Subjects Choices for Year 9 2020

Junior Secondary Curriculum Guide
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YEAR 9 STUDIES

As you enter Year 9 in 2020…

The third year of the Junior Secondary Phase of Learning at Mackay North State High School introduces students to a reduced number of subject offerings from Year 8: five (5) Australian Curriculum subjects plus two (2) Elective Subjects.

Generally, this third year will:

Enable students to further explore and develop abilities in a wide range of studies.
Provide some specialised studies so that each student’s course of study will begin to head in a particular direction, toward either a general area of employment or further study, by the completion of Year 10 or some combination of these two.
Further develop the student’s skills of individual study, reliability and self-evaluation to prepare for the student’s future study/work.
Afford opportunities for furthering the student’s ability in developing teamwork by working with others in a variety of settings.
Allow for students to work in line with the Australian Curriculum requirements.

Year 9 Subjects Offered:

All students will commence Year 9 with five (5) Core Australian Curriculum subjects.

Core Subjects (Studied for the entire year)

English – 3 lessons per week
Mathematics – 3 lessons per week
Science – 3 lessons per week
Humanities (History & Geography) – 3 lessons per week
Health & Physical Education – 2 lessons per week

The remaining two (2) subjects (each 2 lessons per week) are to be chosen from the available electives options below:
YEAR 9 SUBJECT CHOICES 2020

ELECTIVE SUBJECTS
Students are to choose only two (2) subjects from this section

The Arts
Art (ART)
Applied Art (APA)
Dance (DAN)
Drama (DRA)
Music (MUS)

Technologies
Business Studies (BST)
Digital Technologies (DIG)
Home Economics (HEC)
Food Major (FDM)
Textiles & Design (TEX)
Industrial Technology (Manufacturing) (ITM)
Industrial Technology (Engineering) (ITE)

Other
Japanese (JAP)
Science, Technology, Engineering and Mathematics (STEM)
Agriculture & Sustainable Living (ASL)

Special note (1): While every effort is made to ensure that students make informed choices and are placed in the subjects of their choice, classes can only be formed where student numbers, teacher availability and appropriate resources exist. There may be some students who are not able to make the selection of their choice, and there may be some students who will be counselled to alter their initial choice.

Special note (2): Junior Secondary Subjects (electives) have a fee which is reviewed annually.

For continuing students:
To access the subject selection process your student goes to the website: oslp.eq.edu.au; the student is then asked for their school log-in details. They then click on the tab marked, “Careers” and then “Subject Selections” in the following window, and then follow the prompts to make their selections. Students will be shown how to do this at school, so they will be able to show you how to navigate through the process at home.
Australian Curriculum Subjects

These subjects are mandatory for all junior school students.

9 ENGLISH

What is the subject?
Junior English is part of the Australian Curriculum in the Junior Secondary School and is compulsory for all students. Our course aligns with the National Curriculum.

The English program offers students challenging and practical language, literacy and literature experiences.

What is in the subject?
Students will participate in a variety of language activities involving listening, speaking, reading, writing and viewing. They are given opportunities to develop their capacity to use language fluently, appropriately and effectively in a wide range of social contexts.

Students will experience a variety of units designed to develop their understanding of how language works and their appreciation of language and its use. Units of work are generally developed around literature texts (novels, short stories, plays and memoirs), mass media (print and electronic), a particular language purpose (to instruct, to explain, to entertain) or a theme (speculative fiction).

Students will use a wide range of literary, non-literary and mass media resources significant to their needs and interests.

How is the subject assessed?
Students will complete five assessment tasks over the year, including two spoken items. Two of the written tasks are completed under exam conditions.
9 HEALTH & PHYSICAL EDUCATION

What is the subject?
The Health and Physical Education course is an Australian Curriculum subject which will be studied by all students in Years 7, 8, 9 and 10 at Mackay North.

What is in the subject?
The subject has both a theoretical and a practical aspect.

