handbook and become familiar with the curriculum structure and our offerings to take full advantage of the flexibility available. Parents should also make themselves familiar with the handbook so that they can support their students in the subject selection process.

Each Year 9 student will be issued with a copy of the Subject Selection Handbook.

RATIONALE

A subject selection approach to curriculum delivery caters for the needs, interests and abilities of all students and provides opportunities for them to develop to their full potential. Some specific advantages of this approach are:

- *It involves students in the CHOICE of their individual courses and makes them RESPONSIBLE for their own learning.*
- *It allows students to WORK at their OWN RATE, LEVEL OF ABILITY and MATURITY and allows for EXTENSION and REMEDIATION.*
- *It enables students to experience SUCCESS, as short term objectives are more easily attainable.*
- *It allows students to choose courses APPROPRIATE to their needs, interests and abilities.*
- *It actively involves PARENTS, STUDENTS and the SCHOOL in the selection process.*

PLANNING YOUR COURSE

The study of English, Mathematics, Science, History and HPE is compulsory in Year 9

- *Students in English and Mathematics may be grouped according to ability so that their interests and abilities will be catered for appropriately. Students will be able to move in and out of these groups as their progress allows. Students and/or teachers may be rotated in the core units.*
- *Students will study three elective subjects for 2 x 70 minutes periods per week. They will choose these electives from the Key Learning Areas (KLAs) of LOTE/Technology/The Arts.*

Remember choices can be revised and changes may be negotiated before the commencement of each semester.

In the following table, you will find the KLAs listed and the subjects offered within each.

Key Learning Area (KLA)	Subject/s Offered
The Arts	<ul style="list-style-type: none">• Dance• Drama• Media Arts• Music• Visual Arts
English	<ul style="list-style-type: none">• English
Health and Physical Education	<ul style="list-style-type: none">• Health & Physical Education• Science & Exercise of Sport• Touch Football Excellence Program
Mathematics	<ul style="list-style-type: none">• Mathematics
Science	<ul style="list-style-type: none">• Agricultural Science• Science• STEM
Study of Society and the Environment (SOSE)	<ul style="list-style-type: none">• History
Humanities	<ul style="list-style-type: none">• Business and Citizenships• Civics and Citizenships
Technology	<ul style="list-style-type: none">• Digital Technologies• Food Studies• Design & Technology 1• Design & Technology 2

UNIT ORGANISATION

For each Key Learning Area, units are outlined in the handbook using the following format:

SUBJECT AIMS	This provides a brief overview of the educational objectives and desired student outcomes for the subject.
UNIT TITLE	Provides the focus for the unit and may include some areas of study/topics.
RESOURCES/TEXTS	Brief outline of possible materials/texts to be accessed.
PRE-REQUISITES	A recommended study pathway in this subject area.
ASSESSMENT	Outline of the instruments used to award achievement levels
COSTS	An indication of anticipated costs likely to be incurred in addition to the resources contribution.
CAREERS	An indication of potential career pathways in this subject area.

SPECIAL EDUCATION AND LEARNING SUPPORT PROGRAM

Special Education Program

At Laidley State High School we aim to provide all students an equal opportunity to demonstrate their knowledge and skills in a caring, supportive learning environment regardless of their disability.

Students with a *verified diagnosis* of a disability will be profiled through the Education Adjustment Process (EAP) and have an Individual Curriculum Plan (ICP) developed in consultation between the Special Education staff, teachers, teacher aides, parents and students.

Students with disabilities will be integrated into mainstream classes with their same-aged peers and supported through intensive assistance and adjusted programs that are suited to the abilities, needs and goals of individual students.

Learning Support Program

Students with *learning difficulties* are supported through a whole school intervention approach which focuses on school communities providing intensive intervention based on State standards and school-based expectations.

Intensive intervention involves classroom teachers, Learning Support teachers and teacher aides working together to ensure curriculum design, teaching practices and quality assessment is provided to students who are experiencing difficulty in the literacy and numeracy demands of the curriculum.

Students with learning difficulties participate in classes with their same aged peers and have access to 'reasonable adjustments' to the curriculum in line with Education Queensland policy. Reasonable adjustments for students with learning difficulties must be planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course study requirements. Each case must be considered on an individual basis and decisions reached through consultation.

HOMework

1. Homework is assigned by most teachers in most subject areas on a regular basis.
2. You are expected to complete all tasks within the given period of time.
3. Neglect of home tasks or refusal to do them may attract a consequence from the teacher/s.
4. Your school diary is to be taken to all lessons and homework entered in it as given by the teacher.
5. A guide to the amount of time you will ideally spend on homework is as follows:
 - i. Years 7 to 9: 1 - 1½ hours per night
 - ii. Years 10 to 12: 3 hours per night
6. There are three types of homework:
 - iii. **SET HOMEWORK:** This is work set by the class teacher and is to be completed for the day and period for which it is set.
 - iv. **STUDY HOMEWORK:** This is revision work and is your responsibility. Some time should be devoted each night to reviewing work which has been learnt previously to ensure that knowledge and understanding are retained.
 - v. **ASSIGNMENTS:** Plan ahead the time to spend on assignments so that you do not leave it to the last minute and run the risk of being late in submitting it. It is wise to complete your assignments over a period of time, not in one night!

REMEMBER: Around 80% of new learning is lost in the first 24 hours!

Research shows that the following revision program is generally effective after a 1 hour learning session

<i>10 minutes later</i>	-	<i>Revise for 10 minutes</i>
<i>1 day later</i>	-	<i>Revise for 5 minutes</i>
<i>1 week later</i>	-	<i>Revise for 2-3 minutes</i>
<i>1 month later</i>	-	<i>Revise for 2-3 minutes</i>
<i>6 months later</i>	-	<i>Revise for 2-3 minutes</i>

Studying requires the student to:

- ✓ Organise thoughts, time work and materials
- ✓ Make a positive commitment to achieving goals
- ✓ Develop a variety of skills and techniques
- ✓ Actively participate in the learning process

In order to become **organised** you will need to consider:

- **WHERE** you study
- **WHEN** you study
- **WHAT** you study
- **HOW** you study



STUDY TIMETABLE						
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>

TERM ASSIGNMENT PLAN				
<i>Assignment</i>	<i>Subject</i>	<i>Teacher</i>	<i>Draft Due</i>	<i>Final Due</i>

For help with study techniques, contact your teacher or the schools Guidance Officer.

WHEN YOU PARTICIPATE IN CLASS, ORGANISE HOMEWORK AND STUDY ACTIVELY, YOU ARE WELL ON THE WAY TO SUCCESS



I learn from my mistakes
 I revise my notes each night
 I use a variety of ways to learn
 I am active in my study methods
 I do things to help me remember
 The time I spend studying is effective
 I follow my study timetable in preparation for exams
 I make useful summaries and study them before exams
 I am able to pick out the main points from books or notes

STUDY TECHNIQUES

My homework is finished on time
 I use a study/homework timetable
 I correct the mistakes I make in my homework
 I write down the homework I am given in class
 I take home the books I need to do my homework
 I work away from distractions such as TV and phones
 I have a regular time and place for doing my homework
 With large assignments I plan how I will complete them on time

HOMEWORK PATTERNS

I arrive on time for each class	I ask questions when I don't understand
I take notes regularly	I have books and materials I need for each class
I concentrate on the work I am given	I concentrate on what the teacher is saying
I answer questions I am asked by my teachers	I don't talk to other students when I shouldn't

CLASSROOM BEHAVIOUR

THE TRIANGLE TO SUCCESS



*Aspiring Together
A World of Opportunities!*

COMPULSORY

CORE

SUBJECTS

Ambition Self Belief Perseverance Integrity Respect Empathy

ENGLISH

AIMS (Year 9): The English curriculum involves learning about English language, literature and literacy. These three interrelated areas of learning form the core of the English curriculum and provide the foundation for study across all curriculum areas. The three strands of language, literature and literacy are interwoven to inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading/viewing and writing/creating.

The English curriculum aims to ensure that students:

- understand and use Standard Australian English in its spoken and written forms and in combination with other non-linguistic forms of communication
- develop a sense of the capacity of Standard Australian English to evoke feelings, to organise and convey information and ideas
- use language to inform, persuade, entertain and argue
- understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings
- develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature, and an understanding of literary criticism, heritage and values
- develop proficiency in the increasingly specialised written and spoken language forms of schooling.

Year 9			
Unit 1 Human Experience and Cultural Significance	Unit 2 Ethical and Global Dilemmas	Unit 3 Human Experience and Cultural Significance	Unit 4 Ethical and Global Dilemmas
In this unit, students listen to, read and view a variety of popular culture texts and analyse how text structures and language features have constructed a representation of issues in the community.	In this unit, students read and view a variety of drama texts to compare ethical and global dilemmas of justice and equity. Students explore themes of human and cultural significance and interpersonal relationships.	In this unit, students will listen to, read and view literary and non-literary texts featuring different perspectives of a range of issues we might encounter in our lives.	In this unit, students read and view a range of speculative fiction texts and examine authors use text structures, and language features to present information, opinions and perspectives about issues commonly represented in this genre.
Assessment: Persuasive Speech	Assessment: Short response exam	Assessment: Comparative Essay	Assessment: Narrative

AIMS (Year 10): English creates confident communicators, imaginative thinkers and informed citizens who analyse, understand, communicate and build relationships with others and the world around them. English develops usage, appreciation and enjoyment of language, form, structure and expression and enjoying English to create meaning, evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.

