



PINE RIVERS STATE HIGH SCHOOL



**YEAR 9
SUBJECT SELECTION
2009**

INDEX

Educational Reform	2
The Junior School Curriculum	2
Queensland Curriculum, Assessment and Reporting Framework	4
From The Guidance Officer	4
Subject Selection Process	5
Queensland Certificate of Education (QCE)	5
Glossary	7
School Policy Late and Non-submission of Work	8
Expenses	9
Subjects Available for 2009	10
Subjects Offered in Year 11 - 2009	11
Authority Subjects	11
Other Subjects	12
Policy on Changing Subjects	13
Art Overview	14
Business and Enterprise	14
Dance	15
Drama	16
English	17
Essential English	18
Elementary Maths Mastery	18
German	19
Graphics	19
Health and Physical Education	20
Home Economics	21
Industrial Technology and Design	22
Information & Communication Education	22
Lifestyle Planning	23
Mathematics	23
Media Studies	24
Music – Instrumental	25
Music	25
Practical English	26
PREP	26
Robotic Engineering	26
Science	27
Study of Society and the Environment	27

Educational Reform

Changes have taken place to the education and training system. New laws make it compulsory for young people to stay at school until they finish Year 10, or have turned 16, whichever comes first. Additionally, students will need to participate in education or training for a further two years, or until they gain a Senior Certificate or a Certificate III vocational qualification through TAFE or another training provider, or until they turn 17.

There will be exemptions from these rules for young people who enter full-time work after they have completed Year 10 or turned 16.

These changes are about providing young people with exciting and flexible learning opportunities to ensure that they are prepared for their future in a world of rapid and constant change.

Changes to Year 10

At Pine Rivers, Year 10 is a transition year where students are given opportunities to consolidate and to extend and when we support students to make the best possible choices to improve life chances. These choices may include staying on at school, or entering into vocational education and training or full-time work.

To provide greater opportunities in Year 10 and to ease the transition to senior school or to training or work (the Senior Phase of Learning), students will develop Senior Education and Training Plans (SETPs). These are individual plans which build on strengths and interests and identify areas where more work is needed. The SETP will be developed collaboratively by the student, their parent/caregiver and the school. Students will be registered with the QSA so that the school or training provider can better monitor students' progress and achievements after Year 10. The process of developing students' SETP's will begin in Year 9.

Changes to Senior

At the end of Year 12, students are issued with a SEP (Student Education Profile) by the Queensland Studies Authority (QSA). The SEP comprises the student's Senior Statement, and (if eligible) their Queensland Certificate of Education (QCE), and (if OP-eligible) their Tertiary Entrance Statement.

The Senior Statement lists all student learning and results, including their QCS Test result, for all their senior schooling. All students completing Year 12 will receive a Senior Statement.

Students may be awarded a Queensland Certificate of Education (QCE) which shows that they have achieved 20 credits at a set standard in a set pattern and have met literacy and numeracy requirements. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. This will be detailed later in this booklet.

The Junior School Curriculum

This booklet is designed for students and contains important information and advice which should be considered carefully before making subject choices for Year 9.

The curriculum is organised according to the following structure:

- Middle School 8 – 9 curriculum based on Key Learning Areas
- Transition Year 10 consolidation and preparation for Senior pathways
- Senior School 11 – 12 extensive range of subject offerings (including authority, non-authority, VET and school subjects)

The middle school curriculum is designed to ensure student engagement and academic progress and to address systemic priorities (eg QCARF, ETRF agenda, etc).

The QCAR Framework aligns curriculum, assessment and reporting. It supports teachers and teaching practices that are tailored to meet the unique needs of students from Years 1 to 9.

The Framework gives teachers valuable resources to support their everyday work. Rather than seeking "sameness", it presents a way of achieving more commonality in what is taught while supporting diversity in how it is taught. It also gives teachers direction and resources to help improve student learning.

The Key Learning Areas are English, Mathematics, Science, Health, Study of Society and the Environment (SOSE), Technology, The Arts and Languages other than English (LOTE).

The current Junior curriculum structure at Pine Rivers is:

Year	English	Maths	Science	SOSE	HPE	Arts	Tech	LOTE
8	Sem 1	Sem 1	Sem 1	1 Sem	1Sem	1Sem	1 Sem	1 Sem
8	Sem 2	Sem 2	Sem 2	X	Bridges#	X	X	X
9	Sem 1	Sem 1	1 Sem	Sem 1	1 Sem	*Sem 1	*Sem 1	At choice
9	Sem 2	Sem 2	X	Sem 2	X	*Sem 2	*Sem 2	At choice
10	Sem 1	Sem 1	At choice	At choice	At choice	At choice	At choice	At choice
10	Sem 2	Sem 2	At choice	At choice	At choice	At choice	At choice	At choice

1 Sem = studied for one semester only in that year.

* = Choice of subjects within the KLA

= All Year 8 students will study Bridges (a subject unique to PRSHS) for one semester. This subject aligns to the HPE KLA syllabus.

Note that there is a compulsory sports afternoon for all Years 8-10 in addition to the Prep/Life Skills/Pastoral Care program which fits into the weekly program. This fits within the HPE KLA.

Students entering Year 9 at Pine Rivers High School will study:

- English, Mathematics and Study of Society (SOSE) for the whole year
- Science for one semester
- Health and Physical Education for one semester
- PREP (Pine Rivers Enrichment Program)
- Sport

In addition, four (4) other subjects must be chosen. Two (2) subjects are selected from the ARTS grouping and two (2) subjects from the TECHNOLOGY grouping. Each of these subjects will be studied for one semester in Year 9. The groups are shown on the subject selection form.

In Year 10, all students will continue to study English and Maths and will choose another four subjects (8 semester units), principally based on those studied in Year 9.

Students who wish to continue their LOTE studies in Years 9 and 10 must select LOTE plus two (2) other subjects in Year 9.

To assist you in making your choice, this booklet contains advice from the Guidance Officer on making your subject selection and brief descriptions of all subjects offered.

If you require further information on the subject selection process, appointments may be made with the Guidance Officer (Ms Gallagher), the Year Level Co-Ordinator (Mr Hughes), any member of the school administration, or your student's PREP teacher. Parents of students entering Year 9 (2009) should be aware that the list of available subjects for Year 10 (2010) may vary slightly from the Year 10 (2009) list.

Both parents and students should be aware that staffing and facilities realities may affect our ability to proceed with all our subject offerings. There may be restrictions on the numbers of students accepted into certain subjects. Similarly, subjects will not go ahead where viable class numbers are obviously not forthcoming. In such situations, students will be asked to choose an alternate subject.

All students will have their subject choice reviewed by their PREP teacher and any potential problem choices referred to the Year Level Co-ordinator for further investigation and advice.

Whilst these selections are not totally binding, they will form the basis for the 2009 timetable and staffing requirements. The possibility of responding to student initiated change will become difficult, if not impossible, after the staffing needs are decided. It is imperative, therefore, that parents and students make a carefully considered choices.

J K Deakin
Principal

Queensland Curriculum, Assessment and Reporting Framework

The Queensland Curriculum, Assessment and Reporting (QCAR) Framework defines what Queensland school students should learn, how they are assessed, and how schools report student achievement. The Framework defines essential learnings, standards, assessment strategies and reporting requirements in Years 1 to 9.

Essential Learnings

The Essential Learnings are clear statements of what is important for all students to know and be able to do at the end of Years 3, 5, 7 and 9. They describe the key concepts, facts, procedures and ways of working that students need for ongoing learning, social and personal competence and participation in a democratic society.

Standards

Standards for the Essential Learnings are the reference points for teachers to use for judging how well students have demonstrated what they have learnt. Standards provide a common language that teachers can use to build a shared understanding of the qualities of student work and, over time, will support consistency of teacher judgment.

Standards will be available for each key learning area (KLA) at each year-level juncture (by the end of Year 3, 5, 7 and 9). They describe the expected qualities of student work, and are designed to support assessment practices. Standards are written using a five-point scale and provide a reference for teachers to judge a student's achievement in the Essential Learnings.

From The Guidance Officer

Choosing the subjects that you will study at school is a very difficult but important decision. Your choice may affect the type of job or career that you can follow when you leave school, and will directly influence your happiness and success while at school.