The theory has 5 major topics which are covered over the course of study – Alcohol and other drugs, Food and Nutrition, Health Benefits of Physical Activity, Mental Health and Wellbeing, Relationships and Sexuality, and Safety.

In Years 9, the practical units covered are Court and Territorial Games, Fitness Activities, Modified Games and Sports and Environmental Challenges.

How is the subject assessed?
The theory in Physical Education is assessed through the completion of booklets based around a particular topic. Within these booklets students may be asked to complete tables, write short answers or develop longer, more detailed responses. The theory mark assigned to each of these booklets is determined by the neatness, completeness and quality of the answers.

The mark given for each practical unit is determined through three criteria. These are participation, safety and behaviour and skill. Through these criteria we hope to not only strive for excellence in performance but also to encourage all students to participate to the best of their ability.

Parental Help and Guidance
We encourage parents to take an active role with their student’s schooling and to develop a working relationship with their student’s teacher. This could take the form of monitoring theory work; ensuring appropriate clothing is worn to practical lessons and encouraging students to fully participate to the best of their ability during these lessons. The H.P.E. staff is available at all times to discuss student progress.
9 HUMANITIES (HISTORY & GEOGRAPHY)

9 GEOGRAPHY
All students undertake Geography for Term One.

Geography Unit: Biomes and Food Security.

Key inquiry questions:
How do humans impact biomes to produce food?
What is food security and why is it important?
How is food produced globally?
How do biomes impact food security?

9 HISTORY
All students undertake History for three (3) terms.

Term 2: Ancient History – The Vikings (c.790 – c1066)

Key inquiry questions:
What was the way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society?

What were significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade?

What were the various Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion?

Identify and explain the role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson.

Term 3 and 4: The Making of the Modern World (1750 – 1918)

Key inquiry questions:
What were the changing features of the movements of people from 1750 – 1918?
How did new ideas and technological developments contribute to change in this period? What were the origin, development, significance and long term impact of imperialism in this period?
What was the significance of World War One?

Two (2) In-depth Studies for Modern History units include:

1. Making a Nation
2. World War One

Homework and assessment for Humanities
There are three (3) lessons per week. Homework is set each week to review or extend classwork learning. At times, progressing with current assignment work will be the set homework. Each semester, students will be assessed by means of tests and a written assignment. Most often, assignment tasks are designed to develop students’ research skills.
9 MATHEMATICS

This subject is part of the Australian Curriculum in the Junior Secondary school and is compulsory for all students.

In 2017 we will be continuing the Australian Curriculum in Years 7 to 10.

Mathematics is organised into two sets of strands. Proficiency strands describe the skills or “how”, of Mathematics and content strands describe the knowledge and understanding, or “what”, of Mathematics.

There are three (3) content strands in the Australian Curriculum, including:
Number and Algebra
Measurement and Geometry
Statistics and Probability

There are four (4) Proficiency Strands, including:
Understanding
Fluency
Problem solving
Reasoning

Number and Algebra strand:
Real numbers
Money and financial mathematics
Patterns and algebra
Linear and non-linear relationships

Measurement and Geometry strand:
Using units of measurements
Geometric reasoning
Pythagoras and trigonometry

Statistics and Probability strand:
Chance
Data representation and interpretation

During Year 9, students will be covering the Australian Curriculum in the three (3) strands mentioned above. Most students are expected to achieve to the national minimum standards, as evidenced by the National Assessment Program in Literacy and Numeracy tests, conducted in May each year. All classes will focus on a set of common topics, although some students will be given the opportunity to investigate some topics to a greater depth of understanding, whereas other students will be given a little more time to absorb the basic concepts.

In Year 10, the school will be preparing students for the transition into Year 11. As such, classes will be re-organised at the beginning of Year 10 to reflect the transition into either Essential Mathematics, General Mathematics, Mathematics Methods or Mathematics Specialist. The students will cover various aspects of the Australian Curriculum based on their ability. Students will be advised by their teacher at that time of their recommended placement into one of those classes. Parents and students are welcome to be involved in discussions about future Mathematics classes in Year 11 at that point. There will be room for negotiation during Semester 1 for students to change classes based on their results.
9 SCIENCE

Year 9 Science

What is the subject?

