## Year 9 Subjects
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## Year 9 Subjects

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**ELECTIVE SUBJECTS** (Select two of the following)

- Business and Technology Studies (BTS)
- Civil Construction
- Dance
- Drama
- Graphics
- Home Economics
- Industrial Technology and Design
- Japanese
- Music
- Physical Education Excellence
- Visual Art

**TOTAL PERIODS PER WEEK** 20

## Student Resource Scheme Fee Structure

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<tr>
<th>Year 9</th>
<th>$210.00</th>
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<tr>
<td><strong>Non Compulsory Additional Costs</strong></td>
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<td>Laptop Program</td>
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New Senior Assessment System for 2019 Graduates

A new senior assessment system will commence in 2018 with the first certification in 2019. In the new system students will receive an ATAR (Australian Tertiary Admission Rank) score instead of an OP. The ATAR is a finer-grained rank order of students than the OP. It’s a number between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands. The ATAR is commonly used in other states and territories.

Subject results will be based on a student’s achievement in three school-based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA). In the new system, the external assessment results will contribute 25% towards a student’s result in most subjects. In mathematics and science subjects, it will contribute 50%. External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. There will no longer be a QCS Test.

ATARs will be calculated by comparing student results. But instead of the QCS Test there will be a process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared. The method of inter-subject scaling to be used is still to be finalised by the Senior Secondary Assessment Taskforce.

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students’ ATARs.

The QCAA fact sheet (Revitalising Senior Assessment and Tertiary Entrance in Queensland) is on the school website.
Business and Technology Studies (BTS)

COURSE OVERVIEW
Business and Technology Studies is designed to provide students with an awareness of the diversity and global importance of information technology and the impact of technology on the business environment. The students will develop an ability to competently use computer technology within a business context to create a productive work environment. A number of units focus specifically on business and the use of technology in the everyday running of a business whilst other units focus on computer programming concepts and how they can be utilised to promote businesses globally using the internet.

COURSE UNITS
Semester 1
- Introduction to Computers
- Document Design
- New Technology (PowerPoint)
- Money - Needs vs Wants, Loans, Cash, Credit, Budgeting, Currency etc

Semester 2
- Scratch Projects (Programming)
- Social Media
- Web Design (Programming)
- Advertising

ASSESSMENT OUTLINE
The course is designed to be assessed using the following techniques:
- Assignments
- In Class Tests
- Supervised Exams
- Folio of Work
Dance

COURSE OVERVIEW

Year 9 Dance involves becoming immersed in all aspects of dance including watching live performances, reading and writing about dance and, performing dance sequences. Students will experiment with various ways of moving and different styles of Dance. There is a mixture of theory and practical work, both in the course structure and assessment. The essay work is referred to as ‘Responding Tasks’ whilst practical work focuses on Choreography and Performance which are referred to as “Making Tasks”.

PREREQUISITES

Students do not have to be experienced dancers. Instead they should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have a desire to learn about the body and its movement capabilities. It is advisable students are achieving at a C standard in Core English.

COURSE UNITS

Semester 1

World Dance - The major emphasis in this unit is the function of ritual dance which explores the cultural diversity of dance from various countries.

Dance Culture - In this unit students explore the history of popular dance, focusing on the 20th century dance fads. They look at the social dance function and look at the different dance crazes from eras such as the 1920s, 50s, 60s, 70s etc. They discover how popular culture (such as fashion, music etc.) and political issues can influence dance fads in various ways and how society responded to these issues through social dance.

Semester 2

Introduction to Contemporary Dance - In this unit students explore the elements of contemporary/modern dance, focusing on the stylistic elements of the early pioneers of modern dance.

Up In Lights (Musical Theatre) - In this unit students explore the elements of musical theatre and look at the repertoire in a variety of famous musicals, including: Hairspray, Wizard of Oz, Cabaret and A Chorus Line etc. They will look at the various dance styles used in these musicals, and elements such as incorporation of props, choreographic devices and song.

ASSESSMENT OUTLINE

Term 1 – Making Task: teacher devised ritual dance sequence. Responding Task: oral presentation on one specific culture.

Term 2 – Making Task: teacher devised social dance sequence. Making Task: group task in the social dance style.


EQUIPMENT

Black Nerang dance T-shirt (available from the uniform store) and jazz shoes are preferred but not compulsory. For theory lessons, students require an exercise book. They will also require blank CDs and a USB.

CAREER PATHWAYS

Bachelor Degrees in Arts
Dancer
Creative Arts
Theatre Studies
Musical Theatre
Educator
Arts Administrator
Dance Education Degree
Choreographer

CAREER PATHWAYS

Bachelor Degrees in Arts
Dancer
Creative Arts
Theatre Studies
Musical Theatre
Educator
Arts Administrator
Dance Education Degree
Choreographer
Drama

COURSE OVERVIEW
The Year 9 Drama course enables students to become competent in the skills of drama, communication, self-expression and teamwork through the areas of elements of dramatic form, elements of functional communication, other expressive forms and areas of special interest. There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of ‘Responding’ to Drama. Practical work focuses on forming drama and basic performance qualities. These tasks are referred to as ‘Making Tasks’

PREREQUISITES
Students do not have to be experienced performers: Instead they should be enthusiastic, keen to experiment, willing to learn and be committed to the course. It is advisable that students have sound literacy skills, due to the script writing tasks. It is highly advisable students are achieving at a C standard in English.