Choosing Subjects

At this stage of your schooling, you should be choosing subjects:

- **you enjoy** - Your feelings about a subject will have a great influence on your levels of achievement.
- **in which you can do well** - Past results in a subject are usually good indicators of future achievement. However, they may not necessarily reflect ability level as poor results in the past may be due to other factors.
- **which give you skills, knowledge and attitudes useful in life** - Don't avoid subjects just because they are not related to your chosen career. You can learn useful skills and knowledge in all subjects. Good performance in any subject will improve your overall appeal to employers and training organisations.
- **which will help you get into your chosen career** - You need to start thinking about careers. You should consider a few careers, not just one, and investigate the methods of entry into these careers. The "Job Guide for Queensland", OZJAC computer program (available in the Library), and other career resources provide information on subjects needed for careers and courses. Your choice of subjects in Year 9 does not have a huge impact on your career opportunities. However, your choice of subjects in Year 10, and the results you obtain, can affect your eligibility for senior subjects. This in turn can have an impact on the courses and careers open to you in the future.

Keeping Options Open

It is a good idea to choose subjects that will "keep your career options open". Your best chance of doing this is to focus on the following points:

- In Year 9 concentrate on obtaining the highest possible achievement levels in English, Maths and Science.
- Choose subjects that you have a particular interest in and which you may wish to continue studying in other Years.

Investigate Subjects

It is important that students fully understand their subject choice. Never assume that you know all about a subject at a higher level because you have done that subject before. Do not base your choice on your likes or dislikes of particular teachers or students.

To investigate any subject:

- ask the teachers of that subject
- look at the books and materials in that subject
- read about the subject in this booklet
- talk to other students who are doing or have done the subject (However, don't assume that because one student does or doesn't like a subject you will feel the same. All subjects are both liked and disliked by some students).
- look at the subject programs which are available to both students and parents

Conclusion

Students of today have many more options than were available in the past. Education, employment and training opportunities and requirements are changing very rapidly. It is important that you get good, up to date, information about the subjects, careers and courses that interest you. It is also wise to get advice from teachers, parents, the Guidance Officer and people connected with your areas of interest. You then need to weigh up this information and consider all of the possible consequences before deciding on the subjects you will study. You will have made a good decision if you follow this process carefully and take responsibility for your decisions by doing your best in the subjects you have chosen.

If you require any more information or assistance in making these decisions, you are encouraged to make an appointment to see me in the Guidance Office.

Guidance Officer

Subject Selection Process

Students will be asked to nominate their subjects for 2008 and have them verified and signed by a parent/carer.

Forms must be completed and returned to school by Friday, 29 August, 2008.

The school will make every effort to accommodate the choices of students. Students may however, be asked to re-select a subject where numbers are either insufficient to form a viable class, numbers are too large to be accommodated by our resources, or where students have not met the minimum requirements of the subject.

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's new senior schooling qualification which will be awarded to young people who have achieved set standards in a significant amount of learning including literacy and numeracy requirements.

As part of the Education and Training Reforms for the Future (ETRF), elements of the "Youth Participation in Education and Training Act 2003" were introduced in all Queensland Schools on the 1st of January, 2006. This law raises the school leaving age to make it compulsory for all young people to be either "Learning or Earning" until they turn 17 years of age.

This means that from January 2006, young people are required to stay at school until they complete Year 10 or turn 16 (whichever comes first). Afterwards, if they are not working at least 25 hours per week, they will be required to either:

- Stay in education or training for a further 2 years;
- Get a QCE;
- Get a Certificate III Vocational qualification or higher; or
- Turn 17.....Whichever comes first.

Formatted: Font: Arial

Formatted: Font: Arial

Formatted: Font: Arial

Deleted: <#>¶

Formatted: Bullets and Numbering

Deleted:

Formatted: Font: Arial, 5 pt

Formatted: Indent: Left: 1.27 cm

Deleted: ¶

Formatted: Font: Arial, 12 pt

Eligibility for a QCE

Students have already been registered with the QSA and an individual learning account has been opened. The learning account is online and records progress towards achieving a QCE. This operates just like a bank account and learning providers report the details of the students learning and achievements, which is then banked into their individual account.

To be eligible for a QCE, the student must have:

- Completed 20 credits - including 12 Core credits and an additional 8 credits from a combination of: Core, Preparatory, Enrichment and Advanced units;
- Achieve the required standard; and
- Meet basic literacy and numeracy requirements.

What is a Credit?

Different types of learning attract different credits. Credits are the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard. For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning) of the competencies (set standard).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

Flexibility

The qualification will recognise more learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning need take place at school. Some learning can be with a registered training provider, in a workplace or with a community group. The list of options is in the Credit Table available on the QSA website.

As activities and studies are completed, the credits are banked and the learning account grows. A breakdown of the four separate credit units is provided along with the allocated points for each activity. It is the scores of these combined activities and studies that work towards achieving the 20 credits necessary to gain a QCE.

The Senior Statement

The Senior Statement is an official record of all the learning achievements in a Learning Account. It details what learning was attempted, the standard achieved and, where and when the learning took place. The QSA will issue the Senior Statement to young people who:

- Have met the requirements for the QCE, or
- Are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- Have completed a pattern of study which makes them OP eligible.

For more information:

- contact the school Guidance Officer (Ms Gallagher) or any member of the school administration.
- visit the QSA website at www.qsa.qld.edu.au
- visit the Careers Information Service at www.cis.qsa.qld.edu.au
- visit the Department of Employment and Training at www.det.qld.gov.au for information about school-based apprenticeships and traineeships.

Formatted: Font: 12 pt, Bold

Formatted: Font: 5 pt

Deleted: Every student must be registered with QSA in Year 10 or in the year before they turn 16. The first QCE will be awarded at the end of 2008. ¶ ¶

Formatted: Font: Arial

Formatted: Font: Arial

Formatted: Font: Arial

Formatted: Font: Arial

Formatted: Font: Arial

Formatted: Font: Arial

Formatted: Font: Arial

Formatted: Font: Arial

Formatted: Font: Arial

Formatted: Font: Arial, 5 pt, Bold

Formatted: Font: 12 pt, Bold

Formatted: Font: 5 pt

Formatted: Font: 5 pt

Formatted: Font: 5 pt

Formatted: Font: Arial

Formatted: Font: 5 pt

Formatted: Bullets and Numbering

Formatted: Font: Arial

Glossary

All students at Pine Rivers work within a school-based assessment system. Some of the terms used in the educational forum can be unfamiliar to students and parents. Many have specific meanings in the Education (Queensland Studies Authority) Act 2002.

Accreditation means the formal acceptance of a course, subject or syllabus, developed by an entity other than the Queensland Studies Authority (QSA), as an Authority subject or an Authority-registered subject.

Achievement is reported using level standards ranging from A to E.

Advanced courses of study refer to university or diploma level study.

Approved refers to the existing processes for formally endorsing a subject, developed by the QSA, as an Authority subject or an Authority-registered subject.

Area of learning means a category in which different types of courses of study fit. Currently, there are four areas of learning that can contribute toward the Senior Statement and the QCE — Authority subjects, Authority-registered subjects, vocational education and training (VET), and recognised courses and subjects.

Assessment – Formative is not for rating purposes. The methods used are often the same (ie written tests) but there is also a reliance on more informal methods (eg oral questions, discussions). This form of assessment acts as a guide to both teacher and student on how well material has been mastered to that point. There may be indications that more work must be done by the student, a different type of explanation is needed from the teacher, etc.

Assessment – Summative is used for rating purposes. Each assessment item is the final piece for that unit/semester.

Authority area of learning means an area of learning for which there is an approved syllabus or accredited syllabus, course or subject; and the QSA has approved a work program under the Act; and in which results are subject to the Authority's procedures for moderation.

Authority-registered area of learning means an area of learning for which there is a Subject Area Specification (SAS) and a study plan approved by the QSA or the QSA has approved a work program under the Act.

Banking achievements is the process of adding learning achievements to a Learning Account.

Credit is a defined and assessable quantity of learning at the set standard that is the minimum achievement that can contribute to the QCE.

Certification means recognising learning achievements for the purposes of issuing a Senior Statement or awarding a QCE.

Completion refers to the requirements for finishing a course that are set out in a syllabus, training package, course, plan or project.

Compulsory Participation Phase is the legislated requirement for young people to participate in education or training for a further two years beyond Year 10, or until they have gained a QCE or a Certificate III qualification, or until they have turned 17.

Course of study is an organised amount of learning described in a syllabus, training package, subject, course or project that meets the Quality Criteria, hence allowing achievement in the course to be banked in a Learning Account.

Enrichment courses of study refer to courses that are undertaken by many young people through other organisations such as in music, dance and drama or workplace learning. Generally, these courses complement the learning at school.

Evidence of learning is authenticated by certification by a registered provider, or by another certification agency, or by the QSA or its delegate.

Incompatible subject refers to a subject that is sufficiently similar to another subject so that completion of only one of these subjects will contribute to the OP.

