

45 Ben Lexcen Drive
Sunshine Beach Q 4567
PH: 07 5440 4222
Fax: 07 5440 4200
www.sunshinebeachhigh.eq.edu.au



Independent Public School

Year 09

Subject Selection

Booklet

17 August 2016

"Quality in All We Do"

45 Ben Lexcen Drive
Sunshine Beach Q 4567
PH: 07 5440 4222
Fax: 07 5440 4200
www.sunshinebeachhigh.eq.edu.au



Independent Public School

Welcome to Sunshine Beach State High School

Choosing the school that “best” meets your child’s needs is one of the most important choices a parent can make.

We, at Sunshine Beach State High School, thank you for the opportunity to highlight the features of our school and our Vision for education and learning opportunities.

We are absolutely committed to creating a “futures” focused curriculum that aims to prepare students for their future in our global economy. Our school Vision is to “*Empower lifelong learners through a challenging and supportive school community*”. We aim to enhance relevant and real learning experiences that focus on the individual child and their success whilst creating platforms of learning that are needed in the real world of work and life learning.

We aim to provide core foundation subjects for all students to complete. Added to this we have an array of elective subjects providing experience and breadth of learning.

Attached you will find a brief overview of our school subject selections.

We invite you to be a part of the Sunshine Beach State High experience. We encourage you and your child to meet with members of Administration, Heads of Department and/or staff to support this subject selection process.

We look forward to partnering your student on their learning journey and will encourage them to live our motto, “*Quality In All We Do*”.

Working with you and for you.

Leanne Jensen-Steele
PRINCIPAL



An Introduction to Junior Secondary Curriculum

The school Year levels 7 through to 9 are now known as Junior Secondary. Junior Secondary recognises this phase of students' lives as a distinct period of academic growth and change.

The Year 8 and 9 Junior Secondary Curriculum at Sunshine Beach State High School is designed to cater for our students' needs. We align our teaching styles, curriculum and assessment to meet these needs especially in managing the transition from primary school. The research and implementation of a common language around teaching and learning through the 'Art and Science of Teaching' (ASOT) has also allowed the school to focus on teachers becoming instructional leaders, aligning strategies and a common language to define effective teaching. This subject handbook provides insight into the course outline, learning's and assessment. Senior schooling includes Years 10, 11 and 12 with Year 10 being seen as a preparation year for students beginning Authority and Authority-registered subjects in Year 11.

Sunshine Beach State High School's Junior Secondary program implements the Australian Curriculum Assessment and Reporting Authority (ACARA) through various resources including C2C to deliver cohesive learning programs which help students achieve deep levels of understanding. We routinely engage students in intellectually challenging, real world learning experiences to help our students become life-long learners.

I commend the content of this handbook to readers who seek to be informed as to the nature of the curriculum at Sunshine Beach State High School.

Karey Goodall
Deputy Principal

SUNSHINE BEACH STATE HIGH SCHOOL
TABLE OF CONTENTS

AN INTRODUCTION TO JUNIOR SECONDARY CURRICULUM	3
CURRICULUM OVERVIEW.....	5
YEAR 8 & 9 JUNIOR SECONDARY	5
TEXTBOOK AND RESOURCES HIRE SCHEME.....	7
CHOOSING YOUR SUBJECTS	9
SUBJECT SELECTION	11
ENGLISH.....	11
ENGLISH (ENG)	11
MATHEMATICS	12
MATHEMATICS (MAT).....	12
BUSINESS STUDIES (BST).....	13
TECHNOLOGY	14
INDUSTRIAL TECHNOLOGY AND DESIGN (ITD).....	14
HOME ECONOMICS (FDS, TXT, PEC).....	15
LANGUAGES OTHER THAN ENGLISH.....	16
ITALIAN (ITL).....	16
SCIENCE.....	17
SCIENCE (SCI).....	17
HEALTH AND PHYSICAL EDUCATION.....	18
HEALTH AND PHYSICAL EDUCATION (HPE)	18
EXCELLENCE IN SURFING (EXJSU).....	19
STUDY OF SOCIETY AND ENVIRONMENT.....	20
STUDY OF SOCIETY AND ENVIRONMENT (HUM).....	21
THE ARTS.....	22
ART (ART).....	22
MUSIC (MUS).....	23
DRAMA (DRA).....	25
DANCE (DAN).....	26
FTV (MED)	27

CURRICULUM OVERVIEW

JUNIOR SECONDARY SUBJECT CHOICES

Years 7 & 8

Core Subjects	Code	Course Description
English	ENG 07/08	
Mathematics	MAT 07/08	
Science	SCI 07/08	
Study of Society & the Environment	HUM 07/08	
Health & Physical Education	HPE 07/08	
Languages Other Than English	ITL 07/08	Health and Physical Education including Dance studies Italian studies
Set Rotation Subjects	Code	Course Description
The Arts (two per year)	MUS 07/08 ART 07/08 DRA 07/08 DAN 07/08	Music, Art, Drama and Dance studies
Technology	DAT07/08 DTC07/08	Design and Technology and Digital Technology

Year 9

Core Subjects	Code	Course Description
English	ENG09	English
Mathematics	MAT09	Mathematics
Science	SCI09	Science
SOSE	HUM09	Study of Society and Environment
Health and Physical Education	HPE09	Health and Physical Education Core Studies
Elective Subjects	Code	Course Description
The Arts	ART09	Visual Art Studies
	DAN09	Dance Studies
	MED09	Film & Television Studies
	DRA09	Drama Studies
	MUS09	Music Studies
Health and Physical Education	EXJSU	Surfing Excellence studies
Languages Other Than English	ITL09	Italian Studies
Technology	FDS09	Food Studies
	TXT09	Fashion Studies
	PEC09	Early Childhood Practices
	BST09	Business Studies
	ITD209	Industrial Design Technology Studies

STUDENT RESOURCE SCHEME

Dear Parents/Caregivers

The information that you are about to read in this Curriculum Booklet will assist you in understanding the subjects your student will study throughout the year. Of course, any of this information can be elaborated upon by any member of the Administration or Head of Department.