Science at Mackay North SHS is compulsory for students as part of the National Curriculum and is studied by all students in Years 7 -10.

What is in the subject?

Students will experience both theoretical and practical components in the subject. The units align with Australian Curriculum requirements and in Year 9 cover the following units:

1. **The changing Earth** – exploring structure of the Earth, plate tectonics and the impact of geological activity on humans.
2. **Energy on the move** – exploring how energy can be transferred through different mediums. Students will investigate heat, electrical, sound and light energy.
3. **Life in balance** – investigating how internal body systems work together in balance to support life and how life is connected through ecosystems.
4. **Chemical patterns** – exploring concepts about atomic structure, chemical reactions and their applications in daily life.

How is the subject assessed?

Students will be assessed in science through exams, experimental reports and research investigations.

Beyond Junior Science

Junior science provides students an opportunity to develop an understanding of important scientific concepts and processes, practices used to develop scientific knowledge, of science’s contribution to our culture, society and applications in our lives.

For those students wishing to continue their studies into senior, North provides students the opportunity to specialise their studies with Senior Science subject offerings of Biology, Chemistry, Marine Science, Physics, Psychology and Aquatic Practices. Entry into these senior subjects is strongly guided by the demonstrated success of students in their junior science studies.
Elective Subjects

Students are to choose only two (2) subjects from this section:

9 VISUAL ART

What is Art?
Art is about creating artworks around a theme, solving problems, experimenting with techniques, materials and ideas. This is art that you would see in a gallery.

Who can take Art?
This is for anyone who was successful in Year 8 Art and is keen to learn about different aspects of the subject. The classroom takes on more of a studio environment with guided practice, independent explorations and responses to topics.

What practical work is done in Art?
Artworks focus around a central idea/concept. Students create works in a variety of media including Drawing, Printmaking, Painting, Mixed Media, Photography and Digital Manipulation, Ceramics and Sculpture. Concepts for Year 9 include The Real World, Imagination, Beliefs, Emotions, Functional Art and Art for Art’s Sake. Concepts for Year 10 include Ancient Cultures, Realism, Stylisation, Expressions, and Abstraction.

What are our expectations?
Every lesson, bring your Art book, fineliner, 2B & 4B pencil, ruler, watercolour pencils, felts, eraser, homework diary and Laptop.

Complete regular homework (1½ hours per week) and assessment by the due dates.

Assessment
Major Practical Artworks / Folio
Assignment – 1 per Semester
Bookwork – Theory, Lead up Activities and Planning, Minor Practical Work

Who can tell me more?
Ask the Head of Department or any of the Art Teachers.

Notes:
9 APPLIED ART

What is it?
Applied Art is about designing and constructing artworks that have practical and useful applications i.e. Designer Objects. Students must keep a Visual Diary to do research, lead up designs, theory and some major artworks.

Who can take Applied Art?
Anyone who enjoyed Art in Year 8 Art is welcome.

What practical work is done in Applied Art?
Projects include Cartooning, Digital Photography, Fashion Design, Ceramics and Drawing in Year 9.

Fabric Design, Printmaking, 3D Design/Sculpture, Design Principles, Mosaics and Graphic Design are covered in Year 10.

What are our expectations?
Every lesson, bring your Art book, fineliner, 2B pencil, ruler, watercolour pencils, felts, eraser, homework diary and Laptop.

Complete regular homework (1½ hours per week) and assessment by the due dates.

Assessment:
Major Practical Artworks / Folio
Assignment – 1 per Semester
Bookwork – Theory, Lead up Activities and Planning, Minor Practical Work

Who can tell me more?
Ask the Head of Department or any of the Art Teachers.