COURSE OUTLINE
SEMESTER 1 – Improvisation: An introduction to improvisation and stage craft. Clowning Around: Clowning (including a live performance for local Primary School students)

SEMESTER 2 – Movement: Introducing Physical Theatre. Students extend on their knowledge of how to successfully write and perform a piece. From Page to Stage: Small group performances of a scripted play

ASSESSMENT OUTLINE
Students are assessed progressively throughout the one year course.

Making tasks: assess the creative process of developing dramatic action and meaning.

Making tasks: assess presentation and communication of dramatic action and meaning to others.

Responding tasks: assess response to the meaning and action of drama.

All skills required for achievement in Year 10 are practised in Year 9.

EQUIPMENT
USB, visual diary

CAREER PATHWAYS
Bachelor Degrees in Arts
Actor
Creative Arts
Theatre
Arts Administrator
Director
TV Host
English

COURSE OVERVIEW
The English curriculum is built around the three interrelated strands of language, literature and literacy. Students interpret, create, evaluate and discuss a wide range of texts in which the primary purpose is enjoyment, as well as texts designed to inform and persuade. Students develop a critical understanding of current media and the differences between media texts. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

COURSE UNITS
Term 1 – Australian Identity: Students engage with a range of Australian texts including short stories and dramatic performances, and the oral narrative traditions and contemporary literature of Aboriginals and Torres Strait Islanders. Students explore how events, situations and people can be represented from different perspectives and draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. Students identify, interpret and critically evaluate how text structures and language features of texts, including literary techniques, are designed to appeal to audiences and create an Australian identity. Students will present a speech to persuade an audience.

Term 2 - English in Action and Short Story: Students develop English skills with an explicit focus on grammar, punctuation, writing and reading. Students examine the purpose, language and structure of short stories. They read and deconstruct texts in order to identify examples of figurative language and how language is used to create meaning in texts. Students construct their own short story based on a stimulus.

Term 3 - Analysing Literary Texts: Students explore themes of interpersonal relationships and ethical dilemmas represented in a novel, including contemporary novels. Students analyse the author’s purpose and justify their point of view about how the author positions the reader. They will analyse a significant issue in the story. Students will write an essay discussing the themes of the novel.

Term 4 - Exploring Ethical Issues in a Drama Text: Students read and view a drama text to compare and contrast human experiences in response to ethical and global issues. Students analyse a drama text to explore themes of human cultural significance and interpersonal relationships. Students examine the representations of issues in a drama text and create an interior monologue that explores an ethical issue.

ASSESSMENT OUTLINE
Task One: Persuasive - NAPLAN Practice Test
Task Two: Persuasive - Persuasive Speech
Task Three: Language Conventions and Reading Test
Task Four: Imaginative response to Stimulus Test
Task Five: Analytical Essay
Task Six: Persuasive/Imaginative Speech
Task Seven: Imaginative Monologue

CAREER PATHWAYS
Journalist
Lawyer
Announcer
Teacher
Director
Interpreter
Foreign Affairs and trade officer
Linguist
Writer
Script Writer

CAREER PATHWAYS
Secretary
Receptionist
Nurse
Public Servant
Child Care Worker
Film and TV Editor
Film and TV Producer
Author
Librarian

English Pathways

7-9 English

10 English

11-12 English

11-12 English Communication

(Non-OP)

(OP)
Health and Physical Education

COURSE OVERVIEW
Health and Physical Education is an integral aspect of the total education of our young students. HPE offers students the opportunity to gain a broad understanding of health. This understanding of health is learnt through structured classroom learning and within the medium of physical activity.

It is important to note that physical, written and presented assessment is equally weighted throughout this course. To achieve, a student will need to be able to apply themselves to classroom and physical learning.

COURSE OUTLINE
UNIT 1 - Respectful relationships: Identify what respectful relationships are and how empathy and ethical decision making contribute.
UNIT 2 - Space invaders: Develop their teamwork skills and a capacity to apply and transfer concepts and strategies in invasion games.
UNIT 3 - Sustainable health challenge: Identify the factors that contribute to sustainable health such as regular exercise, food intake and a healthy and balanced state of mind.
UNIT 4 - Strike out: Evaluate own and others’ performance of movement skills and sequences that are used in a game that fits the striking/fielding category.
UNIT 5 - My social responsibility: Investigate social norms, behaviours and stereotypes with regard to alcohol/drugs and identify the way adolescents think about risk taking behaviours.
UNIT 6 - Games we play: Participate in a range of activities which play a part in the lives of Australians.
UNIT 7 - Sensationalised reporting: Examine health information and its appropriateness.
UNIT 8 - Environmental challenges: Participate in a range of activities to collaboratively plan, set up and solve navigational challenges.