Once enrolment is finalised, you will be required to make a financial commitment to ensure your student is equipped to commence school. This may occur in full or a payment plan of our Student Resource Scheme. Please contact our main office staff who can support you with this process.

After reading the information, below please refer to, complete and submit to the school, the Student Resource Scheme located in the enrolment package.

Working with you and for you,



Leanne Jensen-Steele
Principal

STUDENT RESOURCE SCHEME (SRS)

GENERAL INFORMATION AND PURPOSE OF THE SCHEME

The Sunshine Beach State High School Student Resource Scheme operates, under agreement, each year with the Parents' and Citizens' Association. The intention of the scheme is to reduce the financial outlay by parents on software, textbooks and materials, to provide a comprehensive range of resources for students and to ensure that all students have access to quality resources. The Student Resource Scheme operates at this school under the policy and guidelines of Education Queensland. Parents wishing to take advantage of the resources and services provided by the Scheme pay an annual flat fee with any additional subject specific fees (i.e. Marine Science).

A Student Resource Scheme Participation Agreement form is available outlining the conditions of the Agreement (attached). Please note this form needs to be signed stating either "I do wish to participate in the Scheme" or "I do not wish to participate in the Scheme". Parents/caregivers who join the scheme have entered into an agreement, and there is an obligation to pay these fees in exchange for the use of certain student resources.

COST OF THE SCHEME

The cost for a student in Years 7, 8, 9, 10, 11 and 12 is \$240 per year.

Depending on subjects chosen there may be additional Subject Specific charges.

WHAT THE SCHEME PROVIDES

The scheme provides students with:

- access to the school's computer network internet system and software package
- student ID card and diary
- all textbooks and class sets of books required for both long (one year) & short term use, plays and novels (eBooks, apps. Maths OnLine)
- minor equipment
- reference books, library books, DVDs and videos used as resources
- materials used in practical classes (this may involve elective subject surcharges)
- photocopied resources and notes
- computer software and operating costs
- Sporting and HPE equipment
- curriculum information books and booklets
- Teacher prepared notes and student worksheets for all subject areas
- Microsoft Agreement
- Adobe/Acrobat site licence
- specific subject software e.g. CAD, Photoshop
- ACER testing
- National English competition
- National Maths competition
- NAPLAN and QCS pre and prep testing

A detailed list of items provided within each specific subject is available through the Business Service Manager.

WHAT THE SCHEME DOES NOT PROVIDE

The scheme does not provide:

- stationery items, personal equipment and consumables such as workbooks;
- most individual cooking ingredients;
- excursion, camp and transport costs;
- costs of outside venues in some subjects;
- extra curriculum activities

A detailed list of items provided within each specific subject is available through the Business Service Manager.

WHAT IF A STUDENT IS NOT IN THE SCHEME?

When a parent elects not to join the scheme, the parent will be required to supply all of the books, materials and resources that can be purchased from booksellers etc. and also pay the school for the cost of those materials, resources, software site licences and services that the school uniquely provides. The student will receive basic requirements for the subject and will not be able to use any resources, materials or services that have been acquired from monies contributed to the Student Resource Scheme.

This means that the parent will be required to:

- locate and purchase all reference materials including software and books from class sets normally provided by the scheme
- pay to the school any additional subject specific fees
- pay a general resource charge to the school to cover the cost of the student ID card, diary, photocopying, computer software and operating costs, internet, calculators, and additional resources

The amount of the Government Textbook & Resources Allowance will be paid to parents of students not in the scheme. Parents may choose to have the cost of the additional subject surcharges and the reduced general resource charge deducted from the allowance prior to issue by the school.

Government Textbook & Resource Allowance

Years: 7-10 \$121

Years: 11-12 \$262

*Correct at the time of printing

INTERNATIONAL/MATURE AGE STUDENTS

Mature age and exchange students are required to pay the Student Resource Scheme charges plus an amount equivalent to the Government Textbook and Resource Allowance. International students do not pay any additional fees to those paid to Education Queensland International.

WHAT IF YOU ENROL DURING THE YEAR

Students enrolled after the end of February will be charged at a pro rata rate based on a 40 week school year. Students enrolling throughout the year from within Queensland are required to pay both the pro rata school charges and the pro rata Government Textbook and Resource Allowance. Interstate students pay only the school charges and the school will apply for a State Government Textbook and Resource Allowance on their behalf. These costs include GST.

HOW TO JOIN

All parents are required to complete and sign the Student Resource Scheme Agreement which indicates if parents wish to participate or choose not to participate in the scheme. Parents with continuing students will receive the Student Resource Scheme Agreement at the end of the year prior to the year to which the agreement applies. Parents enrolling Year 7 students will complete the agreement on enrolment. Parents enrolling students throughout the year will also complete the agreement at the time of enrolment.