Notes:
9 BUSINESS STUDIES

Why study Business?
By doing this subject you will obtain many useful skills which you can apply in the business world and in your own personal life. This subject will improve your financial literacy and give you a greater understanding of business.

Who can take BST?
Anyone who is interested in the world of business, money, managing personal finances and investing.

What is studied?
Topics studied include:
- Financial Literacy/Employment
- Practical Accounting – Journals, Ledger, Trial Balance
- Consumer decisions and business productivity (marketing)
- Practical Accounting – Petty Cash

Additional skills taught throughout
- Excel (basic business applications)
- Word (Reports, Tables)
- Preparing and interpreting business documents, data and graphs.

Assessment
Assignments will be set to develop individual and group research, thinking skills and teamwork. The remaining assessment will be in the form of exams, at the completion of the topic of study.

How much homework will there be?
Homework generally involves completing practical exercises, revising content and/or assignment work.

Where does it lead after Year 9?
Students may enrol in Business Studies in year 10.

Notes:
9 DIGITAL TECHNOLOGIES

Aim
Technology is changing the world and it is important to have a proper foundation in using technology and how technology works. Employers of the future will expect their employees to be able to communicate, collaborate, work in teams, problem solve and most of all, be creative using technology. With that in mind, the aim of the course is to give students the skills to efficiently use technology to assist them in their daily dealings with technology or better known as information, communication and technology (ICT) during their school years and beyond. Students will inquire, create, communicate and operate ICTs as well as investigate the social and ethical implications of technology use. These skills are immediately applicable in all other subject areas as well as after their schooling career.

Assessment
The majority of the course will be project based in that students will work individually and collaboratively using industry standard software to produce items or products for ‘clients’. Product examples may include basic databases, websites, animated banners for websites, etc. Students will be enrolled in the Learning Place which is Education Queensland’s secure eLearning environment. Students will join online virtual classrooms that allow ‘anytime, anyplace’ access to all class work and assessment tasks.

Topics covered in year 9 include
Digital Systems – investigating, controlling and managing hardware and software Representation of Data – infographics, using data from various sources to represent solutions, facts, information about topics
Digital Coding – creating interactive solutions for clients such as quizzes, puzzles, converters etc. We will learn the fundamentals of coding using Visual Basic and Python. This will lead into year 10 robotics.
Project – combining the above units to create a product for a client. We will be using the Design, Development, Evaluation cycle to achieve the best product for our clients.

Other points to note
Students will discover that Digital Technology is a hands-on subject where active participation is rewarded with success.

Virtual Classrooms support student learning and activities, homework, assessment, student research and inquiry by being accessible via the Internet, 24 hours a day, 7 days a week.

Notes:
9 FOOD TECHNOLOGY

The “Food Technology” Home Economics course has been designed to cater for students with a particular interest in food preparation and nutrition. All food and the necessary take-home containers are supplied to students.

<table>
<thead>
<tr>
<th>Year 9 – Semester 1</th>
<th>Year 10 – Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food The building blocks Students are introduced to the food design process through a series of activities to begin their exploration of food. Students look at the many decisions and factors that influence food choices. Students look at the different foods from each food group and learn how to make healthy choices from these selections. Students produce foods involving a variety of cookery techniques over both terms.</td>
<td>Techno Food Students will be introduced to topics such as sensory evaluations, properties of food, packaging, labelling and branding. Students produce foods involving a variety of cookery techniques over both terms.</td>
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<tr>
<th>Year 9 – Semester 2</th>
<th>Year 10 – Semester 1</th>
</tr>
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<tbody>
<tr>
<td>Food on a budget Students focus on factors that influence food choices specifically budget and availability. Students look into the concepts of food literacy and food security. Students prepare and evaluate a variety of budget conscious and nutritious food items using a range of practical cookery skills. Students look at diet related diseases and food intolerances</td>
<td></td>
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</tbody>
</table>

Pre-requisites
An interest in practical cookery and investigating nutrition issues that impact on teenagers and their families.