Learning Account is opened for each learner on registration with the QSA. The Learning Account records all learning achievements banked during the Senior Phase of Learning.

Learning achievement is a recordable amount of learning. This could be a 'competence' in VET, or a semester unit in an Authority or Authority-registered subject.

Overall Position (OP) indicates a student's rank order position based on overall achievement in Authority subjects. It is one piece of information recorded on the Tertiary Entrance Statement (TES).

Queensland Certificate of Education(QCE) refers to the award attained by a young person who has achieved 20 credits in the required pattern and who has met the literacy and numeracy requirements. The learning achievements banked during the Senior Phase of Learning contribute towards the qualification.

Recognised refers to the QSA's recognition function that allows courses of study developed outside the QSA to contribute to the Learning Account.

Registration is the process of gathering demographic information about a young person, their general goal and where their goal will be achieved in the Senior Phase of Learning.

Reports of progress will continue to be issued by the school. These include individual subject progress reports and formal end-semester reports.

Senior Statement refers to the transcript, issued by the QSA, that records all learning achievements banked by someone completing Year 12. This statement will attest to a person's completion of 12 years of schooling.

Senior Phase of Learning begins with young people registering with the QSA the year before they turn 16 and ends when the QSA awards them a QCE.

Set standard refers to the standard of achievement that attracts credit towards the QCE. In VET the set standard is 'competence', in Authority courses it is at least Sound Achievement and in many other courses it is at least 'pass' or 4 on a seven-point scale.

Structured workplace learning refers to an extended period of time in a workplace where young people gain experience, skills and other attributes in a specified occupational field. A young person's amount of workplace learning must be at least 160 hours. Evidence of learning achievement must be endorsed by an employer.

Subject Comparisons - It should be noted that not all subjects are of the same nature and an achievement level in one subject cannot confidently be compared with the same achievement level in another subject. Levels of Achievement relate directly to the stated criteria of a particular subject, or the outcomes relevant to a particular level. Some of the terminology used in the descriptions of the subjects may require some clarification.

Syllabus is a document that supplies a curriculum framework for a course or subject either developed and approved, accredited, or recognised by the QSA.

Tertiary Entrance Statement (TES) consists of two pieces of information — an Overall Position (OP) and Field Positions (FPs).

Variable Progression Rate(VPR) refers to QSA processes that allow young people to complete their senior studies over a longer time than the normal two years. Variable progression rates include:

- students studying two or more semester units of an Authority or Authority-registered subject in the same semester
- students, including students in Year 10 who study one or more senior Authority or Authority-registered subjects, spreading their senior studies over three years.

Work Program is a written record of a school's plan of teaching and assessment. It contains all the information required for a course of study, what the course is about, how it is to be taught, the assessment program and an explanation of what is required for each level of achievement. A Work Program is prepared for each senior subject and is devised to reflect the appropriate syllabus.

Young person/young people refers to 15–17 year olds who are under the *Youth Participation in Education and Training Act 2003*.

School Policy Late and Non-submission of Work

1 It is expected that all students complete all assessment set and meet deadlines!

- 2 This policy applies to **significant** pieces of assessment for which assessment task sheets are supplied, class time is allocated allowing teachers to monitor progress and for which a whole class due date is established.
- 3 If a student is not able to meet a due date for a piece of assessment an extension may be granted on or before the due date by the relevant Head of Department. Some students may have flexible arrangements concerning due dates as detailed in their **Individual Education Plan**.
- 4 All assessment pieces must be submitted or completed on the **due date**, as stated on the assessment task sheet, unless an extension has been granted. If a student has not submitted a **reasonable effort** on an assessment item by the due date:
 - Parents/Guardians should be informed by phone or in writing.
 - An opportunity should be found during lunch or after school for students to complete the task.
 - Information about extensions granted and late submissions will be recorded on the Behaviour Management Database.
 - HODs may impose assessment based penalties after considering the conditions of assessment relevant to the item, the significance of the assessment item and the student's history of late or non-submitted work.
- 5 If a student is absent on the due date they must:
 - if at all possible, make contact with their teacher to apply for an extension **or**
 - Send the work to school as early as possible on the day **or** apply for an extension from the HOD **or** supply a doctor's certificate upon their return to school with the work completed.
 - In exceptional circumstances students may apply to the HOD for an extension after the due date.

The Principal reserves the right to make final determinations on all matters regarding the conditions of assessment and the awarding of student results on a case by case basis.

Expenses

Pine Rivers High School's P & C Association has given the Principal approval for the school to retain the text book cheque paid by the Government. The former subject charge is now paid directly to the school's internal account.

Each subject a student takes attracts a charge from the relevant Department and the payment is apportioned to cover these charges. Any parent who wishes may make application to have the cheque paid to them but books/materials made available to students through the resources hire scheme must be provided by parents. The costs to parents who decide on the latter option can be quite high. Text books and certain resources (eg notes, paint, access to computers etc) are covered under the hire scheme but students must still purchase consumables. Extra charges are made for excursions. Details are noted in the subject information.

Shoes with substantial uppers are a part of the Pine Rivers' uniform. It must be stressed that it is the policy of the Education Department that students **NOT** be permitted into practical classes (eg Manual Arts, Home Economics and the Science laboratories) if they are without shoes with substantial uppers. This is a safety requirement.

Subjects Available for 2009

KLA	Year 9 Subjects	Year 10 Subjects
English	<ul style="list-style-type: none"> ▪ English ▪ Essential English ▪ Practical English 	<ul style="list-style-type: none"> ▪ English ▪ Practical English
Mathematics	<ul style="list-style-type: none"> ▪ Mathematics ▪ Elementary Maths 	<ul style="list-style-type: none"> ▪ Mathematics (Foundation, Maths A, Maths B) ▪ Elementary Maths
Science	<ul style="list-style-type: none"> ▪ Science 	<ul style="list-style-type: none"> ▪ Science ▪ Science Extension ▪ Horticulture
SOSE	<ul style="list-style-type: none"> ▪ SOSE 	<ul style="list-style-type: none"> ▪ Geography ▪ History ▪ Geography Extension ▪ History Extension ▪ Study of Society ▪ Work Education
LOTE	<ul style="list-style-type: none"> ▪ German 	<ul style="list-style-type: none"> ▪ German
The Arts	<ul style="list-style-type: none"> ▪ Art ▪ Dance ▪ Drama ▪ Music ▪ Media Studies 	<ul style="list-style-type: none"> ▪ Art ▪ Dance ▪ Drama ▪ Music ▪ Media Studies
Technology	<ul style="list-style-type: none"> ▪ Business & Enterprise ▪ Graphics ▪ Home Economics ▪ Industrial Technology & Design ▪ Information and Communication Education ▪ Robotic Engineering 	<ul style="list-style-type: none"> ▪ Business & Enterprise ▪ Graphics ▪ Home Economics (Food for Health) ▪ Home Economics (Textiles) ▪ Home Economics (Introduction to Hospitality) ▪ Industrial Automotive and Design ▪ Industrial Engineering and Design ▪ Industrial Furnishing and Design ▪ ICE A – Data Management and Integration ▪ ICE B – Problem Solving through Programming ▪ ICE C – New Media ▪ Introduction to Accounting ▪ Robotic Engineering
Health	<ul style="list-style-type: none"> ▪ Health & Physical Education 	<ul style="list-style-type: none"> ▪ Health & Physical Education ▪ Recreation Studies ▪ Rugby League
Other (Compulsory)	<ul style="list-style-type: none"> ▪ Sport ▪ PREP (Pine Rivers Enrichment Program) 	<ul style="list-style-type: none"> ▪ Sport ▪ PREP (Pine Rivers Enrichment Program)
Other (Invitation Only)	<ul style="list-style-type: none"> ▪ Lifestyle Planning 	

Descriptions of all subjects are in alphabetical order on the following pages.

Subjects Offered in Year 11 - 2009

The following schedule indicates the requirements recommended for students entering Year 11 Subjects in 2009. This information may assist you in making subject choices in line with future goals/pathways.