NON PAYMENT OF FEES

The school operates the Student Resource Scheme to benefit all eligible students. It is not viable for the school to provide this service if fees are outstanding. It is for this reason that students may be refused entry into the scheme if fees are outstanding from the previous year/s. Students with outstanding fees may be denied the opportunity to participate in non-compulsory school activities.

It is understood that some families can experience financial difficulties. Parents/caregivers in these circumstances are encouraged to contact the Business Service Manager or Finance staff on 5440 4222 or to discuss individual payment options. All discussions will remain confidential.

If there is any part of this scheme you do not understand or would like more information on, please do not hesitate to call.

WHAT HAPPENS IF MY STUDENT LEAVES DURING THE SCHOOL YEAR

All books must be returned. Refunds then will be calculated on a pro rata basis as at the date of departure over a school year period of 40 weeks. Parents are requested to get their student to obtain a Student Clearance Form, which is available from the Office. Once the pro-rata has been calculated a refund cheque will be posted to the mailing address indicated on the Clearance Form.

Refund calculations will be based on the pro-rata of the Student Resource Scheme payment, subject consumable fees and government textbook allowance. Any textbooks not returned or returned damaged, will have their replacement cost deducted from the refund amount.

Please direct further enquiries to contact the Business Service Manager or Finance staff on 5440 4222.

CHOOSING YOUR SUBJECTS

There are three major educational decisions you have to make while at school. The first concerns your career choices which are an integral part of the Career and Educational Planning Program from Years 7-12. The second will be the subjects you choose in Years 9 & 10 to support these career choices. The third will be the subjects you choose for Years 11 & 12 if your career choices indicate that you must study beyond Year 10.

Each of these decisions is very important since it affects the type of job or tertiary study you can choose when you leave school. Your course selections also directly affect your happiness and success while at school.

These are a number of guidelines to go by when choosing your subjects. Choose subjects:

- which will support your career options;
- which give you skill, knowledge, and attitudes useful to you in life;
- in which you can do well; and
- you enjoy.

This may sound easy but it should involve a lot of thought, discussion, and research. You need to find out about the different types of subjects and, in many cases, think further about career choices. Never assume you know all about a subject at a higher year level because you have done that subject before.

WRONG REASONS FOR CHOOSING SUBJECTS

Many students choose subjects for the wrong reasons and as a result are not happy at school or can't follow their career choice later. Do not take (or avoid) a subject because:

- one other person says it is a good or bad subject;
- your friends are, or are not taking it;
- you think it is easy or difficult;
- your like or dislike the teacher; and
- "all the boys or girls take the subject".

THINK ABOUT CAREERS

Our Career and Education Planning Program will ensure that you have some idea of career choices before choosing subjects. It is better that you consider a few careers, not just one. Try to choose a course that will keep career options open.

BE REALISTIC

Remember, however, there is no point in taking subjects for particular careers if those career choices are completely unrealistic. Similarly, avoid subjects you find too hard. You may need to see your Student Manager about these matters.

HELPFUL BOOKS

The following resources give information on subjects needed for careers:

- the booklet "Queensland Tertiary Courses: for Careers Requiring Tertiary Study";
- the "Job Guide for Queensland" information sheets and other career information (in your school library) for information on subjects needed for particular jobs; and
- Year 9 and 10 Subject Selection Handbooks (available on the web).

BE UP TO DATE

Information on subjects required may change rapidly so you need to look up recent materials. If you have a particular job in mind with a particular employer, then it is a good idea to ask the employers what he/she recommended. If you are still unsure, see your Head of Year.

DON'T BE AFRAID TO ASK

Remember that your choice of career is only one of the aspects to consider when choosing subjects. Don't avoid subjects just because they are not related to your chosen career. Good performance in any subject will improve your results and help you gain employment.

If you need more help then seek it – otherwise you may regret it later. Talk to your parents, your Head of Year, Guidance Officer, Heads of Department, Principal or Deputy Principals. Make use of the school subject program. Look at the resources suggested in this article. You'll be doing yourself a favour.

SUBJECT SELECTION

ENGLISH

ENGLISH (ENG)



Course Overview

In Year 9, the Australian curriculum for English helps students appreciate the social, imaginative and aesthetic uses of language. In English, students enjoy language and develop their ability to reflect on and critique its use. Studying English empowers students to be purposeful, critical and creative language users.

What students learn

Students read and view a range of information and literary texts to explore representations of Australian culture. They experiment with language to construct a short story. Students compare representations of issues in texts, including poetry. They examine how characters are constructed in novels and present their own perspectives to their peers.

Semester 1

- Exploring cultural representations in Australian texts
- Evaluating and creating short stories

Semester 2

- Exploring ethical issues in literary texts
- Examining characters in a novel study

How students are assessed

During the year, students assemble a folio of assessment pieces which as a whole determines their level of achievement in the subject. Students create a range of imaginative, informative and persuasive texts. These texts include spoken, written and multi-modal texts prepared under assignment conditions or in examinations.

Throughout the course, students will be assessed on their knowledge and understanding of English and their ability to interpret, construct and appreciate texts. Students reflect on their language and learning through the drafting process.