ASSESSMENT OUTLINE
UNIT 1 – Research case study: Read a scenario and answer questions.
UNIT 2 – Practical performance: Skills and conceptual understandings.
UNIT 3 – Research information and produce a multimodal in response to an issue or decision.
UNIT 4 – Practical performance: Skills and conceptual understandings.
UNIT 5 – Research assignment: Investigate and analyse alcohol related material to make a justified decision.
UNIT 6 – Practical performance: Skills and conceptual understandings.
UNIT 7 – Read a case study and answer a series of questions.
UNIT 8 – Practical performance: Skills and conceptual understandings.

EQUIPMENT
Sports uniform and sports shoes. Students are encouraged to wear a hat and sunscreen.

Health and Physical Education Pathways

CAREER PATHWAYS
HPE Teacher
Sports Sciences
Psychology
Coaching
Trainers

11-12 Physical Education

CAREER PATHWAYS
Coaching
Outdoor Education
Leisure Management
Fitness Trainer

11-12 Recreation

7-8 Health and Physical Education

9 Health and Physical Education
9 Health and Physical Education Excellence

10 Health and Physical Education

(OP)

(Non-OP)
Health and Physical Education Excellence

COURSE OVERVIEW

Physical Education Excellence is a program designed to provide students with the opportunity to extend their knowledge of Physical Education as well as improve their fitness and skills in the selected sports. It is essential that students are willing to exercise at a high level. It is important to note that physical, written and presented assessment is equally weighted throughout this course. To achieve in this subject, a student will need to be able to apply themselves to classroom and physical learning.

COURSE UNITS

UNIT 1 - Nutrition and Sport: In this unit, students will investigate the nutritional needs of sports people and examine their own diet.

UNIT 2 - Space invaders: In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in non-invasion games.

UNIT 3 - Fitness and Training: In this unit, students will investigate the types of training and undertake regular fitness sessions.

UNIT 4 - Strike out: In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.

UNIT 5 – Gadgets: In this unit, students will research a number of health products to evaluate their effectiveness.

UNIT 6 - Games we play: In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in athletic events.

UNIT 7 - Get Active Gold Coast: In this unit, students will research the current GCCC Get Active programs to determine the purpose and suitability for teenagers. Students will create their own session.

UNIT 8 - Environmental challenges: In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.

ASSESSMENT OUTLINE

UNIT 1 – Exam: Read dietary information and propose changes.

UNIT 2 – Practical performance: Skills and conceptual understandings.

UNIT 3 – Research: Complete a written reflection on own training experiences.

UNIT 4 – Practical performance: Skills and conceptual understandings.

UNIT 5 – Research: Students assignment: Investigate and evaluate health products.

UNIT 6 – Practical performance: Skills and conceptual understandings.

UNIT 7 – Research: A proposal for a new GCCC Get Active program and present this as a multi-modal.

UNIT 8 – Practical performance: Skills and conceptual understandings.

EQUIPMENT

Sports uniform and sports shoes. Students are encouraged to wear a hat and sunscreen.
Home Economics

COURSE OVERVIEW
Home Economics takes a practical ‘hands on’ approach with the central focus being the well-being of people within their personal, family, community and work roles. Home Economics encourages personal independence, living effectively within the wider society and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, and textiles and fashion.

Topics include:
- Selecting and preparing nutritious foods from complex and changing food markets.
- Establishing and maintaining a diverse range of effective interpersonal and family relationships.
- Making informed, responsible and ethical consumer decisions about new products that become available because of changing technologies and lifestyles.
- Balancing personal, family and work responsibilities with leisure.
- Resolving the influences of peer pressure, body image, economics, marketing and media when selecting clothing and textiles.

PREREQUISITES: Students are required to be organised and prepared to fully participate in all practical lessons.

COURSE UNITS
Term 1 - Let’s Get Creative: Students study the Design Elements of line, shape, colour and texture. Sewing machine techniques are explored to include these elements on fabric. e.g. Embroidery, stitch n rip, no sew applique. Students will produce a major sewing project using their chosen design techniques.

Term 2 & 3 - Let’s Get Cooking: The semester of study looks at the Australian Guide to Healthy Eating. Students learn a variety of cooking techniques based on the food groups to produce snacks, main meals and desserts. (Provide ingredients from home to produce set recipes.)

Each week students will:
- Observe a demonstration of the recipe
- Sample demonstration foods

Term 4 - Let’s Get Sewing: Students will learn about basic fabric facts and investigate their uses in daily living. Practical work will be based on student design and production of an individual item e.g. carry bag.