Authority Subjects

SUBJECT	QCE Points	Embedded VET	ADVANTAGES/PREREQUISITE (Year 10 minimum Level of Achievement)
ACC Accounting	4		BAE; ACC; C in ENG and MAA
AHS Ancient History	4		HIS/HIX/GEG; C in ENG and 3 other subjects
ART Art	4		ART; C in ENG and 3 other subjects
BSC Biology	4		C in ENG; SCI and 3 other subjects
BCT Business Communications and Technologies	4	Cert I, II Business	C in ENG and MAA
CHM Chemistry	4		B in MAA or C in MAB; C in SCI and 3 other subjects
DAN Dance	4		DAN; C in ENG
DRA Drama	4		DRA; C in ENG
ECN Economics	4		HIS/HIX/GEG; C in ENG, MAA and 2 other subjects
ENG English	4		C in Eng
FTV Film Television and New Media	4		B in ENG and C in 3 other subjects
GEG Geography	4		GEG/HIS; C in ENG and 3 other subjects
GER German	4		C in GER and ENG
GCS Graphics	4		C in GCS
HEC Home Economics	4		HEC; C in ENG and 3 other subjects
HOS Hospitality Studies	4	Cert 1 Hospitality (Kitchen Operations)	HEC/JHO; C in ENG and 3 other subjects
IPT Information Processing & Technology	4		B in ENG or MAB and C in 3 other subjects (including ENG and MAB)
MAA Mathematics A	4		C in MAA and C in ENG
MAB Mathematics B	4		C in MAB and C in ENG
MAC Mathematics C	4		B in MAB and C in ENG
MHS Modern History	4		HIS/HIX/GEG; C in ENG
MSC Multi-Strand Science	4		C in ENG and 3 other subjects
MUS Music	4		C in ENG, MUS and 2 other subjects
MUX Music Extension	4		C in ENG, MUS and 2 other subjects
HPE Physical Education	4		HPE; C in ENG
PHY Physics	4		C in MAB or B in MAA, C in SCI and C in 3 other subjects
SOS Study of Society	4		C in ENG and/or SOS
TCH Technology Studies	4		B in MAA or C in MAB, C in SCI and C in 3 other subjects

NB Only Authority Subjects are considered in the compilation of the OP Score

Other Subjects

Authority Registered – Stand Alone

SAS APPROACH A: VOCATIONAL EDUCATION AND TRAINING (VET) CERTIFICATES

Subject	QCE Points	AQF Level	Advantages/ Prerequisite (Year 10 minimum LOA)
BBP Business Procedures	2 4	Certificate I Certificate II	
MEN Engineering	2	Certificate I	
MGC General Construction	2	Certificate I	
ICT Information & Communications Technology	4	Certificate II	ICC an advantage
CRC Recreation Certificate Course	2 4	Certificate I Certificate II	
SPC Sport Coaching Certificate Course	4	Certificate II	
TSL Tourism (Tourism Operations)	4	Certificate II	GEG; C in ENG
WPP Workplace Practices	4	Certificate II	WED

Authority Registered – No VET

SAS APPROACH B: VOCATIONAL LEARNING (VL) STRAND

Subject	QCE Points	Advantages/ Prerequisite (Year 10 minimum LOA)
AUT Automotive Studies	4	
EST English Communication	4	
ECH Early Childhood Practices	4	
FEN Functional English	-	
FMA Functional Maths	-	
PVM Pre-Vocation Mathematics	4	
VAP Photo-Imaging	4	C in ART
VAS Visual Arts Studies	4	C in ART

Authority Registered – Combination

SAS APPROACH C: STRAND ALLOWING FOR A VET OUTCOME

Subject	QCE Points	AQF Level	Advantages/ Prerequisite (Year 10 minimum LOA)
HPA Hospitality Practices (Kitchen Operations)	4	Certificate I	C in JHO
MFN Furnishings	4	Certificate I	

School Subjects

IMU Instrumental Music

External Studies Courses

Opportunities exist for students to engage in courses offered by external providers (eg Universities, TAFE). Information on these can be obtained from the Senior Schooling Head of Department.

Policy on Changing Subjects

The selection of subjects for the two years leading to the completion of Year 10 and for the two years leading to the Senior Certificate at the end of Year 12 requires much careful thought. There are implications for the student and the school in the choices that are made. The procedure that we adopt at Pine Rivers provides a great deal of guidance to students and parents through:

- In-class prep lessons
- Comprehensive subject selection book
- Subject selection evenings for appropriate year levels
- Oral reporting
- Full time guidance assistance
- Ready access to subject teachers

The establishment of minimum standards for entry into Authority subjects at Year 11 level is a further measure aimed at helping students find the right course for them, based on their demonstrated performance and our years of combined educational expertise.

As staffing, particularly in some specialist areas, remains tight, there will be an even greater need "to get it right" in choosing subjects at the beginning. It is anticipated that fewer small classes will be possible and student options will be limited. The school will be staffed on the basis of the information supplied at the time of subject selection and the following policy has been implemented.

- 1 As far as it is possible, all student choices will be facilitated provided the initial subject selection form is completed accurately and handed in on time.
- 2 Changes to the original subject selection in Years 9 - 11 will be accepted prior to the start of the school year provided that they can be accommodated within the staffing and timetabling framework. Any such request **must** be in writing and signed by parent/guardian.
- 3 Changes to subjects in all Years 9 - 12 will only be made in the first 4 weeks of semester 1 and the first 3 weeks of semester 2 unless there are substantial reasons presented to do otherwise.
- 4 Any student wishing to request a subject change once the course has begun must complete the relevant form available from the office.
- 5 No changes to subjects will take place unless there are vacancies to accommodate such requests.
- 6 Students who are receiving a VLA in a Authority subject in Year 11 will be encouraged to change to an available, alternate subject at the end of the semester.
- 7 Students must have demonstrated a genuine effort to achieve in the subject they wish to change as a pre-requisite to any mid-course subject change. This will be particularly the case when changing the subject may affect the viability of the whole class.
- 8 The expected number of subjects for each student in each year is 6 subjects per semester. **There is no provision for any student to study less than the expected number of subjects.** Possible exceptions to this are repeat or mature-age Year 12 students studying a full Authority course or elite sportspersons following a three-year Senior course.
- 9 As a general rule, students should complete the full course to Year 10 in a subject that is a pre-requisite for Years 11 and 12.

***NB:** Year 11 and Year 12 students who change subjects will receive recognition for the "changed from" subject on the Senior Statement provided they have completed at least one full semester. Credit will be given for the number of fully completed semesters. However, the Level of Achievement finally awarded will be based on the fullest and latest information available.*

CAREFUL CONSIDERATION SHOULD BE GIVEN TO SUBJECT CHANGES AS IT MAY IMPACT ON A STUDENT'S ELIGIBILITY FOR A QCE.

Art Overview

KLA – The Arts

Why Art?

The visual arts are all around you. They influence how you see the world and what you think about it. The visual arts comprise, the Fine Arts, television, film, video, advertising and the design of everything in your life from the shape of a car to the colour of a cereal box. Art is a subject which helps you to form your opinions in a more meaningful way. It also helps you to understand yourself and your world.

Course Overview:

The new syllabus or essential learnings are centred around MAKING and APPRAISING. Appraising implies at **least a 30% written or oral theoretical component, to go with the practical work.** All students will complete the 30% appraising component.

Students choosing visual Arts subjects in Year 9 and 10 can be assured of a negotiated curriculum, suited to their **individual needs**. Students will use a wide variety of art techniques and media including traditional painting, drawing, and printmaking and 3D material as well as digital technology using computers.

A reasonable result in Art would ensure that a student had sufficient grounding to enter Senior Art (Authority subject) and/or the Creative Arts Strands (Authority-registered subjects): Creative Arts (Fine Arts) and/or Creative Arts (Photo-imaging) in Years 11 and 12. However, students with no Art background may be considered through folio entry.

Students wishing to concentrate on a Visual Arts oriented career should consider taking as many **Visual Arts** related subjects as possible to ensure that a comprehensive folio can be compiled.

These students also need to be aware that some of the Multi-media tertiary courses require an OP in the 6,7,8 range as well as a folio submission and an interview.

Course Outline:

In Junior Art, you will explore a range of media including drawing, painting, video, clay, photomedia and print making which will enable you to respond to the world in which you live. It will also, through practice, develop your knowledge and skills in these areas.

Your levels of awareness of and commitment to art and its many aspects will be increased through looking at and responding to your own art and that of others. Excursions to galleries and special exhibitions and visits by practicing artists in various fields will help you to be a better artist yourself.

Pre-requisites:

If you have done well in Art and English in Year 8, you will manage the visual and verbal languages development of the Junior Art Course.

Workload and Assessment:

Throughout Year 9 and 10, you will be expected to become increasingly self-motivated and to develop your own ideas and areas of special interest. You will also be required to complete essential core activities. A minimum of 2 hours per week Art homework will be your pleasure in Art.