MATHEMATICS

MATHEMATICS (MAT)

Course Overview

In Year 7-10 the Mathematics course aims to develop students' potential so that they are able to be competent in numeracy and the basic skills of mathematics. Students gather, organise and process information for problem solving, communicate effectively using mathematical language and work independently or co-operatively.

The Junior Mathematics program follows the National Curriculum (ACARA) and consists of work from three main strands of study. These are: Number & Algebra, Measurement & Geometry and Statistics & Probability. In Years 8 and 9, students are exposed to work from each of the three strands as part of the Middle School program. There is a graduation in difficulty, so that the more able students encounter challenging work on the same topic.

In Year 8 & Year 9, students will be divided into ability groups, with the more able students studying Extension and the remainder, Core. This is in preparation for Year 10 Mathematics, when students have to choose between Preparatory Mathematics A and Preparatory Mathematics B.

At different times and for different purposes, students will be able to work by themselves, in addition to developing the skills to be able to work co-operatively.

What they learn

Each of the topics of Number, Algebra, Geometry, Measurement and Statistics & Probability is visited at least once per semester thus providing a spiral nature to the course. With the Extension classes, there is an emphasis on Algebra in Semester 2.

Topic	
Number	Count, order with whole numbers, fractions, decimals up to rates, ratio, portion and manipulation of positive/negative numbers.
Algebra	Introduces the concept of a variable, functions, distributive law (expanding and factorising), factorising of a quadratic expression, index laws
Geometry	Make drawings of both 2-D and 3-D shapes, analysing translations, reflections, rotations and enlargements including properties of similarity and congruence.
Measurement	Counting/measuring angles, perimeter, area and capacity, using appropriate formulae for length, area, volume and surface area of various figures. Students also study Pythagoras' Theorem and are introduced to trigonometry.
Statistics & Probability	Distinguishes between possible/impossible events, displaying/summarising data to show the relationship between the data – mean, median, mode and range, Venn diagrams, stem & leaf plots, histograms

How students are assessed

Each semester, students will have a mid-semester test, an assignment and an end of semester test.

Course Overview

Business plays a critical role in the world today. This course of study is designed to equip students with the ability to communicate effectively and interact confidently within various business environments.

Why Business is for Everyone

- Develop numeracy, communication and logic skills to enable them to participate as an informed and responsible citizen, consumer, worker and entrepreneur.
- Use information to better manage their own personal financial affairs and make safe choices when investing money.
- Use business technologies to record, report, design, and create business information and products.
- Identify and meet the needs and wants of individuals, members or groups and organizations and to respond to business opportunities and challenges.
- interact effectively with individuals, members of groups or organizations in business contents;
- work individually and as part of a team to develop business plans and products;
- participate in and evaluate the outcomes of business enterprises and ventures;
- explore past, present and future business and economic activity to propose possible solutions to issues and respond to challenges.

Where can Business Studies take me in Senior

Students who successfully complete courses in Junior may continue to further their business career choice by selecting from one or more of the following subjects in Senior: Accounting, Business Communication and Technologies or Legal Studies

What they learn

Year 9 Semester 1	Year 9 Semester 2
Topic	Topic
I am going to be an Entrepreneur	Investigating Business Opportunities
Business Venture 1	Business Venture 2
Business Enterprises	Targeting Specific Markets
Trade Practices	Pay Day

How students are assessed

A judgement of achievement will be made at the end of each semester of study. Some assessment will be Competency Based. The type of assessment strategies used throughout the units will include: in-class assignments, research assignments, practical projects – business ventures, short response tests, group presentations and folio presentation.



Course Overview

All Industrial Technology and Design subjects have an industrial focus e.g. product design; product manufacture; industrial graphics (drawing); systems design; control; energy; safety; and social/environmental impacts of technology developments. Students are involved in technology challenges that develop their design, problem solving, decision making, task management, creative and practical skills.

What they learn

Subject Code	Industrial Technology and Design and Graphics
Year 9	
ITD09A Domestic Products	<p>Technology Practice: Development skills and workshop processes through the participation and completion of domestic themed products.</p> <p>Task Examples: storage units, serving tray, magazine holder.</p>
ITD09 Transportation Systems	<p>Technology Practice: Introduction to the formal design process through the investigation and construction of transport based systems/products.</p> <p>Task Examples: water rockets, aerodynamics/flying toys, model boats, fishing lures/poppers, solar car.</p>
GPH2 Graphics (offered both semesters)	<p>Graphical Communication – Communicating via drawing; exploration of graphical communication techniques; sketching, formal drawing practices and genres and the introduction of computer aided drafting: Autodesk-Inventor & Revit</p>

How students are assessed

Assessment will be continuous over the semester, incorporating all areas of study in the unit. Assessment will be based on any combination of the following:

- continuous practical activities
- project productions
- practical activities
- workshop safety
- product evaluation



Course Overview

Learning in Home Economics can assist students to develop the knowledge and skills to make informed strategies, implement and evaluate outcomes, promote nutrition and dietary practices: use textile creatively, and understand communities and individuals. Students will use the design process to create, justify and evaluate their products.

Students can only do one semester of each subject.