CONTENT: In preparation for senior pathways, students will be streamed into Year 10 English classes based on their historical achievement in English to date and their preferred/suggested English pathway for Senior study. Considering this, the Year 10 English Work Program consists of a range of possible units of work and assessment based on the cohort of students and each class. A SAMPLE of what could be studied is below as a guide.

Year 10

<i>Unit 1</i> Human Experience and Cultural Significance	<i>Unit 2</i> Ethical and Global Dilemmas	<i>Unit 3</i> Human Experience and Cultural Significance	<i>Unit 4</i> Ethical and Global Dilemmas
<p>Students engage with a variety of creative texts in order to develop complex responses to literature. Throughout the unit, students examine elements of creative writing and the stylistic features of authors to prepare for assessment.</p> <p>Assessment: Extended Response – Imaginative</p>	<p>Students read and respond to a contemporary novel that explores issues relevant to society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students create a creative response of their own utilising key themes of the studied text.</p> <p>Assessment: Extended Response – Analytical Essay</p>	<p>Students read a play or view a film interpretation of a Shakespearean play. They use their knowledge of visual codes, elements of sound and the text structures and language features of film review to evaluate the value of the selected film. Alternatively, students may construct a persuasive response in relation to a Shakespearean play.</p> <p>Assessment: Persuasive Speech</p>	<p>Students read, view and analyse the techniques used in advertising texts paying particular attention to the representations of gender. Students write an analytical response to analyse and interpret representations which influence audience interpretation and response.</p> <p>Assessment: Extended Response – Analytical Essay Examination</p>

RESOURCES/TEXTS:

- English Alive Book 3 and 4
- English Elements Book 3
- Nelson Queensland English Book 3
- BKSB
- A variety of poetry texts
- Various Novels

PREREQUISITES: Nil

ASSESSMENT:

- Written examinations
- Assignments
- Oral presentations
- Portfolios of class activities
- Stimulus or reflection responses
- 2-3 pieces of assessment per semester

COSTS: (In addition to the Resource Hire Scheme) If there is a relevant production or film, participation in such excursions is encouraged. Average cost is approximately \$20-\$30.

CAREERS: A pass in English is a requirement for most careers.

HEALTH AND PHYSICAL EDUCATION

AIMS: Students use their interests in, and experiences of, health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

CONTENT: *Students will undertake the following units of study: (HPE is studied for 1 Semester)*

Year 9			
Health Units			
<i>Unit 1</i> How Social Media Affects Me	<i>Unit 2</i> Active Life, Long Life		
<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Self-esteem & body image Influence of social media on body image How social media influences teenagers and adolescents 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Health-related fitness Circuit training Developing circuit training programs 		
Physical Units			
Touch Football	OzTag	Basketball	Netball & Athletics

Year 10			
Health Units			
<i>Unit 1</i> Respectful Relationships	<i>Unit 2</i> Looking After Yourself and Others		
<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Communication and considerations in relationships What makes a healthy relationship? Sexual health and risks of sexual relationships Coercive control, consent and the laws surrounding sexual relationships 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Cardiovascular diseases Risk factors Data collection and analysis 		
Physical Units			
Tennis	Speedminton	Volleyball	Softball

NOTE: This subject is designed to support the research that it is widely recognised that physical activity is essential for good health and wellbeing, enhances students' educational outcomes, supports their personal development and promotes lifelong active lifestyles.

RESOURCES/TEXTS:

- Students will be given handouts and access to digital technology with all required information for each unit.

PREREQUISITES: N/A

ASSESSMENT:

- Practical assessment.
- Written Report
- Examination

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: Personal training, Nursing, Teaching, Sport and Recreation industries, Psychology.

HISTORY

AIMS (Year 9): The Year 9 History curriculum covers the Making of the Modern World and Australia from 1750 to 1901. This period involved the transformation of an “Old World” and the creation of ‘New World’ settler societies. Students will study one semester of history in either semester one or two, alternating with Health and Physical Education.

There are three key broad inquiry questions that will be considered by students:

- How do beliefs and values influence people’s way of life?
- How do societies interact?
- Why do societies change?

The course is organised around two depth studies:

- Overview: The Making of the Modern World
- Depth Study 1 – Industrial Revolution: Changes in Europe as a result of Industrialisation
- Depth Study 2 – World War One: Australian Experience of World War One

CONTENT: *Students will undertake the following units of study:*

Year 9	
<i>Unit 1</i>	<i>Unit 2</i>
Making and Transforming the Australian Nation	World War One
<ul style="list-style-type: none"> • Causes and effects of the European imperial expansion • Movement of peoples in the late 18th and early 19th centuries • Responses to colonisation and migration • Social, cultural, economic and political changes and the impact on the Australian society • Causes and effects of European expansion and settlement • Continuity and change 	<ul style="list-style-type: none"> • Causes of the War • Why did people Enlist? • Where did Australians Fight during WWI? • The Nature of Warfare • Gallipoli • The Impact of War on Australia • Role of Women in Wartime Australia • Conscription • Commemoration of Anzac Day • The Anzac Legend

AIMS (Year 10): The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing. Students will study one semester of history in either semester one or two, alternating with Health and Physical Education.

There are three broad inquiry questions that will be considered by students:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

The course is organised around two depth studies:

- Overview: The Interwar years
- Depth Study 1 – World War Two
- Depth Study 2 – Rights and Freedoms

Year 10

<i>Unit 1</i> World War Two	<i>Unit 2</i> Building Modern Australia
<ul style="list-style-type: none">• The interwar years• Great Depression• Examination of significant events including the Holocaust and use of the atomic bomb• Experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore)• The impact of World War II, on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship)• The significance of World War II to Australia's international relationships in the twentieth century,	<ul style="list-style-type: none">• Effects of significant post – WWII events on the development of Australian society• Changes in perspectives, beliefs and values about migration• First Nations Australians' campaigns for rights and freedoms• Stolen Generations and the 1938 Day of Mourning• Civil rights in Australia• Women's movement in Australia

RESOURCES/TEXTS: Nelson Connect with History, Jacaranda History Alive.

PREREQUISITES: Nil

ASSESSMENT:

- Exams
- Written Assignments
- Research Journal

COSTS: (In addition to the Resource Hire Scheme) Nil. At times excursions may be offered to students.

CAREERS: This course provides the foundation for those interested in a wide and varied field related to social and educational services, for example, foreign affairs, politics, public service, law, journalism, teaching, and many other professions requiring skills in communication, research, analysis and decision-making.

MATHEMATICS

AIMS: To ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

CONTENT: *Students will undertake the following units of study:*

Year 9		
	<i>Unit 1</i>	<i>Unit 2</i>
Semester 1	<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • Real numbers: Solving rates problems, simplifying rates, identifying additive and multiplicative patterns in direct proportion, representing rates graphically and algebraically • Linear and non-linear relationships: Calculate gradient, calculate the distance between two points on a Cartesian plane using Pythagoras's theorem, calculate the midpoint of a line segment. • Using units of measurement: calculate the area of composite shapes, calculate the surface area and volume of right prisms and cylinders solve problems involving the surface area and volume of right prisms and cylinders, apply reasoning around volume to design a rainwater collection system for a school. 	<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • Patterns and algebra: expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y- intercepts of parabolic functions • Geometric reasoning: describe the conditions for similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests, and investigate scale and area. • Pythagoras and trigonometry: apply Pythagoras' Theorem to check if a triangle is acute, right-angled or obtuse, determine unknown side lengths of right-angled triangles, solve problems involving right-angled triangles, apply naming conventions for sides of right-angled triangles, use similarity to investigate the constancy of the sin, cos and tan ratios, investigate patterns in trigonometric ratios, calculate trigonometric ratios using known angle or side length values, calculate unknown side lengths in right-angled triangles, solve problems using trigonometry, & calculate unknown angles in right-angled triangles.
	<i>Unit 3</i>	<i>Unit 4</i>
Semester 2	<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • Real numbers: understand and use index notation, convert index notation to expanded notation and vice versa, investigate the index laws for multiplication, division, zero index, power of a power, power of a product, power of a quotient, the negative indices and simplify expressions using the index laws, convert numbers from scientific notation to standard decimal form and vice versa, use index laws to solve problems involving scientific notation. • Money and financial mathematics: use the simple interest formula, rearrange the simple interest formula, solve problems using simple interest. • Patterns and algebra: review the distributive law, expand and simplify binomial expressions, apply the index laws to expansion, investigate special cases of binomial expansion (perfect squares, the difference of squares). • Data representation and interpretation: consolidate types of statistical variables, collect primary and secondary data to investigate statistical questions, calculate, interpret and describe statistics from both raw data and data representations using non-digital and digital resources, construct and compare histograms and back-to-back stem-and-leaf plots and use statistical knowledge to draw conclusions. 	<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • Real numbers: express numbers using scientific notation and perform operations using the index laws. • Linear and non-linear relationships: model relationships between variables and link algebraic, graphical and tabular representations of those relationships. • Using units of measurement: investigate very large and very small time scales, express time scales using metric prefixes and scientific notation, convert units of time using the index laws. • Chance: determine outcomes of two-step chance experiments using tree diagrams and arrays, assign probabilities to outcomes, calculate relative frequencies, determine probabilities of events (including those involving 'and' and 'or' criteria), organise data and determine relative frequencies in Venn diagrams and two-way tables, investigate data used in media reports (estimate population means and medians and evaluate the validity of statistics used).