Assessment is continuous and thus provides regular feedback to you and your parents and explanations will show you how you can improve your performance. Throughout the course, your process work will indicate the ways you have explored, developed and resolved ideas. Your work will be exhibited regularly at school (in the L Space Gallery) and teacher/student discussion as well as self and peer assessment and evaluation will provide further feedback on your learning development. The various research methods employed in Art and historical, cultural and social investigations will indicate your level of understanding through written and visual presentations, reviews, reports and assignments.

Relevance to further studies/employment:

As a subject, Art provides general educational benefits, vocational possibilities and recreational interests for all people. Junior Art is a preferred prerequisite for Art and Visual Art Studies in Years 11 and 12 and is also a useful subject for entering a variety of University and TAFE courses, apprenticeships and employment situations. See your Art Teacher for more details.

Expenses:

You will be expected to provide basic stationery and some materials and equipment for class and homework, but the majority of materials, equipment, books and other resources will be provided.

Business and Enterprise

KLA - Technology

When people want to start a new business, their success depends on how well they understand what is involved in setting up, marketing and running a business and how quickly they learn the skills needed to build and manage a business. This new course of study is designed to give students an introduction to, and an awareness of the requirements to run an effective business as well as the knowledge and skills to interact with businesses as both customers and employees in an informed and responsible manner.

Course Outline:

- Enterprising skills and attributes
- Business structures – sole trader, partnerships and company
- Select and register a business name and logo
- Prepare a business plan
- Develop skills in marketing
- Prepare a SWOT analysis
- Do cash bookkeeping
- Prepare a profit and loss statement
- Understanding business ethics and etiquette
- Prepare a trade display

Assessment

Assessment of student knowledge will involve a combination of formal class tests and assignments.

Workload

Classwork is either theoretical or practical and students are expected to have the correct materials present. Students are expected to be able to work with a degree of independence and effectively in groups.

Expenses

Students are expected to provide the necessary stationery.

Relevance for further study/employment

This course provides an introduction to the concepts and procedures used to manage business enterprises, allowing students to be informed and responsible business owners, consumers and employees.

Dance

KLA – The Arts

This course provides the opportunity for students to develop skills in:

Choreography which develops creativity, group skills, the opportunity to explore a variety of dance styles in a range of cultures, self management skills, self expression and communication skills.

Performing which develops technical skills, physical skills, self confidence, personal satisfaction and group skills.

Appreciation which develops the students understanding of dances from a variety of historical and cultural contexts, critical appreciation of dance and written and oral communication skills.

Course Outline:

The students study two units in the Semester of Dance.

Unit 1 - Students engage in a study of popular dance and how it has changed over time. They study popular dance from the 1950's to today, looking at the social and historic significances of each era.

Unit 2 - Students are introduced to contemporary dance and learn how they can use it as a tool of self expression.

Pre-requisites:

An interest in all styles dance and a desire to perform.

Workload and Assessment:

Students are assessed on what they know and can do in **choreography**, **performing** and **appreciation** across a range of practical, written and oral activities. In Semester 2 it is compulsory that students participate in the Performing Arts Night in Term 4, which involves an after school rehearsal and one night performance.

Expenses:

Costumes would be a necessary expense for public performances (Performing Arts Night, and possible school assembly performances) and costs are kept to a minimum. School sports uniform is appropriate class wear. Students may also wish to have their own copies of the music being used in class, and this may be organized with students covering the cost of a blank CD.

Relevance for further studies/employment

Dance in the junior years is a preferred requisite for Dance in Years 11 and 12. Studies in dance develop a range of thinking skills, creativity, communication and self confidence which can benefit students in any chosen career. Dance training can also lead to courses in TAFE, University and employment in fitness or dance schools.

Drama

KLA – The Arts

This subject focuses on students expressing and communicating understanding of human issues while developing an understanding of a range of dramatic styles. Students develop confidence and self-awareness as they work in groups to prepare and share drama. The subject is organized in terms of:

Forming - Students work to create and shape dramatic action in activities such as role play, improvisation and scriptwriting.

Presenting - Students rehearse, refine and perform student-devised and scripted works in a range of styles

Responding - Students describe, analyse and evaluate drama from a range of cultural and historical contexts.

Course Outline:

Impro and Scripted Drama

- 1 A guided introduction to dramatic elements through improvisation.
- 2 In class performance of the play text eg 'Dags', 'Burnt'.

Pre-requisites:

Students planning to enrol in Drama should have achieved a "C" level of achievement in English in Year 8. They should also have an interest in the **performance** aspects of the course, and the ability to work in groups.

Workload and Assessment:

For oral and written tasks, students are assessed on what they know and can do in **forming, presenting** and **responding** through individual and group tasks.

Expenses:

There may be visits to live performance and these will incur a charge eg Qld Arts Council approx \$6 per visit.

Relevance to Further Studies/Employment:

Students who complete Drama in Years 9 and 10 will find that it helps to develop self-confidence, the ability to perform before an audience, to work co-operatively, and develop oral and written communication skills. The Drama course in Years 9 and 10 prepares students for the Senior Authority subject - Drama.

English

KLA - English

The global aim of the course is to promote the balanced, all round development of students as they progress through secondary school. This aim is sought through the enrichment of students' experience with language and the development in the competence of using it.

Course Outline:

The Junior English course involves a wide range of activities: listening, viewing, reading, writing, and speaking. Students will be encouraged to learn to master the basics of our language and to respond positively to a variety of stimuli.

As a progression from Year 8 the Year 9 program will incorporate the discovery/creation emphasis with one of description and analysis. This will include the introduction of more formal modes of both oral and written expression.

Assessment:

Assessment is continuous and each student is required to keep a folder which contains a record of written and spoken performance in various styles for a range of purposes over a range of audiences. Each teacher designs a course plan for the class within the framework of the Junior English program. The actual number of assessment items for the year is determined by the class teacher, with specified items being selected for the student folio of work.

Written: (Predominantly)

- Extended Reading - Functional Response
- Essay Response - Argumentative/Persuasive/Analytical
- Extended Response to Literature - e.g. Poetry
- Creative Writing - eg Short Story.
- Recreation/Continuation of Narrative.
- Series of Diary Entries
- Media Response - Response to film associated with drama Novel Unit.
- Functional Writing - Formal Letter
- Additional Written Piece - teacher/student choice

Spoken: (Predominantly)

- Creative/In Character - Dramatic Presentation or individual presentation in role.
- Informative/Persuasive - on issue of concern
- Functional/Creative - teacher/student choice

NOTE: At least 20% of written tasks must be completed under conditions which allow confirmation of authorship.

Workload:

Students are required to read and write continually. Consistent effort is of utmost importance; so too is meeting assignment deadlines. Failure to complete work or to hand it in on time can seriously affect a student's final result.

Relevance to further studies/employment:

An ability to communicate clearly and effectively is necessary for students seeking employment and "C" or higher is required for students continuing to Years 11 and 12. This "C" or higher in the following categories: Written expression, Oral skills, Reading/Comprehension.

Essential English

KLA - English

Essential English is offered by invitation only to those students who are having considerable difficulties with literacy. The aim of Essential English is to improve individual students overall literacy skills by teaching and learning at individual performance levels. The intent of this course is to return these students at some time in the future to mainstream English classes.

Forming – Students work to read and write in a variety of contexts such as story writing, recounting and reporting.

Presenting – Students give opinions, share ideas and perform own work.

Responding – Students describe, analyse and evaluate a range of different texts.

Course Outline

Essential English is designed to revise and teach basic literacy skills in the context of the students present literacy skills.

Students will investigate ideas, information and feelings about recognizable subject matter through simple literacy and functional texts, to tell stories, communicate opinions and reflect on personal and imagined experiences, to construct their own text and speak confidently about known subjects.

Assessment

Assessment is continuous and is obtained using Standard Tests such as running records and evaluation of the students work. Each student has a folder containing assessment items and work samples. The course content will vary according to the needs of the students and will follow where possible the framework of the Junior English program.

Workload

Students are required to continually practise skills taught. Each student is expected to read some form of text of their choosing each day for no less than 10 minutes, complete homework tasks weekly and assessment tasks as instructed.

Elementary Maths Mastery

KLA - Mathematics

Elementary Maths Mastery is offered by invitation only to those students who are having considerable difficulties with Numeracy. The aim of Elementary Maths Mastery (EMM) is to improve individual students overall Numeracy skills by teaching and learning at individual performance levels. Students will remain in EMM during Year 9 and 10 and return to mainstream maths in Pre-Vocational Maths in Year 11.

Subject description:

Topics covered include:

Calculator skills, fractions, decimals, percent, basic money skills, measurement, perimeter and area of various regular shapes, maps and grid references, collecting and handling data, displaying and interpreting data.