What they learn

Year 9 - All units are offered in both semesters depending on class sizes.		
FDS09A	TXT09A	PEC09A
<p>Food & Nutrition</p> <p>Students:</p> <ul style="list-style-type: none"> • design and produce food items; • learn basic principles of Food and Beverage production and service; • develop an understanding of safe and hygienic food preparation; • investigate cuisine from around the world. 	<p>Textiles & Design</p> <p>Students:</p> <ul style="list-style-type: none"> • design and produce functional textile products; • develop an understanding of textiles and skills to manipulate textiles, sewing construction techniques and design process.. 	<p>Early Childhood</p> <p>Students:</p> <ul style="list-style-type: none"> • design and make a felt board story and toy to present to young children; • study topics including childhood development, reading to children, craft, toy design, play and others; • collate a folio of resources with craft examples produced in class.

How students are assessed

Assessment will be continuous over the semester, incorporating all areas of study in the unit. Assessment will be based on any combination of the following. Students will be encouraged to use ICTs to research and present their assessment tasks.

- continuous practical activities
- folio of work
- major productions
- research tasks
- project productions
- PowerPoint presentations
- practical activities

LANGUAGES OTHER THAN ENGLISH

ITALIAN (ITL)

Course Overview

Italian is a priority language for Australia because it is learnt by the largest number of students in the primary years and the second largest number of student enrolments overall. Italian will be the first European language implemented at national level.



The Italian Year 9 program at Sunshine Beach extends the individual's ability to communicate with a wider world.

The program is built on Year 7 & 8 foundation and further develops the transfer of knowledge from one language (Italian) to another (English) using more challenging topics.

In this process the communication skills are enhanced and consolidated. This *knowledge of transfer* skills is the most sought after by employers of any kind.

Languages give opportunities...take one!

ITALIAN EXCHANGE PROGRAM

The most successful Italian Exchange in Australia (established in 1994). Students from Year 9 are encouraged to be involved with international students and Italian in particular and to be part of the exchange to Italy every second year.

What students learn

In Year 9, the course focuses on a variety of themes:

- The Commedia dell' Arte
- The internationalization (in alternative to globalisation)
- The Renaissance

The selection of these areas of study encourages the students to express informed opinions on "big" issues and to expand their horizon with a critical approach. It makes them aware of the idea of "change" as a positive concept and something to embrace.

The Commedia dell' Arte offers a perfect example of "change" through fun, character development, music, body movement and initial exploration of the Renaissance period (further developed later in the year and in Year 10).

The globalization is the ultimate result of this change: "Our world is changing. Globalization is not working. It is hurting those it was meant to help and now..." says Stiglitz (Nobel Prize)

Simple, down to earth but highly intellectual quality material is offered to encourage students to think, through the language, about the interaction between them and others in all aspects of life.

The course has provision for students with beginner knowledge of the language and pays particular attention to commercial, artistic and cultural aspects of Italy.

The language offers an insight on the following:

- Heart of Art, Business and Elegance
- Language of Technology and Tourism in the Global Village
- Let's Visit - Taking You to See This Beautiful Country
- Masters that have Shaped the World
- Language of Music

How students are assessed

Some aspects of reading, writing, speaking and listening will be *task based* and assessed in a multi-modal format in a "no-stress" environment.

Other languages are offered on demand and at a cost, through Virtual Schooling/Distance Education.

Course Overview

Science is all about understanding how things work. This subject is compulsory and runs for a full year. It gives students the opportunity to enhance their skills and knowledge in each of the four main disciplines of Biological, Chemical, Physical Science and Earth & Space Sciences which are outlined in the ACARA National Curriculum. This unit is hands on and fun with many practical activities. Students will also discover the many exciting careers that science can lead to such as Health, Engineering, Robotics and Electronics to name just a few.

What they learn

Students will investigate each of the following topics as part of their studies in this course:

- Energy on the Move
- Making Waves
- Its Elementary
- The Changing Earth
- My Life in the Balance
- Responding to Change
- Chemical Patterns
- Heat and Eat

Additionally, Science topics incorporating a study of our local Noosa environment are investigated as an extension to the course.

Furthermore, Science embeds literacy strategies such as paragraph writing, reading and summarising into the curriculum to assist with responding to assessment tasks and deepening understanding.

How students are assessed

Assessment in Science is used as a learning tool opportunity for students. Throughout the course students are given the opportunity to produce research assignments, written tests, individual experimental investigations and make models and charts.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION (HPE)

Course Overview

SEMESTER	<i>COURSE OVERVIEW</i>	
1	<p><i>Sport (Choices)</i></p> <ul style="list-style-type: none"> • OzTag, Handball • Netball, Zumba • Softball, Sofcross • Water Polo, Lifesaving 	<p>My Family Tree Lifestyle changes and the impact on self and peers' current and future health and how to create change</p> <p>Assessment Written Report Compare and Contrast (measurement)</p>
2	<p><i>Sport (Choices)</i></p> <ul style="list-style-type: none"> • Fitness • Volleyball, Touch • Basketball, Soccer 	<p>Drugs and all that stuff Drugs, alcohol and the impact on relationships and decision making</p> <p>Assessment Media Analysis and letter writing</p>

What students learn

All students in Year 9 study core physical education for two lessons a week for the full year which is undertaken with a "play practice" approach, focusing on both tactical and technical development. Health lessons are also inclusive in core, designed to teach and motivate students towards choosing healthy lifestyle practices. Students focus on alcohol and drugs, plus diet and nutrition and are equipped to discern the link between quality of nutrition and genetic background and future health issues.