ASSESSMENT OUTLINE:
For each semester
- Investigative Research tasks:
  Presentation includes orals, using technology, various written tasks.
- Design proposals: Planning folios, diary
- Practical Tasks: Preparing, producing and presenting various practical items
- Written tests: Multiple choice and short response

EQUIPMENT
While the school will provide a number of resources for class activities, students will be required to provide ingredients for take-home cookery and fabric for major textile articles.
Humanities – History and Geography

COURSE OVERVIEW
The study of Humanities fosters an appreciation of our world and the people in it by developing knowledge, understanding and skills related to the study of History, Geography and Civics. All students will undertake a course of study which is derived from the National Curriculum and is inclusive of Indigenous and Asian perspectives and the principles of environmental sustainability. A strong emphasis in the building of basic literacy, numeracy skills and the incorporation and use of technology are directly embedded in the units of study throughout the year. Students will experience components of Civics within Semester 1 and 2 units through the incorporation of the themes of 'citizenship, diversity and identity', 'government and democracy' and 'laws and citizens'.

COURSE UNITS

SEMESTER 1: History
Making a Better World: An investigation of how major developments changed society and shaped the way we live forever. This unit of study will examine either: the Industrial Revolution; the emergence of ideas and political movements; the movement of people as a consequence of industrialisation; Australia and Asia. An investigation into the emergence of either: An Asian Society and its emerging nationalism; The emergence of Australia from a colonial possession to a federated nation; World War I. Students investigate the significance and nature of World War I and the Australian experience of war.

SEMESTER 2: Geography
A Globalising World: An investigation into the emergence of an increasingly interconnected world and the changing nature of our population, employment, communication and technologies.

Biomes and Food Security: An investigation into the natural environments which make up the world and the challenges humanity faces in providing sustainable solutions to feeding our growing population.

ASSESSMENT OUTLINE
Students will undertake a variety of assessment tasks throughout their course of study including: Research assignments, Exams, Practical exercises and Oral presentations.

Humanities Pathways

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<tr>
<td>10 Geography (OP)</td>
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<td>10 History (OP)</td>
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<td>10 Study of Society (OP)</td>
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<td>11-12 Ancient History (Non-OP)</td>
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<td>11-12 Study of Society (Non-OP)</td>
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<tr>
<td>11-12 Social &amp; Community Studies (Non-OP)</td>
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<td>11-12 Community</td>
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CAREER PATHWAYS
Urban planning  
Demographer  
Landscape Architect  
Cartographer  
Surveyor  
Climatologist  
Transport manager  
Hydrologist  
Policy Analyst  
Population Planning  
Eco Tourism

CAREER PATHWAYS
Archaeologist  
Anthropologist  
Criminologist  
Defence Force  
Diplomat  
University Lecturer  
Political Scientist  
Foreign Affairs/Trade  
Lawyer  
Researcher  
Historian  
Author

CAREER PATHWAYS
Aged / Disability Work  
Campaign Manager  
Case Worker/ Manager  
Social Services  
Demographer  
Foreign Affairs  
Disability Services  
International Aid  
Journalist  
Juvenile Justice  
Librarian  
Support Worker

CAREER PATHWAYS
Youth Worker  
Child Care  
Retail Assistant  
Social Worker  
Community Liaison  
Officer

CAREER PATHWAYS
Aged and Disability  
Campaign Manager  
Case Worker  
Child Care  
Community Worker  
Social Services  
Disability Services  
Support Worker  
Youth Worker  
Retail Assistant  
Social Worker  
Community Liaison
ITD - Civil Construction

COURSE OVERVIEW
This course will provide students with an understanding of the civil construction industry by introducing them to occupational health and safety, practical based projects around the school, hand and power tools, environmental work practices, communication, measurement and calculation, maintenance of plant and equipment.

COURSE UNITS
Semester 1
- Workplace Health & Safety
- Hand tools, measurement & calculation
- Excavation

Semester 2
- Communication in the workplace
- Levelling
- Concreting

ASSESSMENT OUTLINE
The course is designed to be assessed using the following techniques:
- Online WH&S Tests
- Practical Projects
- Classwork Folio

EQUIPMENT
Suitable enclosed footwear.
Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing safety glasses, sunscreen, long sleeve shirts and hats where necessary when working outdoors. These will be supplied by the school.
ITD - Graphics

COURSE OVERVIEW
The Graphics course is aimed at developing students' ability to communicate with others through graphical means (i.e. the use of sketches, diagrams, scale drawings and the correct methods and techniques of drawing objects from real life). A number of drawing techniques are used including pencil drawings, colour rendering, and computer aided drawing (CAD).

COURSE UNITS
Semester 1
- Built Environment
- Production Graphics

Semester 2
- Production Graphics (Continued)
- Business Graphics

ASSESSMENT OUTLINE
The course is designed to be assessed using the following techniques:
- Formal examination
- Assignments (Folio of Work)
- Class Work Folio

Please note that this subject is sequential in nature and therefore students need to begin the course at the beginning of the year. Mid-year entry is very difficult.

Industrial Technology and Design

COURSE OVERVIEW
This course will provide students with practical and problem solving skills in product design and fabrication. Students should gain knowledge in techniques, skills and related technology of industrial technology practices. The course aims to develop thinking processes, responsible attitude, self-reliance and a sense of personal achievement.