Workload:

Mathematics is a developmental subject and, therefore, homework is essential to support and consolidate work done in class. Approximately one to one-and-a-half hours of homework/study per week are necessary and expected in order to keep up with and progress in the subject.

A substantial amount of the course work is 'hands-on' and collecting data and information is a regular feature of lessons particularly in the latter part of the course.

Expenses:

- A Casio FX100AU calculator or its equivalent is most desirable. (Cost previously \$25.00) Scientific calculators used by older siblings are also satisfactory.
- A4 lined paper – (students supply their own paper for ALL examinations)
- There may be excursions or trips to participate in competitions wherever advantageous. The cost will be approximately \$5.00 per excursion/competition, though the school may subsidise some of them.

Assessment

A variety of assessment methods will be used. These may include practical tests, mental tests, pen-on-paper tests, closed investigations and assignments.

German

KLA - LOTE

Aims:

By the end of Year 10, a student should be able to communicate on a simple level as a visitor in Germany, or with German people in Australia. The student should also have a broad understanding of major aspects of German Culture. This will include a study of the geography of the country, life in schools and at home and everyday activities, as well as basic aspects of national life, rural and urban.

Course Outline:

The course is arranged in units - each of which focuses on a topic relevant to the student's life (eg daily life at home, school and in the community). The four Language Skills of Listening, Speaking, Reading and Writing are used to enhance Communication in German. Writing of letters, postcards, sending telegrams, making phone calls, and role playing are all part of the communicative aspect of the language.

Pre-requisites:

An "A" in Year 8 German and English and an interest in second language learning.

Assessment:

In Year 9 there will be one test per skill per Semester - four in total per Semester. One cultural assignment per semester will also be undertaken.

Workload:

Learning a language is not an easy task, especially as we live in a mono-lingual country. It requires dedication to learn vocabulary and grammar and constant effort. It is a developmental subject therefore, what is learnt in the early stages (Years 8 and 9) is vitally important to the later stages. It is not a subject to be taken lightheartedly.

Expenses:

A set textbook is provided through the Resource Hire Scheme and a folder or pad is used for class work. Students are required to purchase an individual workbook to accompany the textbook provided. There are no compulsory excursions, although students will be invited to participate in various celebrations, competitions etc which may involve some expense.

Relevance to further studies/employment:

Languages are a part of the National Core Curriculum and have been a part of Pine Rivers curriculum for many years. There has been a lot of interest in language learning over the past few years and German provides an excellent opportunity to study another culture that has very close links with our own.

As for employment prospects, numerous employers enquire about the ability to speak a foreign language. The demand for people with a proficiency in a second language is growing as world trade, tourism and communications expand rapidly.

Graphics

KLA - Technology

Students who are diligent in their learning habits should gain information and develop knowledge and skills which allow them to:

- understand the need for drawing and standards
- develop three dimensional spatial comprehension on a two dimensional medium
- develop an awareness and skills in a CAD package
- understand through graphical representation the mathematical principles that relate to lines, shapes and space
- use correct terminology in communication

Students study the main forms of graphics used throughout the world together with some underlying principles of these forms. They draw patterns for a variety of solid shapes, containers and pipes, do exercises in surveying, work with charts and diagrams and learn techniques of rendering and colouring to enhance the presentation of completed work. Students are encouraged to apply technical knowledge to a variety of situations, think critically and independently about problems, and form opinions about the quality of work produced by the class group.

Assessment:

A variety of techniques are used to assess student progress and judge achievement over the total course. The information obtained is used to match student performance with expectations set down in the school's unit plan.

Routine classwork and supervised practical tests may be used to assess drawing skills and problem solving ability. Multi-choice tests, short answer tests, and a folio of selected work may be used to assess knowledge, understanding of principles, research and design skills. Assessment should assist students to improve their overall performance.

Relevance for further study/employment:

The Manual Arts courses, with their industrial overtones, will be of assistance to students seeking apprenticeships or to those continuing their education in Senior Graphics and relevant tertiary institutions (TAFE, University etc). Mathematics students may be assisted in their studies by perceptions gained through a graphical study of plane and solid geometry.

Apart from these obvious benefits, many students could improve their comprehension of the written word, analytical skills and problem solving through a committed study of the subjects and some academically inclined students have found a value in undertaking the study because of the leisure time skills provided for later life.

Health and Physical Education

KLA – Health and Physical Education

The Health and Physical Education school curriculum is based around three strands: Promoting the health of individuals and communities, Developing concepts and skills for physical activity and Enhancing personal development.

Three Physical Education lessons are timetabled for Year 8 and 9 for one semester and Years 8, 9 and 10 participate in a sporting program for one 70-minute session per week throughout the year.

Pine Rivers State High School acknowledges the importance of health and regular physical activity to young adults. The Health and Physical Education school curriculum program is founded on a broadly based notion of health, which encompasses the total well being of the individual. It is concerned with providing students with a knowledge of their bodies and fostering the attitudes that will empower students to adopt healthy lifestyles and display increasing responsibility for their decisions concerning their own lifestyles and the development of optimal health.

It is also important that students are able to make informed, rational decisions as to their involvement in those skilful physical activities that comprise a significant aspect of Australian and other cultures. It is intended that the areas offered would provide students with opportunities to develop the skills needed for continued involvement in physical activity, at a time when valuable use of leisure time is becoming increasingly important. Furthermore, students should learn how to improve their own performance in the activities chosen and to appreciate the cultural views and ethics that are evident in them.

Examples of games and sports taught are volleyball, basketball, softball, racquet sports and some choice is given dependent upon resources and class size. In Year 9 students have the opportunity to obtain Royal Lifesaving Society awards as part of the course of study. Apart from games and sports, students are also instructed in the areas of fitness, athletics and dance.

Extra-curricular Activities and Assessment:

Some extra-curricular activities offered at Pine Rivers State High School, including performances at school sporting carnivals, involvement in musicals and school excursions or camp experiences can contribute to achievement within the Health and Physical Education KLA. Students may negotiate with their individual teachers for recognition of their achievement in extra-curricular activities as part of their assessment.

Assessment:

Assessment in Health and Physical Education at Pine Rivers is based on the following premises:

- Students are provided with multiple opportunities to demonstrate achievement of the outcomes identified
- Students will inevitably progress at different rates
- Students will be engaged in monitoring their own progress
- Students will be involved in negotiating elements of the curriculum, including assessment opportunities and experiences, and criteria for assessment.

The assessment program for this course will include essays, lab presentations, assignments, examinations and performance of skills and team play in games and drills. Students will be assessed according to standards attained in the relevant skills.

Diagnostic testing will be used at appropriate times in the course to place each student in that learning situation which will be of most benefit to him/her. In this way students will learn and practise sports skills through activities especially designed for students at their level of proficiency.

In some cases, certification of the standards reached is possible through awards such as those offered by the Royal Life Saving Society. It is expected that students wishing to do the Certificate courses in Recreation in Senior reach the Senior swim and survive award level.

Expenses:

Parents are requested to consult the Resource Hire Scheme for a list regarding sports clothing and equipment required for sport and physical education since such factors affect both safety and performance. All students will be required to swim as a part of the curriculum. An information letter will be sent out detailing the necessary requirements prior to the commencement of the program. Students may be given the opportunity to attend an excursion relevant to their course of study and parental permission and details will be given well in advance.

Home Economics

KLA – Technology

The aim of the Home Economics course is to provide learning experiences through which the student will acquire knowledge, understanding and skills related to the three National Curriculum areas of Technology, Health and Physical Education, and Study of Society and Environment.

Course Outline:

The program offers student specific studies in **Home Economics:** management, safety and hygiene, nutrition, food preparation; and interpersonal skills.

The units currently offered are:

- *Food for Health*, and
- *Through Children's Eyes*

The units studied are based on the topics of children's nutrition, the food nutrients and the *Australian Guide to Healthy Eating*.

The course contains a weekly practical component in which students are expected to actively participate. Basic practical skills will be developed in Year 9, and will be extended in Year 10 units during the following year. The subject provides an ideal grounding in the Senior subjects of Home Economics, Hospitality or Early Childhood Studies.

Pre-requisites:

A minimum of a "C" in Year 8 Home Economics would be desirable.

Full leather/vinyl shoes with NO fabric component must be worn for all lessons due to Workplace Health and Safety requirements.

Assessment:

Students will be assessed under the following criteria:

- 1 Knowledge and Understanding
- 2 Reasoning Processes
- 3 Practical Skills

The following assessment instruments will be used to assess the above criteria:

- a Written tests which will assess criterion 1
- b Research assignments which will assess criterion 2
- c Continuous assessment which will assess criterion 3
- d Practical tests which will assess criterion 3

Workload:

Students will be expected to study from the text, notebook and worksheets and to revise the work of the day each night. Practical homework will be frequently set.

Expenses:

Materials will be needed for practical lessons. It is essential that parents provide these requirements or students may be seriously disadvantaged. If there is a problem providing such equipment, contact the Head of Department so that help can be arranged. ***Such matters will be kept confidential.***

Relevance to Further Studies/Employment:

- Social work - public relations
- Nursing (with Science)
- Teaching
- Industry - food science, hospitality, catering and food industries, tourism, food

- Marketing and food styling.
- Fashion design and related industries
- Marketing and consumerism
- Textile science
- Health based careers
- Retailing
- Interior decorating

Industrial Technology and Design

KLA - Technology

Course Outline:

In undertaking/studying this course students are given opportunities to demonstrate learning outcomes from the Technology Syllabus in the following four (4) strands:

- Technology Practice
- Information
- Materials
- Systems

The major project in this course is the Co2 powered race cars. Students use the four strands to design, construct, refine and race these very fast little cars down a 20 metre race track. At the end of the semester, students compete for the title of *Drag Car Champion* when their painted timber cars race down the track in 1-2 seconds.

Industrial Technology and Design involves the design and manufacture of products that comprise the made environment. People engage in industrial technology and design as personal, commercial or industrial activities to solve real world problems, satisfy human needs and wants, and the capitalise on opportunities.

Industrial Technology and Design includes the design and manufacture of products, industrial systems and the graphical representations required to communicate designs and production processes to others. Industrial design focuses on the creation and development of concepts and specifications for products. Industrial technology refers to the procedures and techniques used to combine and process materials, and organise and control systems into useful products.

The subject combines technology knowledge with practical applications that challenge students to design and develop products in response to needs and to apply technology practice and use information, materials and systems.

Industrial Technology and Design students work independently and collaboratively when engaging in self-managing activities that require them to meet constraints such as time, cost and availability of resources.

Assessment:

Students are given a range of assessment techniques to demonstrate learning outcomes in each of the strands. Assessment techniques employed include design projects, folios, assignments, talks, teacher observations, peer and self assessment, safe working practices, reports and tests.

Information & Communication Education

KLA - Technology

This course is designed to give students skills that they can immediately apply and benefit from in all other subjects they may study and in the many circumstances they will find themselves interacting with information technology.

This subject is made up of separate and discrete semester units, except where pre-requisites indicate otherwise. Students who successfully complete 3 semesters of ICE (including the units ICE09A and ICA10A) may be eligible to achieve Certificate II in Information Technology.

Course Outline:

Students are taught effective keyboarding skills, effective internet searching, skills in researching, preparing and presenting assignments using word processing skills that include tabulation, creating and inserting graphs, equation editor, footnoting and referencing, using style headings and table of contents and using presentation software to support oral presentations. Students will investigate the social and ethical impacts computers have

had on employment and life styles of people as well as fundamental elements of the computer hardware they use.

NOTE: Facilities will limit the number of students who can be accommodated in each course. All students whose selections are submitted on time will be considered for enrolment in the course.

Assessment:

Students are assessed continuously throughout the course with the completion of both classwork and formal assessment contributing towards levels of achievement. Formal assessment will be in the form of tests, projects and portfolios.

Workload:

No homework will be set that relies on student access to a computer. Students will be expected to prepare for class, however, in line with the design-make-appraise model of problem solving.

Expenses:

Nil unless students are excessive in their internet use or with their printing.

Relevance for further study/employment:

This subject is strongly recommended for those students considering enrolling in Business, Business Communications and Technologies, Information Processing and Technologies or Information and Communications Technology. ICE allows a student to keep his or her career options open, while providing useful skills to allow him/her to maximise their time in front of a computer together with problem solving and assignment presentation skills to assist students with their other studies.

Lifestyle Planning

INCLUSIVE EDUCATION – Invitation Only

This course has been specifically designed for students attached to the special education program and also for invited students who are unable to access the key learning area of SOSE due to the complexities of the essential learnings and the pace of lessons. Learnings will focus around healthy lifestyles, community living and personal development.

Course Outline:

The essential learning strands are:

- Health includes physical, emotional, social and cognitive dimensions
- Personal, social, cultural and environmental factors influence behaviour and choices including eating
- Energy balance can be achieved by selecting a range of foods
- Identity is influenced by personal traits, responses in a variety of social contexts, responsibilities and accomplishments
- Positive interpersonal behaviors and respecting cultural protocols promote effective interactions and relationship groups
- Science can contribute to people's work and leisure

Students who enter this course will be identified by staff and family. They will learn skills required to develop positive relationships with class members and the community. Teachers will provide experiences for students with diverse learning needs who respond best to individual and intense specialisation of learning styles. Literacy and numeracy levels are set at individual student essential learning levels. Challenges to performance are evident as students move from competency to mastery.

Assessment:

Likely assessments will be competency based moving from emerging, developing and mastery on a learning continuum. Oral reporting, portfolios, checklists, multiple choice tests, cooking demonstrations, chart presentations, and competency demonstration of community skills will provide evidence of mastery.

Mathematics

KLA - Mathematics

This course focuses on the nature and application of mathematics in the world around us.

Aims:

The general aims for this Mathematics course are to provide students with opportunities to:

- a expand their previous experiences in Mathematics and thereby increase their knowledge and understanding in relation to their ability.
- b develop competence in the basic skills of Mathematics and the efficient use of these skills in life situations
- c develop an ability to communicate using the symbolism and procedures of Mathematics
- d develop an ability to organise and process information
- e develop an ability to solve problems including those that are pertinent to the student in society
- f develop an ability to work both co-operatively and independently in solving material problems
- g develop the ability to think creatively
- h develop an awareness of the historical reasons for some key developments in Mathematics
- i develop an appreciation of the power and beauty of Mathematics and the pleasure associated with creative mathematical endeavour.

Overview:

The junior Mathematics program provides a sequencing of topics from Year 8 through to Year 10. Year 8 (and new) students do a pre-test upon entry. All Year 8 students do a common course. Students are flexibly grouped during Year 9 and 10. This provides students with opportunities to study Core and an appropriate amount of Extension as preparation for Senior Mathematics.

A class formed in Year 9 to study *Elementary Maths Mastery* will continue through to Year 10. This will be by invitation only and continued placement in the class is dependent upon satisfactory progress and behaviour. Students selected to study *Elementary Maths Mastery* continue in the same class until the end of Year 10.

Subject description:

The junior Mathematics course covers the following topics:

Whole Numbers, Integers, Fractions, Money, Ratio and Proportion, Percentage, Probability and Statistics, Three Dimensions, Algebra, Plane Shapes, Length, Area, Volume, Geometry, Trigonometry

Competitions:

The Mathematics faculty offers students a number of enrichment activities. The majority of these are competitions arranged by the school in conjunction with other bodies such as the Queensland Association of Maths Teachers, Westpac, University of Queensland and Murrumba Downs district. These activities give the student early and much needed practice for the QCS Test, as well as a broader and richer view of the subject.

Workload:

Mathematics is a developmental subject and, therefore, homework is essential to support and consolidate work done in class. Approximately one to two hours of homework/study per week are necessary and expected in order to keep up with and progress in the subject.

Assignments form an integral part of the teaching and learning of mathematics. There is at least one assignment per semester and a considerable amount of the student's own time (homework) as well class time needs to be devoted to the task. Data collected from the assignments are also used to provide information for assessment.

Expenses:

- A Casio FX100AU calculator or its equivalent is most desirable. (Cost previously \$25.00) Scientific calculators used by older siblings are also satisfactory.
- A4 lined paper – (students supply their own paper for ALL examinations)
- Text: Mathematics 8, 9 or 10 Priddle, Davies, Pitman (Jacaranda) - will be provided by the school under the Resource Hire Scheme
- There may be excursions or trips to participate in competitions wherever advantageous. The cost will be approximately \$5.00 per excursion/competition.

Assessment

A variety of assessment methods will be used. These may include practical tests, mental tests, pen-on-paper tests, closed investigations and assignments.

Media Studies

KLA – The Arts

This subject focuses on students constructing, producing and responding to meaning in media texts. By engaging in these processes students develop an understanding of the five related concepts that are common to communicating through all media: media languages, technologies, audiences, institutions and representations. Students are equipped with the skills to actively participate in a global community that communicates through various technologies that combine still and moving images, words and sounds. Media

Studies develops more active and critical media users, who will demand, and could contribute to, a greater diversity of media in the future.

There are three dimensions studied. They are:

- 1 **Constructing media:** Students apply media languages and knowledge of technologies to form particular media texts.
- 2 **Producing meanings:** Students select different media forms and apply technologies to generate media texts for a target audience.
- 3 **Responding to meanings:** Students analyse the media languages and technologies used by the media to construct particular meanings.

Course Outline:

Units (within 1 semester)

- a Designed to Sell – Marketing Campaign
- b Riding the Air Waves – Radio Program
- c The Hero's Journey – Film Studies

Workload and Assessment:

Students are assessed on what they know and can do in constructing, producing and responding through a variety of individual and group projects both oral and written.

Expenses:

There may be consumable costs such as audio tape and CDR.

Relevance to Further Studies/ Employment

This course provides a number of pathways for students interested in all aspects of media, communication and advertising. This course is highly recommended to students wanting to go into the Senior course Film, Television and New Media.

Music – Instrumental

KLA – The Arts

Instrumental Music (woodwind, percussion, strings and brass) is taught by visiting instrumental music teachers. A timetable is arranged so that the student wishing to learn an instrument does NOT miss the same lesson each week of his other school subjects. The instrumental music teachers will group prospective and continuing music instrumental students into the appropriate level for teaching from beginners to more advanced.

Students are expected to buy the relevant instrumental music book after consultation with the Instrumental Music Teachers. These books are available from the Bookshop. Students are able to receive tuition on either their own instruments or on instruments supplied by the school through P and C funding or through the Education Department. The Music Instrumental Teachers will allocate the necessary instruments after testing prospective students. At the beginning of the year all interested parents and students are invited to a meeting at the school where full details of the program are explained.

Music

KLA – The Arts

Music is an important part of society and culture. Music allows students to develop creativity and self-expressiveness whilst also fostering self-discipline, concentration, listening skills and fine-motor skills. It also develops inter-personal skills and teamwork as well as an informed awareness of the world at large. Year 9 Music offers students an enjoyable and hands-on learning experience which can not only lead students towards a variety of careers in and relating to Music but also a vital recreational pursuit.

The music course in Year 9 covers three main areas:

- 1) **Music Literacy and Musicianship:** students develop competency in reading and writing music and considerable emphasis is placed on aural and rhythm training.
- 2) **Practical Music:** students develop the ability to perform in ensembles.

3) **History and Appreciation:** a study is made of the development of Western music from the Renaissance to the present time, again with emphasis on aural training.

Music will be available as a subject through to Year 12. **The music course is recommended to all students with an interest in exploring music through listening, playing and creating .**

Course Outline:

The three semesters are intended to be both developmental in the level of work and developmental in terms of musical styles studied. The following units will be studied over one semester:

- Unit 1 Making Music
- Unit 2 Back to the Future

Pre-requisites: Year 8 Performing Arts (Music) or an equivalent level in private tuition is preferred.

Assessment: The Music course is assessed through four principal areas: Composition, Practical, Aural and Knowledge about music.

Workload:

Homework is usually set on a week to week basis for practical and written exercises, with the equivalent amount of time being spent each night as would be required for normal overnight homework.

Expenses:

Students will be given opportunities to attend concerts and performances at the Queensland Performing Arts Complex, the Conservatorium of Music and the Queensland Arts Council, depending on availability.

Practical English

KLA - English

This subject provides a "hands-on" approach in which students develop and enhance their basic skills, as well as learn and explore language in a variety of real life contexts.

This subject is ideally suited to students who prefer a practical rather than the traditional analytical approach to their English studies. Practical English will allow students to choose Authority registered subjects in Years 11 and 12 and is an ideal preparation for the vocational education course English Communication in these year levels.

Entrance to this subject will largely be by invitation. Students who will benefit from the course of study planned will be selected for enrolment. Students not taking advantage of the opportunities offered in this subject will be removed to a standard English class.

PREP

The Pine Rivers Enrichment Program (PREP) is a lifeskills program which focuses on informed decision making.

The program is centered on five themes:

- | | |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• care and support• interpersonal skills• group skills | <ul style="list-style-type: none">• learning to learn• future planning |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|

In the junior school, students are timetabled for one period per week of PREP. Students are evaluated on participation in the various modules.

Robotic Engineering

KLA - Technology

The global aim of this course is to give students an understanding of the **Design, Process, and Control**, systems used in engineering. The course is designed to provide academic challenge, with a high level of expectation in the areas of research, problem solving and construction. This is an academic subject.

Aims:

The general aims for this Robotics course are:

- to engage students in **Technology** and to integrate this into real world environments, using intellectual and practical knowledge and skills.
- develop the students understanding of the history of robotics and the applications of robotics.
- understand the basics of robot construction, process, and control, using the LEGO RCX.
- gain an understanding of electronic systems.

- work as an engineer as part of a team, to complete a specified task.

Course Outline:

- History of Robots/Robotics
- Applications of Robotics
- Input, Process, Control
- *Control*
 - Design Process
 - Robolab – Inventor
 - Programming a generic robot to complete a task
- *Electrical Systems*
 - DC Circuits
 - Resistors, Capacitors, LED's, Transistor, Motors.

Assessment:

Assessment for this subject is largely based on task completion. There are also assignments and tests.

Workload:

A minimum of approximately two hours a week homework will be necessary to succeed in this subject.

Pre-requisites: A high level of problem solving ability is desirable.

Relevance for Further Studies/Employment:

The problem solving skills developed throughout the course are invaluable in many subjects. It is highly recommended to those students wishing to undertake Senior Physics. This course is suggested for students who hope to study following tertiary courses in Engineering related fields.

Science

KLA - Science

Science is a human endeavour that requires practice and hands-on involvement within a social context for authentic learning to take place. Students are encouraged to find answers to problems and to search for solutions through scientific investigation, reflection, analysis and evaluation. Scientific knowledge and understanding grow from applying science to our everyday endeavours, needs and experiences in life and across a range of contexts.

All Year 9 students study Science for one semester.

The semester unit studied in Year 9 complements the units studied during Year 8. The course covers the five core concept strands of *Life and Living, Natural and Processed materials, Energy and Change, Earth and Beyond, and Science and Society.*

Students in Year 9 will complete their study of the core concepts with, **Energy and Change** in their first term. In their second term students will cover:

- a) action and impact of drugs and
- b) anatomy and physiology of reproduction.

Assessment:

Students will be assessed in the domain of *Knowledge and Understanding* using a common pen and paper test. A test will be administered after each unit.

Teachers will also assess students in the domain of *Investigating, Understanding and Communicating* on a scale of A, B, C, D and E using generic criteria sheets for “experimenting”, “researching”, “presenting”, “poster / models” and/or “group work”.

Study of Society and the Environment

KLA – SOSE

During Year 8, students have studied the first semester of a three-semester course in SOSE. In Year 9, students complete the second semester of this course in Semester 1 and then go on to complete Semester 2 in Year 9 in either SOSE A (History focus) or SOSE B (Geography focus).

Course Outline:

The syllabus covers history, geography, demographics, environmental studies, economics, social justice, productive activities and personal finance/law.

SOSE A focuses on an understanding of the past and its legacy to the world in which we live. Topics include the brief study of a number of ancient civilizations and their continuing legacy, the development of democracy

from ancient Greece to modern government in Australia, Feudalism in Europe, the Middle East and Japan, and aspects of the Renaissance and the beginnings of modern economic systems.

SOSE B has a more geographical focus and includes studies on settlements and resource management such as forest sustainability and land management techniques. There are also topics on the importance and impact of tourism to Australia and the plight of refugees both in our country and world wide.

Assessment:

Assessment will be continuous throughout the year, incorporating a wide range of individual and group activities, research and report writing, oral presentations and performances, as well as short written responses and essay writing. Some assessment will be common for the relevant year level while other items will be class based. Students will be assessed on *Knowledge and Understanding, Processes and Communications* criteria.

Expenses: Some expense may be incurred for either an excursion/activity or field work.

Workload: Students will be given homework and will have assignment work.

Relevance for Further Studies/Employment:

This subject leads into the Social Science subjects offered in Year 10 – Geography, Geography Extension, History, History Extension, Study of Society and Work and Community Studies. The course also provides a range of opportunities for students to acquire and develop skills and ideas to enable them to be more active and productive citizens.

INFORMATION CONTAINED IN THIS BOOKLET WAS CORRECT AT TIME OF PRINTING. PLEASE NOTE THAT SOME CHANGES MAY BE IMPLEMENTED DUE TO COURSE AMENDMENTS IMPOSED ON THE SCHOOL. STUDENTS WILL BE NOTIFIED DIRECTLY BY THEIR TEACHER SHOULD THIS OCCUR.