These lessons are designed to equip students with making informed decisions and contributing positively to both Sunshine Beach State High and the wider communities.



How students are assessed

Evidence will be collected from ongoing observation of physical performance or from theoretical assessment tasks specifically designed to allow students to demonstrate learning outcomes.



Subject Charge:

The cost for surfing in 2017 is \$300 for the year payable before commencement in class.

Course Overview

The objective of Sunshine Beach State High School's Excellence in Surfing program is the development of five distinct training areas to further develop surfers to their ultimate potential.

1. Physical Preparation

General physical preparation, specific physical preparation and perfection of specific sport abilities.

2. Tactical Preparation

Surfers learn to prepare and organise offensive and defensive actions in order to fulfil an athletic objective.

3. Wave Usage Preparation

Coaching surfers to make correct decisions to assist in superior surfing performances.

4. Technical Preparation

Surfers are coached to perform in a technically correct manner. Technique is taught to students by using a biomechanical sound/physiologically efficient model.

5. Psychological Preparation

Goal setting, concentration, visualization and self-belief/self-talk. The aim of this type of preparation is to raise confidence levels, self-esteem, motivation and persistence in the face of adversity.

Analysis of practical coaching sessions involve

Group and class discussions	Viewing video footage	Analysing individual techniques
Research into overcoming faults in technique	Simulation training	Understanding current judging criteria

Theory lessons will revolve around the following:

- Safe Surfing Workbooks 1 & 2 • Case studies
- Surfers Environment Weather and predictions • Simulation
- Surfing Fitness and Dietary requirements

What they learn

The program within the HPE Department has been developed recognising that secondary schools in Queensland are playing an increasing role in the development of elite sporting programs. There is also a need to cater for students who wish to pursue long-term careers in sport and recreation. The school aims to provide students with the ability to enhance their opportunities in surfing.

The course offers students specialised coaching and instruction in the sport at which they wish to excel as competitors, coaches or officials. The theoretical components of the course are embedded in practical sessions because it is essential that along with skill development, young surfers must be progressively introduced into the theory of the sport. When a young athlete understands why a skill should be performed a certain way, they are more motivated to perfect that skill.

How they are assessed

Students will be required to complete a variety of assessment items based on their learning experiences including completing class work books, assignments, orals e.g. weather report and physical performance.

Application Process

Students selected will need to meet a set of minimum standards. They will apply for entry through a written application to be submitted in the first week of October and complete a skills evaluation. This process will identify students to be offered a place in the course. Mark the space on the subject selection cards. If unsuccessful you will need to still an additional subject.

Code of Conduct

Students are required to abide by a strict behaviour, industry and attendance code as per the school standards of behaviour management policy. Breaches of this code will result in removal from the programme.





The Humanities and Social Sciences department at Sunshine Beach State High School follows the Australian Curriculum requirements for History and Geography. In the delivery of units, teachers utilise the Curriculum into the Classroom materials, developed by QCAA as well as a range of other quality and engaging resources including the Jacaranda Retroactive textbooks. Both History and Geography are engaging relevant subjects which equip students with crucial skills and knowledge that enables them to function as globally informed citizens.

The Humanities are also positioned perfectly to facilitate the study of the three cross-curriculum priorities within the Australian Curriculum. These are: Aboriginal and Torres Strait Islander histories, Asia and Australia's engagement with Asia, and Sustainability.

What is History all about?

- History teaches important processes of inquiry that develop students' curiosity and imagination.
- It allows students to understand and appreciate themselves and others.
- It helps students appreciate how the world and its people have changed, as well as the significant continuities that still exist.
- Students interpret evidence from the past by critically examining its reliability and usefulness.
- Students substantiate their interpretations through a range of written and verbal communication methods.
- Students will work with language in a variety of everyday, literary and multi-modal contexts.

What is Geography all about?

- Geography explores and analyses the characteristics of the places that make up our world and our relationships to them.
- Students study topics from local to global scales and time periods from a few years to thousands of years.
- Students question why the world is the way it is and propose actions to design a sustainable future.
- Curiosity and wonder about the diversity of the world's places, peoples, cultures and environments is developed.
- Students conduct fieldwork, map and interpret data and use spatial technologies.
- Communicating effectively, thinking critically and creatively and working effectively with others are crucial skills

What topics are students likely to learn about?

	Term 1	Term 2	Term 3	Term 4
Year 9	1. The Industrial Revolution 2. Making a Nation	2. Making a Nation 3. World War One	4. World War One 5. Geographies of Interconnections	5. Investigation

How will students demonstrate their skills and understanding?

- Students will be engaged in a range of written and spoken tasks.
- Opportunities for individual and group use of information technology and performance work will provide a balance of challenging and worthwhile assessment.



Course Overview

In Year 9, Art can be taken as either a full year subject or one semester. Both options involve the study of theory and practice.

Semester One		Semester Two	
Year 9 Unit 1 Length: 14 weeks Unit Name: “Surrealism”	Year 9 Unit 2 Length: 6 weeks Unit Name: “Mixed Media Design”	Year 9 Unit 3 Length: 10 weeks Unit Name: 2D “Expressive Portraits”	Year 9 Unit 4 Length: weeks Unit Name: 3D “Expressive Portraits”
In this unit, students develop their drawing and clay construction techniques and skills while learning about the style of Surrealism. Students complete an A3 sized tonal and textural Surrealistic drawing, a 25cm (min.) clay Surrealistic sculpture and write a 400 word essay about a Surrealistic painting.	In this unit, students experiment with mixed-media and design techniques to create a two-dimensional artwork. Students experiment with a range of art media, techniques and processes that could include drawing, painting, printmaking, collage and digital media. Students are encouraged to find individual solutions to the set design problem.	In this unit, students develop their drawing and painting techniques and skills while learning about expressive portraiture. Students also learn about the style of Expressionism. Students complete one A3 size drawing and one A3 sized painting of an expressive portrait. Students also write a 400 word essay about an Expressionistic painting.	In this unit, students develop their sculpture techniques and skills while learning about expressive portraiture. Students design and make a large (30cm min.) clay sculptural bust of a person. Students are encouraged to find individual creative solutions to the set design problem.

What students learn

This course aims to assist students to:

- express ideas through observation, experience and research;
- develop ideas for making artworks by exploring the art of other cultures and artists;
- structure artworks by organising the elements of the visual arts and applying appropriate skills, techniques and processes;
- develop understanding of aesthetics and art criticism through analysis and appropriate use of language;
- show an understanding of the ways visual arts differ across social and cultural groups.

How students are assessed

Responding

- Evaluate how representations communicate artistic intentions in artworks made and viewed and artworks and displays from different cultures, times and places.
- Analysis of connections between visual conventions, practices and viewpoints that represent own and others’ ideas.
- Identification of influences of other artists on own artworks.

Making

- Development and refinement of techniques and processes to represent ideas and subject matter in artworks through the manipulation of materials, techniques, processes, visual conventions.

THE ARTS

MUSIC (MUS)

What do you do in Year 9 Music?

Studying Year 9 Music gives students the opportunity to:

- play / perform music in a variety of ensembles;
- discover how to compose and create music using a variety of music software;
- learn about different styles and genres in music from rock (Terms 1 & 2) to musicals (Term 4);
- learn how to read and understand music.



What do you learn about?

Music can be studied for one or both semesters in Year 9. The units for each semester include:

Semester One	Semester Two	
Year 9 Unit 1 Length: 20 weeks Unit Name: “Rock On”	Year 9 Unit 2 Length: 10 weeks Unit Name: “Descriptive Music”	Year 9 Unit 3 Length: 10 weeks Unit Name: “Musicals”
<p>In this unit, students will learn to compose and perform in a range of rock / popular music styles. They will listen to and explore how the elements of music are used to create a variety of musical styles. Students will also learn how to write melodies and compose music using music software. Performances in this unit are usually in a group.</p>	<p>This unit focuses on how music can be used to describe people, places or emotions in film.</p> <p>Students will learn to perform and compose music to suit a descriptive context. They will investigate how the elements of music can be used to create descriptive music. Performances in this unit are usually in a group.</p>	<p>This unit focuses on musical theatre. Students will view and analyse a number of works which may include “The Pirates of Penzance”, “Oliver”, “Joseph and the Amazing Technicolor Dreamcoat”.</p> <p>Students will learn to perform a piece from a musical and will learn simple song-writing skills.</p>

In addition to the above, students will complete the Grade 1 and 2 AMEB (Australian Music Examinations Board) Theory syllabus as part of their classwork. Semester 1 will focus on Grade 1. Semester 2 will focus on Grade 2, however students who select music in second semester only will be able to catch up the Grade 1 work as well. It is expected that students will have successfully completed Grade 1 and 2 Theory before progressing to Year 10 Music. Students who have progressed from the Year 8 Music Excellence class will have an opportunity to reinforce their theory knowledge and skills from Grade 1 and 2.

How are you assessed?

Students will be assessed in the following three areas in each semester of music:

RESPONDING

- Identifying, analysing and responding to musical patterns, structures and expressive elements in music from various cultural and historical contexts.

MAKING (COMPOSING)

- Applying their knowledge of musical patterns, structures and elements to create music and express themselves through composing and arranging. Students will learn to compose music using a variety of music computer software.

MAKING (PERFORMING)

- Performing individually and with others.

THE ARTS

DRAMA (DRA)

Course Overview

This course focuses on developing students' interest and ability in this subject area. Students will work to develop roles, characters and relationships and strengthen their performance skills including voice, movement and gesture to create dramatic meaning. Students will explore both realistic and non-realistic styles such as ancient-Greek theatre, improvisation theatre, melodrama, and realism. In order to develop students' appreciation of the art form, attending a live theatre performance will be included in the course. Performing in front of an audience is an integral part of the course.

The course is recommended for all students with a genuine interest in drama, as well as those that want to build self-confidence and enhance confidence and communication skills.

Semester One Term One	Semester One Term Two	Semester Two Term Three	Semester Two Term Four
Year 9 Unit 1 Length: 10 Weeks Unit Name: <i>'Make it Real'</i>	Year 9 Unit 2 Length: 10 Weeks Unit Name: <i>'Where it all began'</i>	Year 9 Unit 3 Length: 10 Weeks Unit Name: <i>'It terrifies me'</i>	Year 9 Unit 4 Length: 10 Weeks Unit Name: <i>'Give it your all'</i>
Focus – Realism Theatre & The Elements of Drama <ul style="list-style-type: none"> ✓ Scripted scenes ✓ Analysis of live theatre ✓ Detailed introduction into the elements of drama 	Focus – Ancient Greek Theatre & the Skills of Performance <ul style="list-style-type: none"> ✓ Skills of Performance including Voice & Movement ✓ Group Performance 	Focus – Improvisation Theatre <ul style="list-style-type: none"> ✓ Creation of a range of improvisational scenes ✓ Building upon skills of performance & elements of drama 	Focus – Melodrama Theatre <ul style="list-style-type: none"> ✓ Analysis of live theatre ✓ Using the conventions of melodrama ✓ Group performance of melodrama

What students learn

“Wherever there are people, there is drama.”