Homework
Using practical skills developed in class at home and completion of work plans for practical cookery lessons. Students will be required to complete unfinished work from class time as well as set weekly review tasks.

Assessment
Each Semester students will complete at least
class test
written research assignment
two practical exams

Where will this subject lead?
To the senior subjects of Home Economics and Hospitality. Skills developed in this subject may assist in occupations such as dietician, health care workers, nurse, teacher, hospitality worker.
9 TEXTILE DESIGN & FASHION

This course has been designed to cater for students interested in the design area. This subject focuses on students designing, making, displaying and appraising textile images and objects. Students learn to apply knowledge of design elements and principles to construct textile objects, which can be worn, displayed, used to carry items or used to decorate.

3 Units are studied

<table>
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<tr>
<th>“Recycling Textiles”</th>
<th>“Fun in the Sun”</th>
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<tbody>
<tr>
<td>Students recycle denim clothing to create innovative textile items. Students will also investigate the impact of the textile industry on the environment.</td>
<td>Students research the effects of excess sun contact and create items which are not only sun safe but practical.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>“Textile Fashion”</th>
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</thead>
<tbody>
<tr>
<td>Students design and produce wearable art for themselves. Students will also investigate contemporary fashion designers and the influences upon their work.</td>
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</tbody>
</table>

Pre-requisites
Students with an interest in designing and creating textile articles. This subject may be chosen in conjunction with any other Home Economics subject i.e. Core or Food Major.

Assessment
Each Semester students will complete
class test
written research assignment
two practical items

Where will this subject lead?
To the senior subject of Design, Art Fashion. Skills developed in this subject may assist in occupations such as fashion design, interior designer, craftsperson, teacher.

Notes:
9 INDUSTRIAL TECHNOLOGY - ENGINEERING

Subject description
Industrial Technology - Engineering is a new subject offering that introduces students to the world of engineering, design and manufacturing technologies through applying learnings from Science, Technology, Engineering and Mathematics. This subject will focus around three units of work that enable them to engage in problem solving through practical projects.

The three units include
Design and cut a balsa model F1 Car
Developing a hydraulic arm
Design, make and break your own bridge

Subject aims
The aim of this subject is to provide students with interesting applied science, technology, engineering and math based learning experiences that position the learner into real-world based scenarios. Through these experiences the students will have an enhanced appreciation and understanding of the designed and manufactured world of which they are active consumers.

Areas of study
Design – influences, inspiration and method
Sketching and visual communication
Computer aided design
Computer Aided Manufacture
Simple Coding
Safety
Project Management Techniques
Engineering – simple structures

Assessment methods
Students will be assessed via the following methods:
Sketching, Design and Computer Aided Drafting
Design folios
Theory exam
Evaluation / appraisal document

Student requirements
Students wishing to undertake this subject in the coming year should possess the following qualities:
Have an analytical and inquisitive nature;
Work well in a team environment;
Have a determined, strong work ethic and be prepared to invest extra-curricular time when completing tasks.

Specific to year 9
Have achieved a minimum of satisfactory result in Year 8 Maths, Science, and English.
9 INDUSTRIAL TECHNOLOGY - MANUFACTURING

Industrial Technology – Manufacturing is a hands-on practical subject where students learn to safely use tools & machines to manufacture a variety of projects from various materials. It introduces practically oriented learning experiences, involves practical applications of mathematical and scientific principles and provides grounding for life in a technological age.

Aims
To emphasise the necessity for safe working habits and the adherence to all safety instructions.
To co-ordinate the student’s learning experiences.
To apply and develop manufacturing skills and technical literacy.
To develop a knowledge and appreciation of materials, equipment, processes, work methods and technical skills.

Areas of study
Project planning and design
Surface finishing
Sheet metal working
Metal fabrication and fitting
Wood working
Modern manufacturing techniques
Simple electronics
Plastic fabrication

Assessment
Technology and theory test
Practical projects
Booklet Folio work

Where will this subject lead?
Year 9 Industrial Technology - Manufacturing has laid the foundations of career opportunities in a host of areas including engineering, construction and manufacturing industries.