COURSE UNITS
Semester 1
- Workplace Health & Safety
- Skills based project
- C02 Design Folio & Project

Semester 2
- Investigative Analysis
- Trouble Light

ASSESSMENT OUTLINE
The course is designed to be assessed using the following techniques:
- Design Folios
- Investigative Analysis
- Practical Projects
- Online WH&S Tests

EQUIPMENT
Suitable enclosed footwear
Students will be required to comply with Workplace Health and Safety practices as explained by teachers. These will include, wearing safety glasses, aprons and face shields where necessary in the workshops. All safety equipment will be supplied by the school.
Japanese

COURSE OVERVIEW

The Japanese course for Year 9 students focuses on developing students’ language and cultural proficiency. Students will study topics ranging from school, love and relationships, daily schedules and communicating with Japanese students about Australian culture. Students will also build on their knowledge of the Hiragana and Katakana alphabets and learn how to read and write a range of Kanji characters.

Students who study Japanese at Nerang State High School are given the opportunity to participate in a range of extracurricular activities, including:
- Japan trip conducted every second year
- Visiting Japanese restaurants
- Being a buddy for visiting study tours
- Hosting Japanese exchange students
- Eating Japanese obento lunchboxes
- Competing in the Gold Coast speech contest

COURSE UNITS

Semester 1

Travel: Students will learn useful phrases to use in the tourism industry. They will also explore various places to travel to in Japan.

Homestay: In this unit students will learn language to use in a homestay situation and explain aspects of Australian home life.

Semester 2

Shopping and Restaurants: Students will gain an understanding of useful language and mannerisms when shopping and eating out in Japan.

Sharing hopes and dreams: Students will examine the seasonal cultural differences and festivals between Australia and Japan and learn how to express their future dreams.

ASSESSMENT OUTLINE

Students will complete assessment tasks that develop their confidence and proficiency. They will foster relationships between Nerang State High School and visiting Japanese groups, use their language skills to develop a social media profile and make a DVD presentation explaining Australian culture that will be sent to a Japanese High School for collaboration. They will also be assessed on their ability to compose texts and comprehend Japanese language.

Languages Pathways

7-10 Japanese

(OP)

11-12 Japanese

CAREER PATHWAYS

Diplomat
Translator
Foreign Affairs
Trade Office
Tour Guide
Journalist
TV Presenter
Public Servant
Mathematics

COURSE OVERVIEW
The Year 9 Mathematics course focuses on the nature and application of mathematics in the world around us. Students are encouraged to use mathematics and a range of available technology to help them in making informed decisions in real-life situations and to be able to justify and communicate their results confidently. Investigative and explorative approaches provide opportunities for students to work collaboratively as well as individually and to foster positive attitudes to the learning and practice of mathematics. The Year 9 Mathematics Course is developed in accordance with the Australian Curriculum. All students will engage in areas of learning from the major strands of Mathematics: Number and Algebra; Measurement and Geometry; Statistics and Probability. Within these strands, the program aims to engage students in working mathematically to develop proficiency with mathematical skills. Student understanding and fluency with content as well as their problem solving and reasoning skills become increasingly sophisticated over the course.

PREREQUISITES
Year 8 Mathematics

COURSE UNITS
TERM 1: Direct Proportion; Analytical geometry and Pythagoras; Real numbers including index laws; Simple Interest
TERM 2: Algebra and the distributive law; Similarity – enlargement and scale factors; Measurement – volume and surface area
TERM 3: Right triangles – Pythagoras and trigonometry; Data representation and interpretation
TERM 4: Time scales and using scientific notation; Modelling relationships between variables

ASSESSMENT OUTLINE
A range of both formative and summative assessment will be provided. Formal assessment techniques will include written tests each term and at least one alternate assessment task per semester. It is essential that work covered in class be reviewed and practised each night.

EQUIPMENT
A scientific calculator is required for this subject. A Casio Model FX82AU is available from the Uniform Shop.

CAREER PATHWAYS
Mathematics and science education
Natural and physical sciences
Medical and health sciences
(incl biomedical, nanoscience, forensics)
Engineering – chemical, civil, electrical
Engineering – mechanical and mining.
Avionics
Information technology
Computer science – electronic and software
Pure mathematics
Statistician

CAREER PATHWAYS
Tourism and Hospitality
Nursing
Architecture
Administration
Management
Metal working
Carpentry
Auto mechanics

CAREER PATHWAYS
Retail
Business Administration
Carpentry
Building
Bricklaying
Plumbing
Music

COURSE OVERVIEW
Music offers students the opportunity to explore both past and present music and to develop their own style and identity as musicians. Students in this subject will perform on their own instruments, analyse a variety of musical styles throughout history to develop a strong foundation and build on this by composing in contemporary and avant-garde styles. As well as developing strong musical skills, music benefits students in other study areas by helping them to improve their concentration, understanding of numeracy and ability to communicate and work in teams.