Year 10

		Unit 1	Unit 2
Semester 1	<i>Unit 1</i>	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Pythagoras and trigonometry: revise Pythagoras' Theorem and solve contextualised problems, apply the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions and solve contextualised trigonometric problems including surveying and orienteering. Chance: describe the results of two- and three-step chance experiments, assign and determine probabilities including conditional probability and investigate the concepts of dependence and independence. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Pythagoras and trigonometry: perform operations with surds, apply Pythagoras' theorem and trigonometry to three dimensional problems, establish and apply the sine and cosine rules and solve related problems, define and graph trigonometric functions and solve simple trigonometric equations. Chance: evaluate media statements and statistical reports. 	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Patterns and algebra: apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, expand and factorise quadratics. Linear and non-linear relationships: explore connections between algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised problems, formulate & solve real life problems involving monic quadratic expressions and equations, adapt graphing techniques to solve problems involving monic quadratics, make connections between functions and their graphical representations, extend application of graphing techniques from linear functions to parabolas, circles & exponential functions. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Patterns and algebra: choose appropriate methods to factorise monic and non-monic quadratic expressions.
	<i>Unit 3</i>	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Using units of measurement: recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids Geometric reasoning: recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties. Data representation and interpretation: develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations, calculate statistical measures of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Using units of measurement: solve problems involving the calculation of volume and surface area of pyramids, cones and spheres. 	<i>Unit 4</i>
Semester 2	<i>Unit 3</i>	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Using units of measurement: recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids Geometric reasoning: recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties. Data representation and interpretation: develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations, calculate statistical measures of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Using units of measurement: solve problems involving the calculation of volume and surface area of pyramids, cones and spheres. 	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Money and financial mathematics: recall simple and compound interest formulas, calculate simple and compound interest connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans. Linear and non-linear relationships: represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Real numbers: define a logarithm, make connections between exponential and logarithmic expressions, establish and apply the laws of logarithms, simplify expressions using logarithmic laws and solve financial problems involving the use of logarithms. Linear and non-linear relationships: identify the features of a polynomial, connect a written division algorithm and the factor and remainder theorems and sketch polynomials.
	<i>Unit 4</i>	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> Money and financial mathematics: recall simple and compound interest formulas, calculate simple and compound interest connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans. Linear and non-linear relationships: represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically. <p><i>10A students may also be taught:</i></p> <ul style="list-style-type: none"> Real numbers: define a logarithm, make connections between exponential and logarithmic expressions, establish and apply the laws of logarithms, simplify expressions using logarithmic laws and solve financial problems involving the use of logarithms. Linear and non-linear relationships: identify the features of a polynomial, connect a written division algorithm and the factor and remainder theorems and sketch polynomials. 	

RESOURCES/TEXTS: A variety of texts and teacher resources will be used. Scientific calculator is required, and can be purchased from the school administration office.

PREREQUISITES: Nil

ASSESSMENT:

- Assignments & Tests

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: Data processor, Sales assistant, Credit officer, Metallurgist, Exporter, Optometrist, Actuary.

SCIENCE

AIMS: The Australian science curriculum aims to ensure that students develop:

- an interest and curiosity in science
- an ability to investigate questions about the world using scientific inquiry methods
- an ability to communicate their scientific understandings and findings
- an ability to solve problems and make informed, evidence-based decisions
- an understanding of historical and cultural aspects of science
- a solid foundation in science knowledge and understanding of the biological, physical and earth and space sciences

CONTENT: *Students will undertake the following units of study:*

Year 9			
Biology	Physics	Earth and Space	Chemistry
<p>In this unit students identify human body systems and the ways in which they work together in balance to support life. They outline how essential requirements for life are provided internally through a coordinated approach.</p> <p>Students will also engage in the exploration of concepts of change and sustainability within an ecosystem. It focuses on engaging students in the understanding that all life is connected through ecosystems and changes to its balance can have an effect on the populations and interrelationships that exist.</p>	<p>Throughout this unit students will build on their knowledge of energy transfer to include the wave-based models of sound and light. Students investigate wave motion and the variations to sound and light transfer caused by differing materials.</p>	<p>In this unit students will explore the historical development of the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic plate boundaries and the tectonic events which occur at these boundaries.</p>	<p>Within this unit students engage in the exploration of chemical reactions and the application of these in living and non-living systems. Students develop understanding that chemical change arises from new substances being formed by the rearranging of atoms.</p>

Year 10			
Biology	Physics	Earth and Space	Chemistry
<p>Throughout this unit students explore genetics and heredity. They will investigate DNA and explore genetic diseases. They will track heritable conditions on pedigree. Students will analyse monohybrid multi-generation crosses and predict the genotypes and phenotypes of offspring.</p> <p>Students will also develop an understanding of the theory of evolution by natural selection and Biodiversity.</p>	<p>In this unit, students explore the effect of forces on the motion of objects. They consider technologies that allow measurement of forces and motion. Students conduct a range of different investigation to collect quantitative data and apply the laws of physics including Newton's Laws of Motion to predict and describe motion.</p>	<p>Within this unit students will explore how the Earth's four spheres make up the global systems. They will consider how matter cycles within and between these spheres are affected by human impacts, such as the carbon cycle and climate change.</p> <p>Students will also explore features of the universe including galaxies, stars and their life cycles. They will consider different scientific theories for the origin and fate of the universe. They will see how secondary data is analysed to describe astronomical phenomena.</p>	<p>In this unit students will identify patterns in atomic structure and properties and how these relate to the organisation of the Periodic Table. They use their understanding of electron arrangement to predict the formation of ions and the products of chemical reactions.</p> <p>Students will explore the factors that affect reaction rates. They will examine different types of reactions and consider the usefulness of the products.</p>

RESOURCES/TEXTS: Various texts and teacher resources.

PREREQUISITES: Completion of the previous year science course.

ASSESSMENT:

- Practical reports
- Scientific reports
- Exams

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: This course provides a foundation for students to undertake a senior science and for those interested in a career in the sciences, engineering or similar.



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A World of Opportunities!*

ELECTIVE SUBJECTS

Ambition Self Belief Perseverance Integrity Respect Empathy

AGRICULTURAL SCIENCE

AIMS: This course serves to develop underpinning knowledge of Agricultural Science with an emphasis on factors which influence animal production and plant productivity. Students will acquire research skills which are essential for success in Science at the Senior level. Effective communication is essential in Science and students will be provided with a range of opportunities to gain confidence and improve verbal and written communication skills. The programme has equitable division between theory and kinaesthetic (practical) work. Students will have an opportunity to carry out a range of Field Based Learning Activities and should come to recognise the importance of plant maintenance and animal husbandry to production efficiency of plants and animals. This course is over two year's duration, commencing when students are in Year 9. Students will be afforded the opportunity to observe and / or undertake animal husbandry procedures including sheep drenching, ear tagging, tail banding, castration and vaccination. Students will also be allocated the responsibility of ensuring that the welfare of poultry is optimal while kept on site.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Term 1	Term 2	Term 3	Term 4
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Introduction to Agricultural Science <ul style="list-style-type: none"> ○ Elements of Agriculture ○ Occupational Health and Safety ○ Agricultural Industries ○ Cropping and Horticulture ○ Natural and Rural Systems 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • The animal environment <ul style="list-style-type: none"> ○ Climatic Environment ○ Spatial Environment ○ Social Environment ○ Animal Welfare and Ethical Considerations 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Animal health <ul style="list-style-type: none"> ○ Animal Handling and Husbandry ○ Types of Disease ○ Disease Transmission, Symptoms and Control Measures ○ Disease Prevention and Biosecurity 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Plant science <ul style="list-style-type: none"> ○ Requisites for Growth ○ Processes and Responses

Year 10			
Term 1	Term 2	Term 3	Term 4
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Introduction to Agricultural Science <ul style="list-style-type: none"> ○ Elements of Agriculture ○ Occupational Health and Safety ○ Agricultural Industries ○ Cropping and Horticulture ○ Natural and Rural Systems 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Animal Welfare and Ethical Considerations <ul style="list-style-type: none"> ○ Animal Welfare ○ Ethical Considerations ○ Legislation and requirements ○ Ethical dilemmas and real-world issues 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Plant and Animal Disease <ul style="list-style-type: none"> ○ Animal Handling and Husbandry ○ Types of Disease ○ Disease Transmission, Symptoms and Control Measures ○ Disease Prevention and Biosecurity 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Plant Production <ul style="list-style-type: none"> ○ Requisites for Growth ○ Processes and Responses ○ Plant reproduction ○ Plant adaptations and responses

NOTE: Concepts of sustainable production underpin all units throughout the course. During Year 10 students will also consider the importance of mechanisation within the Agricultural sector and machinery purposes, componentry and effective operation.

RESOURCES/TEXTS: Dynamic Agriculture Years 7-10 by Lisle Brown et.al. and teacher resources

PREREQUISITES: Pass in year 8 Science, Maths and English

ASSESSMENT:

- Term 1 – Examination
- Term 2 – Extended Written Task
- Term 3 – Oral Presentation (Individual or pairs)
- Term 4 – Written Report x 1

COSTS: (In addition to the Resource Hire Scheme). Nil

CAREERS: This course provides the foundation for those interested in undertaking Senior Agricultural Science and has career pathways in the fields of Agriculture, Veterinary technology, Agribusiness and Biological Science.

CHC24015 Certificate II in Active Volunteering

VET subject RTO number: 6020

VET



Qualification description: This is a nationally accredited course which is recognised throughout Australia. It is designed to provide students with the opportunity to develop and enhance their employability skills, whilst helping to make a difference to the lives of others and improving the school and local community.

Refer to www.training.gov.au for specific information about the qualification.

Entry requirements: There are no entry requirements for this qualification.

Duration and location: This is a one-year course delivered in Year 10 on site at Laidley State High School on behalf of Volunteering Queensland (RTO number 6020)

Course units: Students are required to successfully complete 7 competencies to achieve their Certificate II in Active Volunteering (CHC24015) from the CHC Community Services Training Package and students must also complete 20 hours of volunteer work. This will enable students to demonstrate in a practical manner the ability to apply the theoretical knowledge they gain through their training.

Units of Competencies		
CODE	TITLE	CHC24015
CHCDIV001	Work with diverse people	CORE
CHCVOL001	Be an effective volunteer	CORE
HLTWHS001	Participate in workplace health and safety	CORE
BSBCMM201	Communicate in the workplace	CORE
BSBTEC201	Use business software applications	ELECTIVE *
BSBTEC202	Use digital technologies to communicate in a work environment	ELECTIVE *
BSBPEF202	Plan and apply time management	ELECTIVE *

Learning and assessment: This is a competency-based course. Students will have a number of opportunities to demonstrate that they can competently complete the set activities over the course of study.

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical activities
- Multiple choice
- Short answer written assessment
- Volunteer placement
- Project work and Case studies
- Observations

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Potential activities: Students will be provided with the opportunity to do Structured Workplace Learning where they are provided with the opportunity to work in the 'real world'. The students may be involved in projects such as horticulture, Teacher Aide duties, refereeing and managing at cluster days and carnivals, sport carnival preparation activities and school breakfast club. Volunteer hours may also include school time activities such as Clean Up Australia and local sporting events. This is a touch football practical subject where all students will need to participate in Touch Football activities. From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).

QCE credits available: Successful completion of the Certificate II in Active Volunteering contributes four (4) credits towards a student's QCE.

Resources/texts: Laptop and home internet access for completion of study outside school hours.

Prerequisites: Nil

Costs: \$TBA (Volunteering Queensland training and administration fees). Please be aware that these prices may be subject to change prior to commencement of the course in 2024.

Careers and pathways: The Certificate II in Active Volunteering can support students in gaining essential skills for the following pathways: policing, nursing, community health, aged care, childcare, youth work and social work. The certificate also increases employability skills.

Student information: Laidley State High School does not guarantee that students will complete their qualification

DANCE

AIMS: Students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Dance. They enhance their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering specific audiences and specific purposes. They recognise that the Arts provide career opportunities and develop skills that will help them to lead fulfilling recreational and working lives.

CONTENT: Students will undertake the following units of study:

Year 9			
<i>Term 1</i> Everybody Dance Now	<i>Term 2</i> The Dance Connection	<i>Term 3</i> Life is a Cabaret	<i>Term 4</i> Pushing the Boundaries
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Hip Hop and Popular Dance Styles • Safe Dance Practices • Body Awareness • Transitions • Choreographic devices • Dance Elements: Focus Form (structure); Space Time: musical notation; Dynamics: movement qualities • Developing Dance Sequences 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Social Dance • History of Social Dance • Cultural and Social Contexts of Social Dances • Fad Dances • Repetition • Floor Patterns • Creating a "Fad" Dance 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Musical Theatre • History of Musical Theatre • Cultural and Social Contexts of Musical Theatre • Use of Props • Drama in Dance • Analysis: application of an analysis model on selected sequences of movements within a dance work. • Choreographing a dance suitable for the Musical Theatre context 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • The Early Years of Contemporary Dance: Pioneers • Loie Fuller: Lighting and Costumes • Isadora Duncan: Freedom of Constraints • Martha Graham: Graham Technique • Abstraction • Improvisation • Accumulation and Canon • Choreographing a contemporary style dance in response to stimulus

PREREQUISITES: Nil

Year 10			
<i>Term 1</i> Dances of the People	<i>Term 2</i> Dance On Screen	<i>Term 3</i> Pointes to Parallel	<i>Term 4</i> Thinking Outside the Square
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Ritual Dance • Cultural and Social Contexts of Ritual Dances • Characteristics of Ritual Dance • Purpose of Ritual Dance • Form: Repetition, Ternary • Image and Imageless Ritual dance • Creating a Ritual Dance • Floor patterns: Choral, Round, Line, Chain, Serpentine Dance • Masks • Modern-Day: Rites of Passage 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Dance in Popular Video Clips, Advertisements and Movies • Wide variety of Dance Genres linked to the chosen examples including Hip Hop, Tap, Jazz, etc. • Camera Shots • Camera Movement • Length of Shot • Considerations for Filming • Analysing the Video • Creating a Video Clip 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Ballet and Contemporary Dance • History of Ballet • Cultural and Social Contexts of Ballet and Contemporary Dance • Ballet and Contemporary Technique and Terminology • Mao's Last Dancer • Blending of Dance Genres • Ghost Dancers 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Modern and Post- Modern Dance • Experiments in Space • Chance Choreography • Pedestrian Movements • Choreographic Devices including Accumulation, Retrograde, Canon, Ternary, Chance etc. • Costume, Lighting and Sound • Stage Space

RESOURCES/TEXTS: Dance: Count Me In; various DVDs and CDs

PREREQUISITES: A pass in either year eight or nine Dance or through consultation with the Dance Teacher.

ASSESSMENT:

- Performance
- Choreography
- Exam
- Multi-media presentation
- Assignment
- Journal

COSTS: Possible guest artists and/or excursions

CAREERS: Professional Dancer/Performer, Choreographer, Dance Teacher, Dance Analyst, Administration in the Arts, Primary/High school Teacher, Studio Owner, Reviewer, and Model to name a few.

DIGITAL TECHNOLOGIES

AIMS: As 21st century learners, Digital Technologies students will work independently and collaboratively to plan, design and develop a range of digital solutions. Students will develop critical and creative thinking skills and learn the importance of project management and decomposition. When creating digital solutions, students investigate privacy and security risks, legal obligations and sustainability requirements associated with technology and develop appropriate communication protocols when sharing in online environments.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Unit 1 Game Maker	Unit 2 Piece of Pi	Unit 3 There's an app for that!	Unit 4 Eco Island
<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Create a series of games using GameMaker Language (GML). Plan and manage a digital project and develop skills using object-oriented programming. Explore Game Design including goals & dynamics, mechanics and elements. Explain how images and audio data can be represented and presented in a digital solution. Design user experiences and algorithms. Define and decompose problems in terms of functional and non-functional constraints. 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Explore the Raspberry Pi credit sized portable computer including its hardware and software. Work collaboratively to manage and complete digital projects. Use OneNote to communicate team ideas, development issues and progress online. Investigate the security implications of digital devices. <i>Explore Linux as an alternative operating system and inclusive software variants.</i> 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Create a prototype app using 'App Lab', an online programming interface. Consider the User Experience (UX) and User Interface (UI) in the design phase of app development. Understand the role and importance of user testing and development logs when creating digital solutions. Explore the risks, sustainability, privacy and security issues associated with app development. Evaluate app development using a range of criteria to consider the needs of users. 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Create a model Island that addresses economic, social and sustainable needs. Use a range of electronic components including 9V batteries, solar panels, and LEDS to enhance digital solutions. Understand the role of databases for storing and retrieving data. Investigate SQL, DDL and data dictionaries. Use Microsoft Access to create databases. Apply digital signatures and encryption to protect confidential information. Develop online surveys to source data from stakeholders.

YEAR 9 ASSESSMENT:

- GameMaker –Game development -Individual Project
- Raspberry Pi -Minecraft Tutorials -Group Project
- App Development -Individual Project
- Eco Island -Group Project

Year 10

<i>Unit 1</i> Bug Pi	<i>Unit 2</i> Crack it, Break it!	<i>Unit 3</i> Python Party	<i>Unit 4</i> Picture This!
<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> • Use a Raspberry Pi incorporating input and output technologies to create a digital solution. • Incorporate a range of electronic components to utilise outputs including breadboards, LEDs and various secondary devices. • Design user experiences and algorithms. • Explain how elements of the digital solution operate within a local network. • Collaboratively plan and manage interactive digital projects. • Define and decompose problems in terms of functional and non-functional constraints. 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> • Use Python to develop a Caesar Cipher to encrypt, decrypt and share messages. • Investigate the Caesar Ciphers using a BBC Micro:Bit. • Explore the history of cryptography and how it has shaped our world. • Investigate cyber security and the importance of ethical hacking. • Apply digital security methods and user interface strategies to develop a digital solution. • Develop an understanding of Python as a text-based programming language. 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> • Develop a range of games using Pygame and Pygame Zero. • Apply text-based programming language to develop games. • Explore the roles of algorithms and flowcharts in game development. • Investigate user needs and user interface elements to develop an entertaining game. • Code score boards and challenges to take the game to the next level. • Seek feedback from stakeholders to improve digital solutions. • Evaluate Python games using the criteria of social, technical and usability. 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> • <i>Develop a webpage using Adobe Dreamweaver.</i> • Develop basic coding skills applying HTML and CSS to create a rich text webpage. • Consider UI and UX in design phase of web development. • Consider the various ways to develop webpages including basic HTML & JavaScript, Web-Authoring Software and Content Management Systems. • Explore the information processing cycle and technological change. • Use Photoshop to manipulate and enhance images for a variety of purposes. • Investigate the representation of data including compression and decompression.

PREREQUISITES: Sound Achievement in English is desirable

YEAR 10 ASSESSMENT:

- Bug Pi- Raspberry Pi and output connections – Group Project
- Network Security & Cryptography - Individual Project
- Python Party – Individual Project
- Web Authoring (Website development) Group Project

COSTS: It is expected that students will have a USB and maintain an appropriate amount of print credit at all times.

CAREERS: Computer Programmer, Website Developer, Visual Designer, Software Developer, Android Technician, sustainability consultant /coordinator and Information Technology Systems related positions.

DRAMA

AIMS: Drama is one of the oldest art forms known. It is the making and communication of meaning. Involving both performers and audiences, it encourages people to enter a fictional world. Drama provides a medium for exploration, social criticism, celebration and entertainment.

CONTENT: *Students will undertake the following units of study:*

Year 9			
<i>Term 1</i> Back to Basics	<i>Term 2</i> Script-Writing	<i>Term 3</i> From Page to Stage	<i>Term 4</i> Monologues
<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Consolidating the basic acting skills developed in Year 8 Core theory underpinning the study of drama – the elements of drama Building confidence and ability in performing Developing ensemble skills Extending Improvisation skills Interpreting character, action and meaning from scripted work Detailed creation of character profiles 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Explore the process of transforming stories Create a script inspired by a tale Understand how to embed the elements of drama in a script Develop an understanding of the conventions of script-writing Creating interesting and engaging characters <p>Establishing and developing tension</p>	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Reading, deconstructing and analysing a published play script Revision of character development, stage craft and technical theatre The rehearsal process Compiling a production journal <p>Acting skills and staging.</p>	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Characterisation and role Monologue conventions and monologue structure Establishing in performance Acting skills and staging Realism-based approach to preparing and presenting scripted scene Responding to performance – analysis and evaluation of peer and professional work

PREREQUISITES: Sound Achievement in Year 8 Drama and English is desirable.

Year 10			
<i>Term 1</i> Collage Drama	<i>Term 2</i> Verbatim	<i>Term 3</i> Scripted Text	<i>Term 4</i> Analytical Eye
<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Explore conventions of Collage Drama Research a social issue Workshop ideas for group-devised Collage Drama Script a Collage Drama Cast and rehearse Collage Drama Develop ensemble and rehearsal skills Present to an audience 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Writing from a lived experience to explore what it means to be human. Script writing conventions and script structure Studying and exploring different types of theatre styles, purposes and staging to raise awareness Establishing and developing tension in both script Acting skills and staging Directing skills and conventions 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> At-home reading of play text (E.g. Wolf Lullaby) Workshop Realism and Australian Gothic style Shared reading of selected scenes Exploration of play's themes Analysis of how the dramatic languages help to convey the play's themes Devising and consultation Performance and rehearsal techniques Performance of play excerpt for peer audience 	<p><i>During the term students will:</i></p> <ul style="list-style-type: none"> Explore conventions of relevant performance style and elements of drama language View live/recorded live theatre performance Debrief/Reflection on performance Group analysis of how director and actor choices Revision of how the dramatic languages affect an audience's experience of a play Deconstruct essay writing process Drafting essay in consultation with teacher

RESOURCES/TEXTS: Students will study a variety of Drama texts and plays.

PREREQUISITES: Sound Achievement in Year 9 Drama and English is desirable.

ASSESSMENT:

- Making: Forming – Group Collage Drama script
- Making: Performing – Group Collage Drama performance
- Making: Performing – Group performance of scripted play
- Responding – In class analytical exam on peer scene
- Making: Forming – Group Commedia dell'Arte script
- Making: Performing – Group Commedia dell'Arte performance
- Responding – Analytical essay on play studied

COSTS: (In addition to the Resource Hire Scheme) possible live performance cost.

CAREERS: Possible career options: acting, directing, scriptwriting, film and television, arts management, designer, teaching. Benefits all career paths through increased confidence with public speaking, teamwork, critical and creative thinking, and empathy

BUSINESS AND CITIZENSHIP

AIMS: Through authentic learning opportunities, business and citizenship fosters enterprising individuals who are able to effectively embrace change, seek innovation and work with others. Students develop initiative, flexibility and leadership skills and explore new technologies used in the industry. Business and citizenship will better place students now and in their adult lives to actively and effectively participate in business ventures and be an active, global citizen, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

CONTENT: *Students will undertake the following units of study:*

Year 9			
<i>Unit 1</i> Around the World	<i>Unit 2</i> Pitch it	<i>Unit 3</i> Law & Citizens	<i>Unit 4</i> Citizenship, Diversity & Identity
<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Investigate competition within global economies and the impact of global events. • Analyse the external business environment. • Interpret a range of data and trends. • Examine the Australian economy including needs & wants and production & distribution. • Analyse a range of economic performance indicators to make decisions. • Identify trading partners and their influence on business. 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Examine how consumers, producers, workers and government interact. • Investigate the impact of resource availability and industry specialisation • Explore overseas versus domestic products. • Describe global supply chain and transnational corporations. • Develop enterprising skills including leadership, goal setting and accepting responsibility. • Select an overseas product and pitch it to an Australian market. 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Investigate the key features and jurisdiction of Australia's court system • Understand the operations of courts and tribunals • Understand the role of courts, judges, lawyers and juries in trials • Understand the rights of the accused and the rights of victims 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Understand how and why individuals and groups participate in and contribute to civic life in Australia • Understand global citizenship • Investigate the influence of a range of media, in shaping identity and attitudes • Investigate human rights

CIVICS AND CITIZENSHIP

AIMS: Civics and Citizenship aims to equip students with knowledge and skills to understand Australian government, laws and society. Students will investigate a range of topics that will enable them to understand the government structure, roles and responsibilities, law and the Australian society. Students will learn about Australia's global role and how this influences our national society.

CONTENT: *Students will undertake the following units of study:*

Year 10		
<i>Unit 1 - 2</i> Government and Democracy	<i>Unit 3</i> Law and Citizens	<i>Unit 4</i> Citizenship, diversity and Identity
<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> Understand the key features and values of Australia's government system Compare Australia's government system with other democratic and non-democratic systems of government Investigate the Australian government's role and responsibilities and a regional level Investigate the Australian government's role and responsibilities at a global level 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> Understand the role of the parliament and the high court of Australia in protecting rights Understand the constitution, common law, federal and state law Investigate how Australia's international legal obligations shape government policies and law 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> Investigate the challenges to ways of sustaining a resilient democracy Investigate the challenges to sustaining a cohesive society, both nationally and internationally

PREREQUISITES: Sound Achievement in Year 8/9 English is desirable

COSTS: It is expected that students will maintain an appropriate amount of print credit at all times.

CAREERS: Management, Banking and Finance, Business Law, Economics, Human Resource Management, Accounting, Marketing and Tourism.

ECONOMICS & BUSINESS

Year 10

<i>Unit 1</i> Living the Dream!	<i>Unit 2</i> Managing a Nation	<i>Unit 3</i> The Price is Right	<i>Unit 4</i> The Building Blocks
<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Investigate how the performance of an economy is measured and explain why variations exist within different economies. • Identify indicators of economic performance including growth rates, unemployment trends, inflation rates and sustainability indexes. • Explain fluctuations using phases of the business cycle. • Understand how living standards are measured including wealth and income distribution. • Identify examples of government intervention that aim to redistribute income. • Investigate variations between economies (foreign ownership, employment rates and debt levels). • Analyse the external business environment using PESTLE analytical tool. 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Investigate how governments manage economic performance to improve living standards. • Identify examples of fiscal and monetary policies. • Investigate impact of APEC forum (Asia Pacific Economic Cooperation). • Explore the impacts of financial systems (min wage, gov payment, tax, gov funded services). • Identify example of externalities (costs and benefits associated with the production or consumption of goods and/or services). 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Define factors that influence major consumer and financial decisions • Explore the short and long-term consequences of consumer and financial decisions (loans). • Evaluate the outcomes of credit verses cash purchases. • Identify the difference between major and minor consumer and financial decisions. • Investigate major and minor consumer and financial decisions. • Generate a range of viable options • Explore and create a range of financial documents used in business. 	<p><i>During this unit students will:</i></p> <ul style="list-style-type: none"> • Explore strategies business use to respond to changing economic conditions. • Describe how a business can improve productivity. • Identify a range of business structures and leadership styles. • Explore innovation through technology • Examine businesses trade off's used to increase stakeholder satisfactions. • Identify ethical and unethical practices and explore the Triple bottom line. • Analyse the CSR using a cost benefit analysis and SWOT analysis tools.

PREREQUISITES: Sound Achievement in Year 8/9 English is desirable

ASSESSMENT:

- Unit 1- Group Report
- Unit 2- Individual Presentation (Pitch)
- Unit 3- Group Project
- Unit 4- Business Report Extract

COSTS: It is expected that students will maintain an appropriate amount of print credit at all times.

CAREERS: Management, Banking and Finance, Business Law, Economics, Human Resource Management, Accounting, Marketing and Tourism.

FOOD STUDIES

AIMS: Food Studies is a Design and Technologies subject that allows students to use critical and creative design thinking as well as problem solving skills to produce designed solutions. Students will be introduced to the diverse range of skills including planning, preparing, presenting and evaluating. They will select and employ appropriate techniques and equipment for a variety of food specific purposes.

CONTENT: Students will undertake the following units of study:

Year 9			
Term 1 Creative Me!	Term 2 Nutrition and Diet Related Diseases	Term 3 Food Around the World	Term 4 Food Around the World
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Kitchen safety and hygiene practices Nutrients: carbohydrates, vitamins, fats & oils, water, minerals protein and fibre Nutritional needs Australian Guide to Healthy Eating Preparing recipes and menus Create a pie with alternative ingredients 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Diet related diseases Causes and prevention of diet related disease Applying nutritional knowledge Influences on diet Preparing recipes and menus 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Investigate food habits and patterns in Australia Indigenous ingredients and influences Multicultural Influences on Australian cuisine <ul style="list-style-type: none"> Indigenous Italy UK Chinese Thailand France Greece Preparing multicultural recipes 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Continue investigating, discussing and analysing multicultural influences on Australian cuisine Multicultural Influences on Australian cuisine <ul style="list-style-type: none"> India Mexico America Japan Russia Design, prepare and decorate Gingerbread houses for Christmas Preparing multicultural recipes

Year 10			
Term 1 Food Trends	Term 2 Food Product Development	Term 3 Sustainable Food	Term 4 Celebrations
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Managing food hygiene and safety Street food Social media trends Develop and produce a food trend item + marketing 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Types of products available Line extensions Me Too's Product innovations Design process Sensory testing Packaging design Product trial Recipe modification 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Think green- how food impacts the environment Fair trade Reducing food and water waste Supporting farmers Organic vs the use of chemicals Genetically modified foods Factory farming 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Celebrations around the world The role of food in celebrations Technical skills Design and create a birthday cake

RESOURCES/TEXTS:

- A4 exercise book
- Laptop and USB

Under Workplace Health and Safety Regulations it is a requirement for **ALL students to wear impervious upper shoes** to protect from liquids and sharp objects.

PREREQUISITES: Nil

ASSESSMENT:**Year 9:**

- Practical Cooking
- Continuous assessment written Product Management Plans and Evaluations
- written assignments

Year 10:

- Exams
- Written Assignments
- Practical Cookery
- Written Product Management Plans and Evaluations

COSTS: (In addition to the Resource Hire Scheme) \$60

NOTES: Please note this subject is **not** a Certificate I in Hospitality.

CAREERS: This subject provides students with real life experiences for those who are interested in a career within the hospitality industry or Home Economics. It also provides students with valuable skills that many employees look for when hiring young people.

SCIENCE & EXERCISE OF SPORT

AIMS: Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

This subject is designed to provide the foundations for Senior Physical Education. This is a two (2) year course.

CONTENT: *Students will undertake the following units of study:*

Year 9		
<i>Unit 1</i> Specialised Movement Skills Speedminton & Tennis	<i>Unit 2</i> Movement for Performance Football (Soccer)	<i>Unit 3</i> Sociology Volleyball
<i>During the term students will focus on:</i> <ul style="list-style-type: none"> How can feedback assist in improving performance Importance of vision and hearing when performing How can technology assist in improving movement skills? 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> What are the best ways of improving chances of scoring What are the best ways of reducing an opponent's chances of scoring How can contested possession be won? 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> The difference between equality and equity How the Australian culture plays a vital part in the sporting arena. How the distribution of resources, resources impacts individual and groups.

Year 10		
<i>Unit 4</i> Skill Acquisition Volleyball	<i>Unit 5</i> Biomechanics Basketball	<i>Unit 6</i> Exercise Physiology OzTag / Touch Football
<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Stages of Learning Factors affecting skill acquisition Classification of Skills Memory 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Biomechanics Biomechanical Principles Movement terminology Newton's Laws of Motion Lever 	<i>During the term students will focus on:</i> <ul style="list-style-type: none"> Components of fitness Training methods Training principles Energy Systems

RESOURCES/TEXTS:

- Students will be given handouts and have access to digital technology with all the required information for each unit.

PREREQUISITES: At least a "B" in Year 8 HPE

ASSESSMENT:

- Practical assessment.
- Written assessment for each term (work booklets, spelling, written report, examination, written assignment, exam essay)

COSTS: (In addition to the Resource Hire Scheme) In-class Excursion costs

CAREERS: Personal training, Nursing, Teaching, Sport and Recreation industries, Psychology, Sport Science.

INDUSTRIAL TECHNOLOGY & DESIGN

AIMS: This course aims to further develop the knowledge and skills required to successfully produce articles constructed from timber, plastics and related materials. The focus being on the application of available technologies and processing methods to create successful projects from the chosen materials and the use of suitable construction methods and surface and finishing processes.

Students are challenged to design and develop products using a range of technology skills, sketching and CAD in both 2D & 3D formats, hand & fixed or portable power tools and 3D printing & engraving, along with information about different materials and processes to produce projects that meet detailed specifications.

CONTENT: *Students will undertake the following units of study:*

Year 9			
Term 1	Term 2	Term 3	Term 4
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Timber Workshop Induction (WH&S, Tool Safety) • Product -Timber Toy. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Metal Workshop Induction (WH&S, Tool Safety) • Product – Multi Function Key Ring. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Design and Production Process • Manufacturing Process • Product - CO2 Dragster 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Customisation (Laser engraving/decal designs) • Product – Game Board/Wall Clock.

Year 10 DAT 1			
Term 1	Term 2	Term 3	Term 4
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Timber Workshop Safety (WH&S, Tools and Machinery) • Product – Passive Speaker 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Design and Production Process • Manufacturing Process • Product – Timber & Plastic product. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Metal Workshop Safety (WH&S, Tools and Machinery) • Product – Sheet Metal Toolbox 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Computer Aided Design and Computer Numerical Control production. • Product – CNC products & folio.

Year 10 DAT 2*			
Term 1	Term 2	• Term 3	• Term 4
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • MIG Welding Theory, Safety (WH&S, Tools and Machinery) • Product – F Clamp 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Sheet metal fabrication. • Design and production process. • Product – Metal Toolbox 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Sheet Metal jointing • Graphical planning, representation and communication • Product – Metal Funnel 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Computer Aided Design and Computer Numerical Control production. • Product – CNC plasma products & folio.

DAT 1 is a broader subject and will suit students who are more interested in Furnishing and Building and Construction.

***DAT 2 is directed at students who are only interested in metal fabrication and intend to go into engineering pathways.**

Students can choose both subjects.

RESOURCES/TEXTS:

- Workshop
- Computer-Aided Design

PREREQUISITES: Nil**ASSESSMENT:**

- Practical Projects
- Multimodal Presentations / Theory Booklets

COSTS: (In addition to the Resource Hire Scheme), \$40 for Year 9; \$75 for Year 10

CAREERS: This course provides a foundation for students to undertake senior studies in Furnishing Skills, Building and Constructions Skills, Industrial Graphics, Certificate I in Building and Construction and Certificate II in Engineering Pathways. It is suggested for those interested in a career in design, engineering, furnishing, building and construction industries.

MEDIA ARTS

AIMS: Media Arts is an arts subject that constructs and analyses visual methods of storytelling including films, television shows, music videos and animations.

CONTENT: *Students will undertake the following units of study:*

Year 9			
<i>Unit 1</i> Breaking Down the Basics	<i>Unit 2</i> Video Hits	<i>Unit 3</i> Selling Genres	<i>Unit 4</i> Faking News
<p>Students will study the basics of film production through a study of the fundamentals of filmmaking. Students will learn to use film cameras and editing software to create moving image products and will examine how cinematography elements are used to create meaning in film.</p> <p>Students will learn the following:</p> <ul style="list-style-type: none"> • Elements of screen composition and their role in storytelling. • How to operate a video camera. • How to use a tripod. • How to use lighting equipment. • How to edit videos using the Adobe Premiere Pro CC software. • How to create a shot list. 	<p>Students will study the music video genre and critically examine how media creators manipulate film languages to create representations of teenagers. Students will explore ways to challenge these representations through the design and production of their own music video.</p> <p>Students will learn the following:</p> <ul style="list-style-type: none"> • Codes and conventions of music videos. • Creating representations of teenagers through elements of mise-en-scene. • Narrative structure and continuity. • Advanced compositional techniques: rule of thirds, leading lines, head room, lead room. • Advanced storyboarding: camera and character movement 	<p>Students will study the codes and conventions of the Action and Romance genres and examine how filmmakers manipulate these codes and conventions to market films to a target audiences. They will study the institutional format of the movie poster and create their own.</p> <p>Students will learn the following:</p> <ul style="list-style-type: none"> • Codes and conventions of the action and romance genres. • Institutional format of the pitch and movie poster. • How to create and edit images using Photoshop software. 	<p>Students will be introduced to the various types of news and current affairs – hard news, soft news, online, print, and broadcast. They will take on the role of news reporters and follow the news gathering process. Students will critically examine how digital technologies have impacted the ways we gather, verify and distribute news.</p> <p>Students will learn the following:</p> <ul style="list-style-type: none"> • Social, institutional and ethical issues relevant to media producers. • Structural elements of a news report. • How to use advanced features of the Adobe Premiere Pro CC editing software. • How to record quality sound. • How to use sound effects. • How to use a green screen.

ASSESSMENT:

- **Exploring/Responding:** Short response, exam poster exam
- **Developing Practices & Skills:** Three Column Script, Music Video Storyboard
- **Creating & Making:** The Box Short Film, Fake News Report
- **Presenting and Performing:** PhotoShop Genre Poster, Narrative Music Video

Year 10

<i>Unit 1</i> Movies with a Message	<i>Unit 2</i> Exploring Narrative
<p>Students will explore new and emerging forms of storytelling focussing on content creation on the YouTube platform. Students will investigate the ways the platform provides influencers with unique opportunities to affect social change through the short format film. Students will design and produce their own experimental short film that conveys a positive social message to young people. Students will experiment with a variety of production techniques including montage, advanced editing, and animation.</p> <p><i>Students will learn the following:</i></p> <ul style="list-style-type: none"> • How visual symbolism can be manipulated by filmmakers to influence an audience. • The experimental film genre, format, styles, and production techniques. • Animation forms and skills. • How to write a treatment, format a storyboard, and create an experimental film. 	<p>Students will study narrative cinema with a focus on the genre codes and conventions of zombie film. They will be introduced to mise-en-scene and production design and will design and produce their own zombie film sequence, demonstrating their knowledge of the genre and its audiences through the application of film languages and technologies.</p> <p><i>Students will learn the following:</i></p> <ul style="list-style-type: none"> • Narrative film structure and continuity. • Genre specific film languages, codes and representations. • The screenplay design format. • The film sequence format – basic features, conventions, storytelling skills. • Special effects make-up. • Shot composition and framing. • Advanced editing skills: sound and video effects L Cuts & J Cuts, colour grading. • Advanced cinematography: whip pans, orbital shots, speed ramping.

RESOURCES/TEXTS: Class sets of Dell Laptops with Adobe CC software. Class sets of video cameras and film equipment.

PREREQUISITES: Nil

ASSESSMENT:

- **Exploring/Responding:** Experimental film analytical essay, Zombie Scene Stimulus Exam
- **Developing Practices & Skills:** Social Message Film Storyboard, Zombie Film Screenplay
- **Creating & Making:** Zombie Film
- **Presenting and Performing:** Social Message Film

COSTS: \$25

CAREERS: This course provides the foundation for those interested in a wide and varied field related to media production. Possible careers in the media include: director, producer, camera operator, sound recorder, editor, cinematographer, journalist, production designer, web designer, graphic designer, animator, games designer, news reader, public relations officer, advertising executive, or business manager.

MUSIC

AIMS (Year 9): The Music course at Laidley SHS is designed to provide students with learning experiences and achievable short term goals that are in line with their long term musical ambitions – vocational or recreational.

Students are expected to participate in a variety of relevant, sequential activities to develop their skills performing, composing and analysing music.

CONTENT: *Students will undertake the following units of study:*

Year 9	
Semester 1 Contemporary Music Styles	Semester 2 Music in the Media
<p><i>During the semester students will focus on:</i></p> <ul style="list-style-type: none"> Analysing a variety of popular music excerpts, observing stylistic and/or genre specific characteristics and compositional devices Reading, notating and performing a variety of contemporary musical excerpts Composing, arranging and presenting contemporary music using music/recording technology Evaluating compositions and performances of contemporary music (including self/peer evaluation) 	<p><i>During the semester students will focus on:</i></p> <ul style="list-style-type: none"> Analysing a variety of musical excerpts used in the media, observing stylistic and/or genre specific characteristics and compositional devices Reading, notating and performing a variety of musical excerpts used in the media Composing, arranging and presenting music for media, using music/recording technology Evaluating compositions and performances of music for media (including self/peer evaluation)

PREREQUISITES: Nil

AIMS (Year 10): The Year 10 Music course at Laidley SHS aims to prepare students to undertake studies in Senior Music (Authority subject) or Music in Practice. The program is designed to provide students with learning experiences and achievable short term goals that are in line with their long term musical ambitions – vocational or recreational.

Students are expected to participate in a variety of relevant, sequential activities to develop their skills performing, composing and analysing music.

Year 10	
Semester 1 Those Who Compose (Songwriting)	Semester 2 Negotiated Topic
<p><i>During the semester students will focus on:</i></p> <ul style="list-style-type: none"> Analysing a variety of songs and musical excerpts, observing stylistic and/or genre specific characteristics and compositional devices Performing a variety of songs/pieces (as part of an ensemble or as a soloist). Composing, arranging and presenting music, using music/recording technology Evaluating a variety of performances and compositions (including self/peer evaluation) 	<p><i>During the semester students will focus on:</i></p> <ul style="list-style-type: none"> Analysing a variety of musical excerpts relating to the chosen study topic, observing stylistic and/or genre specific characteristics and compositional devices Performing a variety of musical works related to the chosen study topic (as part of an ensemble or as a soloist). Composing, arranging and presenting music, using music/recording technology Evaluating performances and compositions (including self/peer evaluation)

RESOURCES/TEXTS:

- A variety of texts, musical recordings and scores
- A variety of musical instruments
- Recording and sound technology equipment

PREREQUISITES: A 'C' level of achievement in Junior Music or 1-2 years private music study.

ASSESSMENT:

- Musical analysis and evaluation tasks
- Composition tasks
- Small ensemble/Solo performances of songs or pieces related to repertoire studied in class
- Rehearsal Diary
- Self and peer evaluations (performances and compositions)

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: Some careers in the music and entertainment industries include:

- Composer/songwriter
- Performer/D.J.
- Musical Director/Conductor
- Music Teacher
- Audio engineer
- Music Producer
- Music Manager
- Music Publisher
- Promoter/Publicist
- Music Journalist
- Music Therapist

STEM

AIMS: Throughout this elective students will develop:

- an interest and curiosity in science, maths, technology and engineering
- an ability to communicate their proposed solution and findings through a range of formats
- an ability to critically and creatively propose and refine a model for solving a given problem
- an ability to work as a team to achieve a common goal

CONTENT: STEM programs are transdisciplinary courses that utilise the learning in the subject areas of Science, Technology, Engineering and Mathematics to propose and refine a model to a given problem. Within STEM learning is collaborative and project-based, with students working closely together in a hands-on way to solve real-world problems. At the core of this course is to teach students problem-solving skills and help develop them in to creative, critical thinkers.

Throughout this elective students will be engaged to solve problems through a transdisciplinary approach incorporating an engineering design framework. All units of study are aligned to the Australian Curriculum (ACARA) learning areas of Science, Design and Digital Technologies and Mathematics.

The following units are possible units of study. They provide examples of the range of study opportunities but may not be the actual units studied. The units studied will change year to year based on student ability and interest.

Year 9 & 10			
Unit 1 Robotics	Unit 2 Electronics and Arduino Coding	Unit 3 Bridges	Unit 4 Sustainable Housing and Renewable Energy
In this unit students develop an understanding of the role of the history of robotics and possibilities for future development. Students will learn to design robots for a purpose through the use of Lego Mindstorms and program the robot to complete a task.	Throughout this unit students will learn the basics of electronics and Arduino coding. Students will use the skills they have learnt to prototype a programmable solution for a proposed problem	In this unit students will gain an understanding of forces and how they are applied to the design and construction of bridges. Students will be required to apply the concepts learnt in order to solve a proposed problem.	Within this unit students will gain knowledge on the concepts associated energy transfers in the context of heat transfer or renewable energies. Students will apply the concepts learnt in order to investigate passive design strategies for housing or investigate the efficiency of renewable energy sources.

RESOURCES/TEXTS: Various texts and teacher resources. It is important that students have access to their own personal laptop/device for use within this subject.

PREREQUISITES: Minimum achievement of C in year 8 Science, Maths and English.

ASSESSMENT:

- Project based assessment
- Written reports
- Group presentation

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: This course provides a foundation for students to undertake a senior science and for those interested in a career in the sciences, engineering, mathematics or similar.

TOUCH FOOTBALL EXCELLENCE PROGRAM

AIMS: The subject is for students who have in Year 7 and 8 demonstrated interest and skill in the sport of Touch Football. The subject will be focused on enhancing skill and knowledge of touch football with the goal of excelling in a number of local, district and regional touch football competitions offered across the year. Students will also explore dimensions of health specifically linked to touch football with the aim to promote their own and others health and wellbeing. Students will have the option to continue this subject in senior allowing for the development of highly proficient sports people who are equipped with a variety of life and academic skills to assist in their successful transition into an active workforce.

CONTENT: *Students will undertake the following units of study:*

Year 9

<i>Unit 1</i> Foundation Level Attack and Defence	<i>Unit 2</i> Line Attack and Defence	<i>Unit 3</i> Talent Level Attack and Defence	<i>Unit 4</i> Fitness Programs for Touch
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Identifying and testing Touch specific components of fitness Developing components of fitness specific to the sport Foundation Touch skills Video analysis, reflection on performance and goal setting 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> The importance of teamwork and communication Direct attack and defence Lateral movement on the line Defensive profile Lock-in defence Line attack 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Understanding strategies, game plans and tactics. Understanding how set plays/policy contribute to performance. How a 'game sense' approach can be used to enhance strategic awareness. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Exercise physiology Sport specific training Participating in and developing Touch specific training sessions. Developing energy systems required for the sport. Fitness testing Video analysis, reflection on performance and goal setting

Year 10

Option to complete CHC24015 Certificate II in Active Volunteering (4 QCE points)

<i>Unit 5</i> Tournaments	<i>Unit 6</i> Game Analysis and Tactical Awareness	<i>Unit 7</i> Communication Zone Defence	<i>Unit 8</i> Attacking skills and plays
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Types of tournaments Level 1 Referee/being a good official Running effective tournaments Workplace Health and Safety Equipment maintenance 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> What makes an effective team? What makes a team stick together? How can team dynamics be optimised? Analyse performance and review goals. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Defensive policies <ul style="list-style-type: none"> Tap defence 5th Touch defence Zone defence Communication and cooperation Profile and footwork 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Revise Attack skills Attacking set (Dynamic, 21, wraps, sweeps) Sub Sets Tap off Analysis of attacking sequences Positional play

RESOURCES/TEXTS:

- Students will be given handouts and have access to digital technology with all the required information for each unit.

PREREQUISITES: Must demonstrate an interest and ability to play Touch Football and must also have demonstrated very good behaviour and effort.

ASSESSMENT:

- Practical assessment (Written reflections, goal setting and evaluation)

COSTS: (In addition to the Resource Hire Scheme) excursion/camp costs and students wishing to complete a CHC24015 Certificate II in Active Volunteering in Year 10 will need to pay a fee of \$140 for the qualification.

CAREERS: Personal training, Nursing, Teaching, Sport and Recreation industries, Psychology, Exercise Science, sport coaching and development.

VISUAL ARTS

AIMS (Year 9): In semester one, students will explore the work of Pablo Picasso learning about cubism and stylisation of form. Students will study colour schemes and acrylic painting techniques. These skills will be demonstrated in a self-portrait inspired by Picasso’s Weeping Woman. The second unit introduces students to clay hand building techniques, decorative approaches and glaze ware. Students will create a tubby animal pot which can function as a decorative pot for plants. The third unit in semester two, explores Indigenous art discovering symbols, local animal totems and forms of Aboriginal art. All units are 13 weeks in duration.

CONTENT: *Students will undertake the following units of study:*

Year 9		
Unit 1 Paint Like Picasso	Unit 2 Animalistic Pots	Unit 3 Contemporary “Dreaming”
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Introduction focuses on painting skills, colour theory, colour schemes and application of acrylic paint. Students learn about the elements and principles of two-dimensional art Students will create a self-portrait using multiple perspectives of their face. <i>Please note students will be photographed for this assessment piece.</i> Students learn how to analyse, interpret and evaluate Pablo Picasso artworks. 70 minute exam on selected Pablo Picasso artworks. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Introduction to history of clay from Neolithic sculptures to functional ware from China. Learn how to manipulate clay using the 3 basic hand building techniques. Students learn about the elements and principles of three-dimensional art Students demonstrate their learning by creating a major 3D artwork in the form of a functional plant holder. Students complete an exam to show understanding of clay techniques and methods. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Introduction to Aboriginal and Torres Strait Islander cultural beliefs, viewpoints, stories and dreaming’s. Investigate the different techniques used by these cultures to create their artworks. Apply WPHS regulations when using carving tools for lino printing. Students will create a mixed media lino print incorporating local totems and aboriginal symbols using dot painting techniques. Students will create a ceramic bowl decorated using marine totems and aboriginal symbols. Students will also create a rock painting using contemporary colour schemes of land totems. Students analyse artworks and techniques and make comparisons focussing on features that are culturally distinctive.

AIMS (Year 10): Year ten aims to introduce students to the alternative pathways for studying art in years 11 and 12. This course also prepares students for the expectations of senior. Students will be introduced to the individualising skills in visual literacy & application via “the inquiry learning model” which is specific to senior art courses. In semester one, students will engage in two-dimensional learning experiences that investigate Impressionism, Pop art and Realism. In semester two students will learn about pop art, expressionism and symbolism using three-dimensional art forms.

CONTENT: *Students will undertake the following units of study:*

Year 10		
<i>Unit 1</i> Impressionism Still Life	<i>Unit 2</i> Celebrity Portraits	<i>Unit 3</i> Self Portrait Busts
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Investigate art movements Pointillism and Impressionism. Learn how to apply the various techniques through teacher guided lessons. Explore how to create tone using painterly approaches associated with impressionism. Students analyse artworks focused on these art movements. Learn basic drawing skills to create a still life composition. Research art movements, artists and techniques. Examination on Impressionism artists and techniques studied in class. Students create a still life painting employing the impressionistic or pointillism techniques studied in class. <p><i>(Examples of concepts/techniques to be studied eg. Construction of identity, representations, use of gaps and silences etc.)</i></p>	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Extend prior knowledge of proportions of the face and drawing the face realistically. Understand the history and importance of portraiture and why it is still popular in today’s society. Practice drawing each element of the human face. Learn traditional pencil illustration art then experiment with painting flesh tones. Analyse and evaluate on painted artworks that focus on portraiture. Create a portrait painting of a chosen celebrity on canvas incorporating techniques learnt in class time. Evaluative artist statement on pop art and realistic portraits. <p><i>(Examples of concepts/techniques to be studied eg. Construction of identity, representations, use of gaps and silences etc.)</i></p>	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> Explore hand building clay techniques. Learn how to construct a bust using clay hand building techniques. Explore symbolism for communicative purposes. Create a self-portrait ceramic bust that symbolises personality traits and interests of the artist. Decorate and glaze ceramic bust Learn how to manipulate lighting and backgrounds to best photograph ceramic work in the school’s art gallery. <p><i>(Examples of concepts/techniques to be studied eg. Construction of identity, representations, use of gaps and silences etc.)</i></p>

RESOURCES/TEXTS: A4 Visual diary, black fine liner pen, HB lead pencils and basic stationary

PREREQUISITES: Nil

ASSESSMENT:

- Visual diary worksheets and experimentation with elements and concepts. Plus developmental drawings for major artwork
- 2D artwork
- 3D artwork
- Exam (Unit 2), Analytical Essay (Unit 3) - Year 9
- Exam (Unit 1), Artist Blog (Unit 2 & 4), Analytical Essay (Unit 3) - Year 10

COSTS: (In addition to the Resource Hire Scheme) Nil

CAREERS: Artist, designer, architect, photographer, teacher, media industries, animator, illustrator.