If students are considering traineeships / apprenticeships along these career paths it is advisable to continue into Year 10, 11 and 12 Engineering Skills, Industrial Technology Skills, Building and Construction Skills or apply to attend the Mackay Engineering College.

If you are considering further studies in engineering or other fabricating industries then studies within the Industrial Technology and Design department would assist these studies.

Notes:
9 STEM

Why study STEM?
STEM refers to science, technology, engineering and mathematics. The importance of STEM disciplines for the future economic and social well-being of Australia cannot be underestimated. International research indicates that 75 per cent of the fastest growing occupations require STEM skills and knowledge.

The main purpose of this STEM course is to better engage students in science, technology, engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry based learning where students are encouraged to learn by doing.

Who can take STEM?
To be successful in this subject you should be achieving at least a ‘B’ in English, Maths and Science.

What is studied?
Topics studied in Year 9 include:

The Drone Challenge
Rollercoasters
Solving the problem of worldwide bee colony collapse disorder
Designing and making a weather station

Assessment
Research Essay
Project Work
Work Booklets

How much homework will there be?
Homework generally involves completing practical exercises, revising content and/or assignment work.

Notes:
9 JAPANESE

What work will be covered?
In Year 9 Japanese students will investigate Japan, its people and their culture through the medium of the Japanese language.

The following topics will be covered:
Personal History
What Languages do you speak?
Is Fast food healthy?
Where do you shop?
Recreational Activities

Students will learn the four skills of listening, speaking, reading and writing through a range of activities. They will review Hiragana and Katakana (two of the Japanese scripts), in addition to learning approximately fifteen new Kanji (characters of Chinese origin) per term.

In 2017, North High conducted its fifth student tour of Japan. It was a great success. The school conducted its sixth tour in June 2019. Students studying Japanese are given priority for selection in the limited number of tour places.

Why study a language?
Students who do a second language often find links easier to understand in other subjects.

Relations between Australia and Japan have flourished for many years and they are one of our most important trading partners. As such, it is advantageous to have a second language in many areas, including business, banking, education, hospitality, travel and tourism, media, journalism and the arts.

What kind of assessment?
The four skills (listening, speaking, reading and writing) will each be tested at least once per semester. Each skill is weighted equally. Students will be required to complete both exams and assignment work.

Who can take Year 9 Japanese?
Anyone who is interested and has achieved at least a ‘high achievement’ in Year 8.

Anyone who wishes to expand their employment opportunities to an international level and anyone who enjoys a challenge.

Notes:
What benefits do students gain from this subject?
Dance as a subject has a broad range of benefits.
Physical skills are developed including co-ordination, balance, flexibility and strength.
Social skills are highlighted with a focus on teamwork, co-operation, trust and peer support.
Emotional wellbeing is enhanced through increased confidence, personal and school pride and self-awareness.

The course is offered in Years 9 and 10. Students are then encouraged to study Senior Dance in Years 11 and 12.

Pre-requisites
There are no pre-requisites for the Study of Dance. It is an appropriate subject for both males and females as movements are not gender specific. Students who have not had previous dance experience as well as those who have training outside school will benefit from the individualised nature of the subject. Dance lends itself to catering to individual needs and levels of achievement. Advanced students can engage in extension activities and benefit greatly from peer teaching while students with little experience can develop skills very rapidly and achieve success in this subject.

Description
This course aims to give students a chance to experience dance within three central organisers of Performance, Choreography and Appreciation.

Assessment
Assessment tasks from each of the three organisers will be balanced over the two year course.

Tasks include: Creating dances, performing dances and writing about dance from a variety of styles e.g. Jazz, Funk, Contemporary and Social.

Notes:
9 DRAMA

What is Drama?
Drama deals with the study of communication through a variety of dramatic forms. It develops creative expression, an appreciation of and control over the dramatic form and skills in functional communication.