The Junior Drama course is aimed at providing students access to and participation in this powerful and dynamic art form. Students experience a range of dramatic forms and styles and develop acting skills and knowledge of the dramatic languages. In addition to this, drama helps build students' creative, problem solving and interpersonal skills and provides them with a range of skills transferable to a variety of vocational and future pathways.

How students are assessed

Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints. Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting in order to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

THE ARTS

DANCE (DAN)

Course Overview

The Junior Dance course is offered as a supportive platform for the Senior Course in building skills and an awareness of dance and dance history. However, it is a course which stands on its own and holds as much value when studied this way. Opportunities also exist for students to attend excursions and participate in workshops facilitated by professional artists.



Semester One		Semester Two	
Year 9 Unit 1 Length: 10 weeks Unit Name: Dance for a Purpose	Year 9 Unit 2 Length: 10 weeks Unit Name: Popular Dance	Year 9 Unit 3 Length: 10 weeks Unit Name: Dance in Musical Theatre	Year 9 Unit 4 Length: 10 weeks Unit Name: Contemporary Dance
<p>This unit is an introduction to Dance for a purpose.</p> <p>Students will become familiar with the three organisers: Choreography, Performance and Appreciation where they will be assessed across the course of study.</p> <p>Students will learn the Elements of Dance and will choose a style of dance for a purpose i.e. Cheerleading in which they will learn a sequence.</p>	<p>This unit is an introduction to Popular Dance.</p> <p>Students will be able to identify with the elements of dance of this genre and style. They will familiarise themselves with the history and background of Popular Dance.</p>	<p>This unit is an introduction to Dance in Musical Theatre.</p> <p>Students will be able to identify with the elements of dance of this genre and style. They will familiarise themselves with the history and background of Dance in Musical Theatre.</p> <p>Students will learn and create a sequence using the dance components pertaining to that style. e.g. Hairspray, Grease.</p>	<p>This unit is an introduction to Contemporary Dance.</p> <p>Students will be able to identify with the elements of dance of this genre and style of dance. They will familiarise themselves with the history and background of Contemporary Dance.</p> <p>Students will learn and create a sequence using the dance components pertaining to that style.</p> <p>Students will be assessed on their class performance/group choreography and a self-reflection on the unit set.</p> <p>Students will also respond to a viewed dance sequence in the form of a written analysis in order to prepare them for Year 10 Dance.</p>

What students learn

A study of dance gives the student an opportunity for success through fun, creativity and learning from each other. It fosters in students the self-confidence gained from contributing their own ideas and accepting others in group situations. Motor skills and coordination are developed as well as a healthy approach to fitness and a positive body image.

How students are assessed

Assessment in Junior Dance will concentrate on both practical dimensions of performance and choreography, and written tasks focusing on the analysis of students' own works and the works of others.

The assessment is divided equally among the assessable elements.

Knowledge & Understanding

- Knowledge and understanding of performance requirements and procedures. Students perform teacher choreographed dance sequence.

Creating

- Choreography (creating and structuring dance works using choreographic tools and processes).

Presenting

- Performance (performing in front of different audiences).

Reflecting

- Students critically reflect on the skills and processes used throughout each unit. This can be either through formal or informal discussion.

Responding

- Appreciation (research, written work and analysis of own and others' dance works via oral presentations, debates, assignments and discussions).

MEDIA (MED)

Media Arts

Course Overview

Media Arts is offered as a two semester unit in Year 9.

Year 9 Media Arts Lights, Camera.....	
Semester 1	Semester 2
Topics to be covered include: <ul style="list-style-type: none"> - History of film - Media – Students will create a media folio that focuses on visual literacy. This will be edited together in Premiere Pro. - Film Analysis – This will focus on the key concepts of film, television and new media. - Animation – techniques to create movement. Students will create Thaumatrope, Phenakistoscope, Flip book, electronic flip books (Powerpoint or pivot animator). 	Topics to be covered include: <ul style="list-style-type: none"> - Advertising/Movie Marketing – Students develop their knowledge of advertising techniques. They will practice their photoshop and editing skills by creating a poster and trailer for a well-known film. - Short Film Production – Students will use their knowledge, understanding and skills developed throughout the semester to design and produce a short film using the 3-act story structure.

What students learn

The aim of this course is to improve a variety of skills including visual literacy, critical thinking and interpersonal communication.

The course aims to give students a basic understanding of the history of filmmaking, a working knowledge of the language of media arts and media arts analysis, and practical experience creating animation, film trailers, posters and short films.

How students are assessed

This course will assess the students on their knowledge, understanding and skills.

Students engage in the following:

Making

- includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore media arts practises and make media works that communicate ideas and intentions.

Responding

- includes exploring, responding to, analysing and interpreting media works.