PREREQUISITES
It is advisable that students have a Music background, an ability to play a musical instrument or a special interest in singing. It is beneficial to have access to a musical instrument at home; however, the school will provide instruments where possible. It is advisable students are achieving at a C standard in Core English.

COURSE OUTLINE
SEMESTER 1
The Elements of Music: Students learn how to listen to, record and play music. They use their instrument of choice (including guitar, vocals, drums etc.).
Foundations: Beginning to understand how to compose a song (students to elect the genre).

SEMESTER 2
Recording: Students perform as an ensemble and then learn how to record and edit their music.
Rock-n-Roll High School: Students will perform a rock song in a group. They will also give a tutorial on different styles of rock.

ASSESSMENT OUTLINE
Assessment in music falls into three categories – Performance, Composition and Analysis. Performance assesses students’ ability to manipulate musical elements and express musical genre on an instrument. Composition requires students to create their own music. Analysis involves listening to repertoire, analysing the use of musical elements and completing extended written or speaking tasks to demonstrate their understanding. Students complete an assessment in each of these categories for every unit of study.

Examples of assessment tasks in Year 9 include one or more of the following:
• Making task: individual performance on an instrument/vocal part; performance with an ensemble on an instrument/vocal part; accompanying another person’s performance; conducting.
• Making task: recording a song or instrumental piece; written notation of a song or instrumental piece; manipulation of loops to create a song or instrumental piece
• Responding task: written; exam; oral; multimedia presentation. Length requirements vary according to task.

EQUIPMENT
Students are welcome to bring their own instruments to school for performance task rehearsals; however, several instruments are available at the school for students’ use during rehearsal.
Music - Instrumental Music

COURSE OVERVIEW
This subject is an extension of the subject Music and focuses on the area of performance at a higher level. Students will perform in ensemble settings and engage in workshops with other schools within the region. They will also act as mentors for primary school pupils at our Regional Workshops. Students must specialise on a particular instrument in brass, woodwind or strings.

PREREQUISITES
It is advisable but not essential that students have undertaken a study in Instrumental Music in Years 7 & 8. Students need to be able to read sheet music at a basic level.

SPECIAL REQUIREMENTS
Students will be expected to take part in Stage Band, Concert Band or Strings Ensemble. They should be available to perform at Open Nights, Awards Evening and other events at the school. Instrumental lessons will occur during school hours and rotate weekly to avoid missing the same subject lesson. Ensemble rehearsals will be held either before or during lunch times.

ASSESSMENT OUTLINE
Assessment will occur during Instrumental Music lessons. Pupils will be assessed on their technical ability and class attendance.

EQUIPMENT
Students are welcome to bring their own instruments to school for performance task rehearsals and lessons; most instruments are also available for students to hire.
Science

COURSE OVERVIEW

The Year 9 Science course covers: Biological Science, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. Students explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependences, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives.

COURSE UNITS

A possible sequence of units is shown below. Please note that whilst the order in which units are covered may vary, the contents of these units will be retained and will be in accordance with the national curriculum.

Term 1 – PHYSICAL SCIENCES: Forms of energy can be transferred in a variety of ways through different mediums.

Term 2 – CHEMICAL SCIENCES: All matter is made of atoms which are composed of protons, neutrons and electrons; Chemical reactions involve rearranging atoms to form new substances.

Term 3 – BIOLOGICAL SCIENCES: Organisms rely on coordinated internal systems to respond to changes to their environment. Ecosystems consist of communities of interdependent organisms and components of the environment; matter and energy flow through these systems.

Term 4 – EARTH AND SPACE SCIENCES: The theory of plate tectonics explains global patterns of geological activity and continental movement.

ASSESSMENT OUTLINE

Assessment tasks include written tests (consisting of short answer and multiple choice questions), experiment reports and research-based extended response tasks.

Science Pathways

<table>
<thead>
<tr>
<th>7-8-9 Science</th>
<th>10 Science</th>
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</thead>
<tbody>
<tr>
<td>(OP)</td>
<td>(OP)</td>
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<tr>
<td>11-12 Biology</td>
<td>11-12 Chemistry</td>
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<tr>
<td>11-12 Physics</td>
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<tr>
<td>11-12 Marine and Aquatic Practices</td>
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</tbody>
</table>

CAREER PATHWAYS

Science

7-8-9 Science

10 Science

(Non-OP)

11-12 Biology

CAREER PATHWAYS

Agricultural Science
Animal Sciences
Botany Sciences
Conservation Biology
Ecology
Environmental Science
Genetics
Immunology
Medicine
Microbiology
Pharmacology

11-12 Chemistry

CAREER PATHWAYS

Biochemistry
Chemistry
Dentist
Doctor
Medical Research
Nursing
Pathology
Pharmacology
Surgeon
Teacher
Vet

11-12 Physics

CAREER PATHWAYS

Astrophysics
Aviation
Computer Science
Electrical Engineer
Engineering
Geophysics
Materials Science
Mechanical
Meteorology
Teacher

11-12 Marine and Aquatic Practices

CAREER PATHWAYS

Biochemistry
Chemistry
Dentist
Doctor
Medical Research
Nursing
Pathology
Pharmacology
Surgeon
Teacher
Vet

11-12 Marine and Aquatic Practices

CAREER PATHWAYS

Boat Industry
Deckhand
Ecotourism Guide
Environmental Manager
Marine Biology
Marine Management
Retail
Surf Coach
Teacher
Tourism
Special Education Program Pathways

**7-8**
Special Education Program

**9-10**
Foundation English, History, Mathematics, Science

**11-12**
Foundation English, Mathematics

**11-12**
SEP Certificate I Information, Digital Media and Technology

**11-12**
Foundation Work Readiness

**7-8**
SuccessMaker

**9-10**
SuccessMaker

**11-12**
SuccessMaker

**CAREER PATHWAYS**
Supported employment through Disability Employment Service (DES) providers.
- Provide on the job training in a range of industries
- Resume development
- Training in interview skills
- Ongoing support in a job if needed
- Access workplace modifications
SEP - Foundation English

COURSE OVERVIEW
The program aims to extend the high end SuccessMaker students to develop their writing capability in preparation for 11 English Communication. Students will study a variety of language conventions and genres aimed to develop functional literacy.

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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</thead>
<tbody>
<tr>
<td>• Punctuation</td>
<td>Genres</td>
</tr>
<tr>
<td>• Proofreading / Editing / Rewriting / Creating</td>
<td>• Emails</td>
</tr>
<tr>
<td>• Sentences – types</td>
<td>• Journal/Diary Writing</td>
</tr>
<tr>
<td>• Grammar</td>
<td>• Personal Letter</td>
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<tr>
<td>• Syntax</td>
<td>• Story Writing</td>
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<tr>
<td>• Vocabulary (personal word dictionary)</td>
<td>• Persuasive Writing</td>
</tr>
<tr>
<td>• paragraphs</td>
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</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Students demonstrate evidence of their learning over time through assessable elements such as knowledge and understanding, interpreting texts, constructing texts, appreciating texts and reflecting.

SEP - Foundation Geography

COURSE OVERVIEW
The Special Education Program follows the national curriculum that encompasses the same units of work as in mainstream but at a different juncture. This allows every student with a disability to access the same curriculum as others but at a level the student can cope with. In 2014 the Humanities Course in year 9 will encompass the compulsory elements of the History component of the National Curriculum, whilst also covering the subjects of Geography, Civics and Study of Society. This course of study also embeds basic literacy and numeracy skills, Indigenous and Asian perspectives, principles of environmental sustainability and ICT skills.

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>A Globalising World</td>
</tr>
<tr>
<td>An investigation into the emergence of an increasingly interconnected world and the changing nature of our population, employment, communication and technologies.</td>
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<tr>
<td>The Great Barrier Reef: Managing Natural Resources</td>
</tr>
<tr>
<td>An investigation into the Great Barrier Reef as an environmental, social and economic resource and managing human impact for long term sustainability.</td>
</tr>
<tr>
<td>Cyclones and Hurricanes: Responding to Natural Hazards</td>
</tr>
<tr>
<td>A study of cyclones and hurricanes as a coastal process and how humans respond to and mitigate their impacts.</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Objective/short answer tests, response to stimulus tests, research assignments, practical work such as surveys and media research, as well as oral presentations. Assessment will be ongoing in the case of assignments with testing occurring near the end of each unit of work.
SEP - Foundation History

COURSE OVERVIEW
The Special Education Program follows the national curriculum that encompasses the same units of work as in mainstream but at a different juncture. This allows every student with a disability to access the same curriculum as others but at a level the student can cope with. In 2014 the Humanities Course in year 9 will encompass the compulsory elements of the History component of the National Curriculum, whilst also covering the subjects of Geography, Civics and Study of Society. This course of study also embeds basic literacy and numeracy skills, Indigenous and Asian perspectives, principles of environmental sustainability and ICT skills.

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>History</td>
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<tr>
<td>Making a Better World</td>
</tr>
<tr>
<td>An investigation of how major developments changed society and shaped the way we live forever. This unit of study will examine either:</td>
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<tr>
<td>- the Industrial Revolution,</td>
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<tr>
<td>- the emergence of ideas and political movements</td>
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<td>- the movement of people as a consequence of industrialisation</td>
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<table>
<thead>
<tr>
<th>Australia and Asia</th>
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<tbody>
<tr>
<td>An investigation into the emergence of either;</td>
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<tr>
<td>- An Asian Society and its emerging nationalism</td>
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<tr>
<td>- The emergence of Australia from a colonial possession to a federated nation.</td>
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</table>

<table>
<thead>
<tr>
<th>World War I</th>
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<tbody>
<tr>
<td>Students investigate the significance and nature of World War I and the Australian experience of war.</td>
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</tbody>
</table>

ASSESSMENT OUTLINE
Objective/short answer tests, response to stimulus tests, research assignments, practical work such as surveys and media research, as well as oral presentations. Assessment will be ongoing in the case of assignments with testing occurring near the end of each unit of work.

SEP - Foundation Mathematics

COURSE OVERVIEW
The Special Education Program follows the ACARA curriculum that encompasses the same units of work as in mainstream but at a different juncture. This allows every student with a disability to access the same curriculum as others but at a level the student can cope with. Number facts, Time and Basic Facts will be practiced and reviewed continually while other units will be

COURSE UNITS

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>Number Sentence</td>
<td>Number and Place</td>
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<tr>
<td>Shape</td>
<td>Addition &amp; Subtraction</td>
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<tr>
<td>Equivalent Fractions</td>
<td>Equivalent number sentences</td>
<td></td>
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<tr>
<td>Basic Facts</td>
<td>Money</td>
<td></td>
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<tr>
<td>Number</td>
<td>Measurement</td>
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<tr>
<td>Decimals</td>
<td>Number Facts</td>
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<tr>
<td>Fractions</td>
<td>Multiplication</td>
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<tr>
<td>Chance</td>
<td>Shapes</td>
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<tr>
<td>Time</td>
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</table>

ASSESSMENT OUTLINE
Assessment will be ongoing with Pop Quizzes. Formative tests will occur at regular intervals. Summative testing will occur each term. Assessment items will include practical investigations, assignments, oral tests and written examinations at the end of each term.
SEP - Foundation Science

COURSE OVERVIEW
The Special Education Program follows the ACARA curriculum that encompasses the same units of work as in mainstream but at a different juncture. This allows every student with a disability to access the same curriculum as others but at a level the student can cope with. The Year 9 Science program follows the Australian Curriculum which has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

COURSE UNITS

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemical sciences</strong></td>
<td><strong>Earth &amp; space sciences</strong></td>
<td><strong>Biological sciences</strong></td>
<td><strong>Chemical sciences</strong></td>
</tr>
<tr>
<td>- All matter is made of atoms which are composed of protons, neutrons &amp; electrons; natural radioactivity arises from the decay of nuclei in atoms</td>
<td>- The theory of plate tectonics explains global patterns of geological activity &amp; continental movement</td>
<td>- Multi-cellular organisms rely on coordinated &amp; interdependent internal systems to respond to changes to their environment</td>
<td>- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed</td>
</tr>
<tr>
<td><strong>Physical sciences</strong></td>
<td><strong>Earth &amp; space sciences</strong></td>
<td><strong>Biological sciences</strong></td>
<td><strong>Chemical sciences</strong></td>
</tr>
<tr>
<td>- Forms of energy can be transferred in a variety of ways through different mediums</td>
<td>- The theory of plate tectonics explains global patterns of geological activity &amp; continental movement</td>
<td>- Ecosystems consist of communities of interdependent organisms &amp; abiotic components of the environment; matter &amp; energy flow through these systems</td>
<td>- Chemical reactions, including combustion &amp; the reactions of acids, are important in both non-living and living systems &amp; involve energy transfer</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Assessment in Science is based on a wide range of tasks, including assignments, exams, practical investigations and laboratory experiments.

SuccessMaker

COURSE OVERVIEW
The SuccessMaker Program is an intensive literacy program offered to students both in the mainstream and Special Education Program to improve their basic reading skills of comprehension and word recognition. The program, although standardised, is set at the individual level of the student. Students are tested prior to coming into the program to test their eligibility. This program is by offer only.

COURSE UNITS
SuccessMaker has four components:
- a computer program for comprehension
- wordlists for word recognition
- workbooks for spelling and
- literacy activities

ASSESSMENT OUTLINE
Assessment in SuccessMaker is ongoing with the computer program. At the end of each term, students will be tested to determine reading and comprehension age.
Visual Art

COURSE OVERVIEW
Students will be provided with teacher directed practical tasks and will be given opportunities to explore a variety of media and techniques. Students will create minor and major artworks in selected media accompanied by a visual journal that documents their understanding and knowledge in Design Elements and Principles. Students will concentrate on the study of both historical and contemporary art and will be given opportunities to display their works in the annual Art Showcase evening. Students will research and develop ideas for creative growth and skill development using a wide variety of artistic media such as: Drawing, Painting, Mixed Media, Sculpture, Ceramics and Collage.

PREREQUISITES
An appreciation of art and a willingness to learn new techniques.

COURSE UNITS
Semester 1
Each semester students will learn the Design Elements and Principles, along with different Composition, Media & Techniques that relate to the topic studied.
Term 1: Building Blocks to art making
Term 2: Still Life

Semester 2
Each semester students will learn the Design Elements and Principles, along with different Composition, Media & Techniques that relate to the topic studied.
Term 3: Portraiture
Term 4: Sculpture

ASSESSMENT OUTLINE
Students will produce a folio of work in each unit which will consist of both teacher directed tasks and student developed tasks. Students will also complete a written appraisal task (600 words) and an exam.