What benefits do students gain from the subject?
Being able to communicate effectively is a pre-requisite for success at school, in the outside world and in establishing and maintaining relationships. Students contemplating early childhood/primary teaching, or any position where you need to ‘perform’ before an ‘audience’ will find Drama very useful.

Pre-requisites
Students electing Drama should demonstrate:
an ability to work with others
self-discipline and readiness to perform in front of an audience
willingness to take direction.

Description
The course is offered in Years 9 and 10. Students are then encouraged to study Senior Drama in Years 11 and 12. A sound level of achievement in Year 8 English is advisable for students undertaking this subject.

Students study three integrated aspects:
performing
presenting
responding

These are organised thematically, with students undertaking activities such as mime, script-writing, creating puppet plays, presenting theatre sports, dramatic movement, mask work, improvisation, melodrama and issues based drama.

Assessment
The course is 70% practical and 30% theoretical. Students are assessed individually, through solo and group performance. A majority of the theoretical work is related to student performance including analysis and evaluation of drama. The equivalent of one lesson per week is devoted to theory.

Although it is not compulsory, students of Drama are expected to participate in extra-curricular activities within the Performing Arts Department.

Notes:
9 MUSIC

What is music?
Music plays an important role in our everyday life and Music aims to introduce students to a wide range of styles, from “caveman” music through to the rock/pop scene. Students have the opportunity to play and sing music, to create their own “masterpieces” and to listen to and begin to understand music from all walks of life.

What benefits do students gain from the subject?
After Year 10, music can be continued into Years 11 and 12, and then can be included in a student’s assessment for tertiary entrance. The study of music can lead to a wide variety of job opportunities and often students contemplating early childhood/primary teaching find music very useful. Music enables students to develop in many ways – students can get to know others and enjoy working with them. Practical aspects provide an artistic outlet and assist with co-ordination.

Pre-requisites
Anyone with a love of or interest in music could handle music successfully. Being able to play a musical instrument, though useful, is definitely not essential. Students involved in the school instrumental program or learning voice or an instrument privately are strongly advised to choose classroom music.

Description
The course covers many different types of music including folk music, pop/rock music, music of the media, jazz, electronic and computer music. Students are involved in:
- practical music making - playing and singing in groups
- knowing about music - being able to discuss musical ideas and write down music
- listening to and understanding music – becoming more aware and informed listeners.

Resources
The music department is equipped with a number of acoustic guitars; a keyboard lab; 15 computers plus numerous tuned and untuned percussion instruments. As well, orchestral instruments are available on loan through the music department.

Assessment
Each semester students are required to complete one (1) music analysis exam, one (1) music writing task and one (1) performance.

Notes:
9 AGRICULTURE & SUSTAINABLE LIVING

Why study Agriculture and Sustainable Living:
Agriculture is the growing of plants and animals to provide food, fibre, shelter, medicines and a wide range of other products. Mackay and district is a rich agricultural area that offers a wide range of career pathways and employment opportunities for students.

Furthermore world communities are become increasing concerned about the source and quality of the food they eat, and the security of their food production for the future. Agriculture and Sustainable Living aims to offer students the opportunity to acquire skills in basic agricultural practices such as horticulture, hydroponic, poultry and apiary (bees) production. Sustainable and environmentally responsible practices will be firmly integrated into the course.

The subject will have approximately equal theoretical and practical components.

Who can take Agriculture and Sustainable Living?
Any student with a keen desire to learn about food production and would like the opportunity to work in an “outdoor” classroom.

What will be studied?
Horticulture (Growing of vegetables and fruits)
Poultry (egg production)
Apiary (bee keeping and honey production)
Hydroponics
Recycling/Composting
Agribusiness

Assessment
Practical Assessment (Approximately 50%)
Theoretical Assessment (Quizzes and Research)
Homework
Occasional research
Revising content for theoretical assessment

Notes: