

MIRANI STATE HIGH SCHOOL



Year 9 Curriculum Handbook 2025

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1. Junior Secondary at Mirani State High School

1.1 Letter from the Principal

Welcome to Year 9 - your final year of 'Junior Secondary'. Since your entry into this phase of learning in Secondary School you have been learning the skills necessary for your future career and life roles. Year 9 gives you the opportunity to consolidate and demonstrate your learning.

The courses of study offered in Year 9 enable you to further pursue electives you have enjoyed in the past, or you may like to try something different before specialising and consolidating studies in Year 10. The courses offered in both Core and Elective areas allow you one final opportunity to make links and connections between your early learning and studies in Year 8.

The subjects you decide to do this year will give you grounding skills and knowledge for future learning. Make the most of your time in Year 9, think about where you want to be in one, two and three year's time and strive for this.

Enjoy your learning experiences through the mandatory learning areas as well as your electives.

Best Wishes for Year 9



Mr Matthew Horton
Principal

1.2 The Junior Curriculum Philosophy

At Mirani State High School our curriculum exists both within and beyond the classroom. We encourage the development of enterprising, resilient, thinking and caring students. Students will have opportunities to:

- achieve the fundamental literacy, numeracy and citizenship outcomes necessary for productive and fulfilling life choices and pathways
- value life-long learning and be responsive to change
- be prepared to contribute to society as lifelong performers.

Through the curriculum, in all its dimensions, we aim to do best for our students. Therefore, we will remain responsive to challenges and be proactive in change.

At Mirani High School we believe that every student can learn and every teacher is capable of engaging students in quality learning activities.

Through our curriculum we will:

- Strengthen intellectual engagement of both students and teachers.
- Understand and cater for the interests, needs and learning styles of individual students.
- Provide quality programs and learning experiences, which reflect student needs and interest.
- Value students achieving at least a competent level of control over the core elements in the English, Maths, Science, History, Geography and HPE.
- Provide coherence and developmental sequence in electives in The Arts and Technology strands.
- Value the different elements of senior school education equally.
- Maximise the pathways available to students improving their access to training, employment and higher education.

Underlying Principles:

- English, Maths, Science, History, and HPE together with The Arts and Technology will form the basis of the common curriculum throughout the compulsory years of schooling.
- There will be an integration of numeracy, literacy and information technology across the curriculum.
- The curriculum will be current, relevant, meaningful and rewarding for learners and teachers.
- There will be an emphasis on intellectual quality.

1.3 The Junior Curriculum

Year 9

The weekly Year 9 curriculum is made up of:

The Compulsory Core Program:

- Three (3) lessons of English
- Three (3) lessons of Mathematics
- Three (3) lessons of Science
- Two (2) lessons each of History and HPE
- One (1) lessons of the Wellbeing Program

Each semester students study a choice of three different elective units of study. Over the year a student must study a minimum of one (1) subject from The Arts and one (1) subject The Technology faculty. Students therefore study a total of six (6) different elective subjects in Year 9.

Summary

- The Compulsory Core program continues throughout the year.
- All students must choose one (1) Arts and one (1) Technology subject over the course of the year.
- Six (6) different electives are to be chosen; three (3) for Year 9 Semester 1 and three (3) for Semester 2.
- Electives are offered subject to class sizes and available human resources and facilities.

| | |
|----------------------------------|---|
| English | 3 |
| Mathematics [as per achievement] | 3 |
| Science | 3 |
| Well-being | 1 |
| Subject Elective 1 | 2 |
| Subject Choice 2 | 2 |
| Subject Choice 3 | 2 |
| History | 2 |
| Health and Physical Education | 2 |

Periods (70 min) per week

1.4 Assessment and Reporting

In Junior Secondary, assessment is continuous through class activities and tasks. While most work will be completed in class time, students may need to complete set tasks in their own time. There will be a minimum of one major assessment item in each unit or elective.

As students' progress through Year 9, there is an expectation that they will progressively spend more of their own time completing assessment tasks independently. The school's *Student Code of Conduct and Assessment Policy* work in conjunction with strategies for dealing with *Late and Non-submission of Assessment*.

Reporting at the end of each semester will indicate levels of achievement for the core program delivered to that point in time and for electives studied. Parent Teacher interviews are held in both Semesters.

The Assessment Planner

Early in each semester a schedule of due dates for assessment items, for each year level, will be provided. Each student will receive a copy. It is the responsibility of the student to translate these dates into workable study / completion programs.

It is important that at the earliest opportunity, students draw up a plan for the successful completion of these assessment items.

Changes to these assessment schedules may only be made by the subject Head of Department and will be notified to parents and students through the home newsletter. Likewise, extensions to assessment due dates may only be granted by a Head of Department, after consideration of the circumstances. However, it is only in extenuating circumstances that an extension will be granted the day before, or on the due date, at the discretion of the Principal.

1.5 Study Tips

Only in exceptional circumstances will a student achieve to their ability without a regular study program or study skills.

In order to study effectively a student must have a quiet, studious area in which to do work. Study must be done on a regular basis. The best time of day to study depends on many things, and is best negotiated in the home taking into account such things as duties/chores at home, commitments (sport, clubs etc), leisure time and part-time work.

As stated before study needs to be regular and should involve such activities as:

- set homework;
- editing of notes from class;
- reading the textbook;
- reading other material around a particular topic;
- Re do/revisiting work to identify areas of strength and weakness.

There is an expectation that study time increases and includes revision work as exams approach. This should begin as early as two weeks before the exam.

1.6 Homework Guidelines

These guidelines have been produced based on the following information:

- The latest brain research on how to retain knowledge.
- The school's high expectations for all students to work to achieve their best.
- The need to prepare students for the rigours of senior.

The following are guides to the amount of time a student should be doing per night if they are to make the most of their time at Mirani:

Year 7, 8 and Year 9 - 1 hour per school night

Year 10 - 1½ hours per school night

Year 11 and 12 - 2 -3 hours per school night (min)

Homework at Mirani may involve four types of activities.

1. Revising the day's work. Brain research shows that if you want to retain information in the long term you need to practise the idea (mind mapping/repeating it/using it/teaching it to someone else):

- 1 hour after you first learn it
- Within 48 hours of learning it
- 7 days after learning it
- 1 month after learning it (if it's still there then you've got it)
- 6 months after learning it.

NB: So students should be reading over or mind mapping the work covered in class that day and this can be set as homework in their diary.

2. Completing set activities. This may be a weekly worksheet, spelling list, question or activities which are based on the day's work, or a specific phase of an assignment process. It is work that may be written in the diary and checked and consequences given if it is not completed.

3. One of the phases of the assignment process – either researching, planning, drafting or checking final copy.

4. Reading to make up the allotted time for each Year level. This may be a set text or general reading of fiction/non-fiction novels. Parent signature may be required in a diary as proof of completion.

NB: Some students may need more/less time to complete some set tasks. This differentiation is considered when setting homework.

Some Tips and Tricks

- Encourage students to do their computer work first. If they stay up late the light from the computer screen can affect their cortisol levels which means they may have less, and poorer, sleep.
- Encourage them to take breaks every 20 minutes or so to stay alert
- Drink water, and minimise the caffeine-based drinks as they will only make them alert, but limit their ability to remember and recall information.

1.7 The School Diary

All students are issued with a school diary at the beginning of each year.

The diary is to be used for recording homework requirements, due dates for assessment, reminders, and for carrying messages between home and school. It is an essential tool, which each student needs to learn how to use effectively.

The diary is not for writing graffiti in, plastering with numerous magazine pictures, or for writing messages to other students. If a student possesses a diary in such a state, a request for the purchase and use of a new diary will be sent home.

1.8 The e-Learning Centre

The e-Learning Centre offers a variety of services from 8.30 am onwards. Divided into a number of flexible areas it provides a venue for research, study, internet research, homework and private reading.

Students also have access to a photocopier, scanning facilities and colour printing, which they can use for a small cost.

The catalogue is online which means students can access the collection and check for item availability prior to researching for items. Books can be borrowed for up to two weeks. Teachers can 'freeze' books for class use - allowing greater access to all students. Students are encouraged to engage the assistance of the e-Learning staff at any time.

MIRANI STATE HIGH SCHOOL



2. Elective Overview

2.1 What are your Options?

As a Year 9 student you will be required to choose at least one (1) elective **from both** Technology and The Arts studied over the course of the year.

A total of six (6) different electives; three for Semester 1 (Term 1 & 2) and three for Semester 2 (Term 3 & 4)

What is Technology?

Technology is about the design and development of products, which meet the needs of individuals, the community and businesses. In our school, design challenges can be met in the areas of Business Education, Home Economics and Industrial Technology.

What is The Arts?

The Arts is about developing creative talents, competencies and skills that can be transferred to working and recreational lives. In our school these talents can be developed in the areas of Drama, Music, Media and Visual Arts and integrated electives.

2.2 Elective Selection Guidelines

How do you choose electives?

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Years 8, 9 and 10 and later the selection of subjects for Years 11 and 12. These are important decisions since they may affect your career plans when you leave school. Your course selections can also directly affect your success at school and how you feel about school.

What guidelines should you follow?

1. Keep your options open

It is wise when looking at elective choices, to keep your options open. Even though you have studied a range of subjects in Year 8, it is important to find out as much as possible about the electives offered in Year 9. Some of the electives will be new, and others with the same name as in Year 8 will be a little different.

To find out about the electives offered:

- read the elective information in the curriculum booklets provided
- ask Heads of Departments and teachers of particular electives
- look at books and materials used by students in these areas
- listen carefully at Careers talks and subject selection nights

2. Build in variety

This means choosing a selection of subjects which makes it possible for you to continue thinking about your career choice over the next year before making more definite choices as you approach Year 10. Building in variety to your selections will also give you an opportunity to learn new things and meet new people and teachers, and perhaps start a new interest for you that you didn't have before.

3. Think about career options

It is helpful to have some ideas about possible career choices at this stage, even though plans may change and decisions may be reviewed in Years 9 and 10. The school has a program to help with career exploration.

The guidance officer or your career counsellor is also available to discuss subjects, courses and careers at any stage. The above guidelines as well as:

- choosing subjects you are good at,
- enjoy and find helpful for your future subjects at Mirani High School,
- your preferred job options, will enable you to choose from a range of electives that are designed to develop your interests and practical skills.

Deciding about a combination of electives that suit you

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher
- “only the boys or girls take that subject” (all subjects have equal value for males and females).
- older brother / sister did not like the subject
- Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly if your career aims require the study of certain electives, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Remember

- You must choose 6 different electives for the year, 3 for each semester.
- Your choices must include 1 Arts and 1 Technology elective.

Need further Help?

If you need more help then seek it, or you may regret it later. Talk to your parents, teachers, guidance officer, year co-ordinator and Principal. Make use of the school subject selection program. Look at the resources suggested in this article. You'll be doing yourself a favour.

The following people are available to answer your questions and give you guidance in making these choices:

The Heads of Departments/Subject Area Co-ordinators

| | |
|--|---|
| English | Mr Ethan Ross |
| Mathematics | Mr John Klein |
| Science | Mr John Dixon |
| Humanities and Social Sciences & Languages | Ms Scarlett Adams |
| Industrial Technology | Mr David Lade |
| Health and Physical Education | Ms Eloise Smith |
| Digital Technologies and The Arts..... | Mr Christn Ravisash |
| The Guidance Officer..... | Mr Shaun Hutchinson |
| The Deputy Principals | Mrs Maree Gill (7 & 8), Mr Michael Post 9 & 10) Mrs Sandy Grace (11 & 12) |

Make the right decision for your future – life and career pathways!

2.3 Subject Selection Form

How to fill in the subject selection form

Refer to the Elective Subjects information in the pages following for subject guidance and cost.

Each line must have a first and second preference (as per example). Your 6 first preferences should be different to your 6 second preferences.

- you **must** study 1 Technology and 1 Art subject (Arts subjects are bolded in the table below)
- then make **2 other subject choices**.

Elective subjects are offered depending on class sizes and availability of teaching and faculty resources. Should a subject be unable to run, one of your second preferences will be used.

Semester 1

(Completed Example Form)

| | | | | | | | | |
|--------|-------------------------------|---|-------------------------------|---|-------------------------|---|--|--|
| Line 1 | Japanese | | Media Studies | | Digital Technologies | 1 | | |
| | Junior Construction | | Health & Physical Education | | Art | 2 | | |
| Line 2 | Systems Control & | | Music | | Junior Engineering | | | |
| | Junior Construction | | Business and Economic Studies | 2 | Drama | 1 | | |
| Line 3 | Dance | 2 | Food Technology | | Graphics Art and Design | | | |
| | Business and Economic Studies | | Health & Physical Education | 1 | Junior Engineering | | | |

Semester 2

(Completed Example Form)

| | | | | | | | | |
|--------|-------------------------------|---|-------------------------------|---|-------------------------|--|--|--|
| Line 1 | Japanese | | Media Studies | 1 | Digital Technologies | | | |
| | Junior Construction | 2 | Health & Physical Education | | Art | | | |
| Line 2 | Systems Control & | 1 | Music | 2 | Junior Engineering | | | |
| | Junior Construction | | Business and Economic Studies | | Drama | | | |
| Line 3 | Dance | 1 | Food Technology | | Graphics Art and Design | | | |
| | Business and Economic Studies | | Health & Physical Education | 2 | Junior Engineering | | | |

3. The Elective Subjects

| | | | Page |
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| TECHNOLOGY SUBJECTS | Industrial Technology | GAD091 GRAPHICS ART AND DESIGN | 16 |
| | | JCO091 JUNIOR CONSTRUCTION | 17 |
| | | JEN091 JUNIOR ENGINEERING | 18 |
| | | SYS091 SYSTEMS and CONTROL | 19 |
| | Health and Physical Education | FTE091 FOOD TECHNOLOGY | 21 |
| | | HPE091 HEALTH & PHYSICAL EDUCATION | 23 |
| | Humanities and Social Sciences | BST091 BUSINESS and ECONOMICS STUDIES | 25 |
| | Digital Technologies | DIG091 DIGITAL TECHNOLOGIES | 26 |
| ART SUBJECTS | The Arts | ART091 VISUAL ARTS | 28 |
| | | DAN091 DANCE | 29 |
| | | DRA091 DRAMA | 30 |
| | | MED091 MEDIA ARTS | 31 |
| | | MUS091 MUSIC | 32 |
| | Languages | JAP09A JAPANESE | 34 |

3.1 Industrial Technology Elective Pathways

* Offerings in Years 9 &10 are subject to change depending on student interest, resourcing & staffing

| | |
|-----------------------|--|
| Industrial Technology | GAD091 GRAPHICS ART AND DESIGN |
| | JCO091 JUNIOR CONSTRUCTION |
| | JEN091 JUNIOR ENGINEERING |
| | SYS091 SYSTEMS and CONTROL (Gifted & Talented program) |
| YEAR 10 | GPH101 JUNIOR GRAPHICS UNIT |
| | JEN101 JUNIOR ENGINEERING UNIT |
| | JCO101 JUNIOR CONSTRUCTION UNIT |
| | SYS101 SYSTEMS and CONTROL (Gifted & talented program) |

Links to Senior Subjects

The senior subjects offered in Industrial Technology of Building & Construction, Engineering and Senior Graphics are a definite progression from the Junior Curriculum

While there are no pre-requisites for these subjects, it is recommended that students will have been exposed to the knowledge, skills and techniques covered in the Junior Curriculum.

Apart from skill and techniques, the most important asset for any student entering a senior subject is a good workshop ethic with a high respect for the safety of themselves and others.

Future Job/Career Pathways

Many students will have a definite career pathway leading towards the Industrial trades, Architecture, Engineering, etc. For these students, the choices in the Junior Curriculum will be obvious and they will have the opportunity to successfully pursue that career.

For those students who are undecided, the door won't be shut should they change their mind during their time at school. However, it is expected that they enroll in the senior subjects at the start of the course in Year 11.

Who do I contact for help in Industrial Technology?

Manual Arts Head of Department
Mr. David Lade
Ph 4966 7111

Graphics, Art & Design - GAD091A

| | |
|---------------------------|---|
| Unit Title | Engineering Principals and Systems - Graphics, Art & Design |
| Unit Description | Graphics, Art & Design 1 can be seen as an efficient and clear form of universal communication. It is an essential requirement for trade area vocations and can lead into the field of architecture, town planning, engineering etc. The students will develop an ability to interpret drawings and related data. By developing knowledge and understanding of the fundamentals of graphical communication the students will gain the ability to think and represent two and three-dimensional objects on a two-dimensional medium. |
| Student Activities | <p>This course of study consists of an introductory unit of Foundation Studies followed by three contextual units:</p> <ul style="list-style-type: none">▪ Product Design▪ Built Environment▪ Business Graphics <p>Integrated into these contextual units are the following areas of study:</p> <ul style="list-style-type: none">▪ Presentation▪ Plane Geometry▪ Orthographic Projection▪ Pictorial Drawing▪ Diagrams, Charts and Graphs▪ Development |
| Assessment | <p>Students are assessed in Graphics in the following criteria:</p> <ul style="list-style-type: none">▪ Knowledge and Understanding▪ Reasoning▪ Presentation <p>These criteria will be continuously present in the form of class work, unit tests, assignments and homework. At the end of the unit, the students will be required to submit a folio of their work.</p> |
| Outcomes/Benefits | By studying graphics students will gain an essential basis for understanding all graphical concepts that relate to the areas of Trade, Architecture, Town Planning, Engineering, etc. Graphics gives students an essential basis for Year 10 Graphics courses. |
| Special Notes | <p>All students undertaking Graphics must be prepared to buy a complete set of drawing equipment and set up a drawing board and T-square at home. Drawings and regular assignment work started in class are often to be completed at home. Students should discuss equipment requirements with their teacher.</p> <p>Students are required to provide;</p> <ul style="list-style-type: none">• Laptop capable of running the Autodesk graphics suite of programs• Mouse• Ear phones• 2h pencils |

Junior Construction - JCO091

| | |
|---------------------------|--|
| Unit Title | Materials and Technologies specialisation - Junior Construction |
| Cost | This subject will incur a fee |
| Unit Description | This unit will allow students to specialise in the area of wood technology. Through the fabrication of both timber and plastic projects the students will enhance their skills with basic hand tools. They will be introduced to the wood lathe, which will improve their confidence at working with machinery. Safety will be a priority as will producing quality work with an incorporation of the design process to meet technology outcomes. |
| Student Activities | Projects could include: <ul style="list-style-type: none">▪ Nail tray▪ Paper towel holder (timber)▪ Cutting Board (timber)▪ Instrument case |
| Assessment | Assessment is continuous with class work the main contributor to the students overall rating. A design-based project will include a workshop folio as an assignment including elements of design and procedural writing. Theoretical tests and attitude towards safety and work ethics are also included. |
| Outcomes/Benefits | By studying Junior Construction students will develop skills in a trade based practical subject. They will see the benefits of maintenance and safety in a working environment. |
| Special Notes | All students entering the workshops are required to wear enclosed shoes with sturdy uppers and abide by a set safety code. They must be capable of working in teams and independently. To be able to provide the students with these practical experiences, a fee is required to supply them with the materials needed. Students are required to provide: <ul style="list-style-type: none">• Safety glasses• Hearing protection• 2B pencil & eraser |

Junior Engineering - JEN091

| | |
|---------------------------|--|
| Unit Title | Materials and Technologies specialisation - Junior Engineering |
| Cost | This Subject will incur a fee |
| Unit Description | This course will provide a basis for developing learning experiences relevant to the field of engineering, both industrial and agricultural. By providing a combination of specific hand skills with an understanding of the technology and equipment used, the transition to Senior Engineering will be made easier. As a school in a rural/engineering community, students will gain knowledge to help with further studies and employment in those areas. |
| Student Activities | <p>Workshop Safety</p> <p>Basic Engineering Practices:</p> <ul style="list-style-type: none">▪ Fitting and Fabrication of steel and sheet metal▪ Metal Machining <p>Projects could include:</p> <ul style="list-style-type: none">▪ Drill Box▪ Carry All▪ Door Knocker |
| Assessment | Assessment is continuous with class work the main contributor to the students overall rating. A design-based project will include a workshop folio as an assignment including elements of design and procedural writing. Theoretical tests and attitude towards safety and work ethics are also included. |
| Outcomes/Benefits | By studying Junior Engineering students will develop skills in a trade based practical subject. Students will see the benefits of maintenance and safety in a working environment. |
| Special Notes | <p>All students entering the workshops are required to wear enclosed shoes with sturdy uppers and abide by a set safety code. They must be capable of working in teams and independently. To be able to provide the students with these practical experiences, a fee is required to supply them with the materials needed.</p> <p>Students are required to provide:</p> <ul style="list-style-type: none">• Safety glasses• Hearing protection• Black thin permanent marker |

Systems and Control - SYS091

| | |
|---------------------------|--|
| Unit Title | Engineering Principals and Systems - Systems and Control |
| Pre-requisite | (Gifted and Talented Program) This subject is open to students who have gained a B or higher in <u>English, Math and Science</u>. You need to be self-motivated and have an interest in engineering design and manufacturing careers. |
| Unit Description | Systems and Control – Systems and Control is open to students to design and manufacture projects using the latest industry design and manufacturing technologies and processes. |
| Student Activities | Systems and Control provides students with the opportunity to work with best in the world technologies. <ul style="list-style-type: none">▪ CAD (Computer Aided Design) encourages students to think, explore and visualise their ideas in three – dimensions, using features such as curve modelling and surface rendering alongside more traditional presentations.▪ CAM (Computer Aided Manufacturing) creates an environment where CAD designs can be developed and prepared for automated manufacturing processes.▪ CFD (Computational Fluid Dynamics) packages such as the virtual wind tunnel allow computer models of design to be analysed.▪ CNC (Computer Numerically Controlled machines such as the Denford Microrouter allow processed CAD models to be manufactured to high degrees of accuracy fit and finish. |
| Assessment | Assessment is continuous with class work the main contributor to the students overall rating. There will be theory tests each term and their theory booklet will have to be completed. Workshop safety and work ethic will also be assessed. |
| Outcomes/Benefits | Students will have the opportunity to obtain outcomes in both the Technology and Materials strands. Students looking to enter the construction industry will benefit from the skills and workshop practice covered. |
| Special Notes | To be able to provide the students with these practical educational experiences, a fee is required to supply them with the materials needed. Students are required to provide; <ul style="list-style-type: none">• Laptop capable of running Autodesk graphics suite of programs• Mouse• Ear phones• 2h pencils & eraser |

HEALTH and PHYSICAL EDUCATION

3.2 Health and Physical Education Elective Pathways

* Offerings in Years 9 &10 are subject to change depending on student interest, resourcing & staffing

| | |
|---------|--|
| Year 9 | FTE091 FOOD TECHNOLOGY |
| | PHE091 Health & Physical Education |
| Year 10 | HCA101 HOSPITALITY AND CATERING |
| | JES101 JUNIOR EARLY CHILDHOOD STUDIES |

Links to Senior Subjects

Students studying Food Technology – Cooking for Life in year 9 will have developed the necessary skills to study Hospitality or Early Childhood Studies in the senior school. Their confidence level with Food Studies practices may be boosted and students will develop foundation skills that can be applied and extended in senior.

Hospitality Practices in senior is an applied subject for students to continue their course of study. Students will have multiple job pathways as Hospitality and Tourism are growing industries in Mackay. Cooking classes are not only going to offer students basic life skills but a foregrounding in a major employment industry in Mackay.

Early Childhood Studies in senior is an applied subject allows students to continue their course of study from grade 10. Plus students will have multiple job pathways as Early Childhood Professionals whether in a long day care centre, private day care arrangement or Government Agencies.

Future Job/Career Pathways

Hospitality and Child Care Studies Courses - Community worker, Child Care Professional/Nanny, Retail/Management, Home Economist, Travel & Tourism Officer, Youth/Welfare Worker, Food Demonstrator, Fashion Co-ordinator, Teaching– Early Childhood/Primary/Secondary, Human Resources Management, Health Promotions Officer, Bar attendant, Cook/Chef, Confectioner, Barista, Kitchen hand, Waiter, Food writer, Hospitality Management and Environmental Health Officer.

| | |
|---------|---|
| YEAR 9 | PHE091 HEALTH AND PHYSICAL EDUCATION |
| YEAR 10 | PHE101 HEALTH AND PHYSICAL EDUCATION |

Links to Senior Subjects

The Senior Curriculum offers Physical Education and Physical Recreation both of which enable students to build on the skills and knowledge base developed in Junior.

Future Job / Career Pathways

- Defence Force
- Fitness Instructor
- Health Promotion Officer
- Youth Worker
- Sports Medicine
- Coach or Umpire
- Recreation Officer
- Physiotherapist
- Physical Education Teacher
- Police Officer
- Lifeguard
- Sportsperson
- Diver
- Sports Journalist
- Fitness Centre Manager

Who do I contact for help in Physical Education:

Physical Education and Health Head of Department
Ms Eloise Smith
Ph 4966 7111

Food Technology - FTE091

| | |
|---------------------------|--|
| Unit Title | Food Technology – Cooking for Life |
| Cost | This subject will incur a fee |
| Unit Description | Cooking for Life focuses on developing knowledge, understanding and skills that will support students to make healthy choices about food and nutrition. Students learn about this by exploring the influences on these choices and developing practical skills to support healthy and enjoyable choices. |
| Student Activities | Students will be provided with the life skill of food preparation through hands-on interactive experiences. Cooking for Life will teach students food nutrition, healthy choices and sustainable food choices. Students’ skills in time management and organisation will be enhanced. Whilst gaining an understanding of appropriate work methods and use of equipment and utensils. |
| Assessment | Assessment will be continuous throughout the semester. Assessment will consist of: <ul style="list-style-type: none">▪ Continuous Practical Assessment▪ Assignment (Design) and Practical Exams related to the assignment▪ Theory Exam |
| Outcomes/Benefits | Food Technology is included in our subject choices as a lead in to the applied senior subject of Hospitality. This subject has particular relevance for students who wish to enter any profession related to food or where good ‘people skills’ are required. Students will benefit in many ways by developing a broad range of skills. |
| Special Notes | A subject fee applies in Year 9 for practical cooking, recipe testing and evaluating, and experiment work. |

Health and Physical Education - PHE091

| | |
|---------------------------|--|
| Unit Title | Health and Physical Education |
| Unit Description | Physical Education is a hands-on way to learn important attitudes towards health and personal fitness, whilst having some fun through playing a variety of sports including softball and badminton. Active students will have the opportunity to learn new skills and further develop existing skills in both theoretical and practical lessons, while considering Physical Education from a new perspective. |
| Student Activities | Students are able to achieve outcomes through the combination of sport and health related topics, from a technological perspective. Students will study anatomy and evaluate the body as a system and how it performs and functions. Students become the judge and jury of issues in sports, such as drugs testing or violence, and produce proposal for promotion of healthy sports. |
| Assessment | Students will participate in a range of assessment techniques both theoretical and practical. Game play, team work and sporting skills will all be practically assessed, in conjunction with a variety of theoretical assessment methods to demonstrate in depth knowledge. Students are required to sit an exam and create a multimodal which outlines their analysis and use of systems and the response to a series of design briefs targeting the Sociology of Sports. |
| Outcomes/Benefits | Physical Education encourages students to become life-long learners through focusing on enhancing skills in a range of games, sports and other physical activities. Students will examine a range of factors that influence attitudes and participation in physical activity and develop an understanding of health-related fitness. |
| Special Notes | <p>Students will be required to participate in a range of physical activities as it forms a key component of the curriculum.</p> <p>Students will be required to contribute equally to both theoretical and practical components of the course and understand that they have equal weighting in assessment.</p> |

HUMANITIES and SOCIAL SCIENCE

3.3 Humanities and Social Sciences Pathways

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| Humanities and Social Sciences | BST091 BUSINESS AND ECONOMICS STUDIES |
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Links to Senior Subjects

It is recommended that all students contemplating studying Social Science at senior level complete at least one of the elective Social Science subjects. Students with an interest in Social Science may choose to take more than one elective.

Future Job / Career Pathways

Students who undertake a Social Science course may enter a range of fields from:

- Travel agents
- Defence personnel
- Teachers
- Cartographer
- Anthropologists
- Town planners
- Sales support
- Office administration
- Social work
- Flight attendants
- Museum curator
- Politicians
- Climatologist
- Financial advisers
- Anyone interested in developing their own business
- Digital media support
- Social justice
- Tour guides
- Journalists
- Geologist
- Archaeologist
- Stockbrokers
- Help desk
- Records and data management
- Call centres

Who do I contact for help in the Humanities and Social Sciences:

The Humanities and Social Sciences Head of Department
Ms Scarlett Adams
Ph: 49 667 111

Business and Economics Studies - BEC091

| | |
|---------------------------|---|
| Unit Title | Business and Economics Studies |
| Unit Description | <p>Learn strategies to make your money work. Learn to be a better spender so that you can make the right choices. When you wake up in the morning, you make choices. When you try for a job, you make choices. Deciding to buy Ripcurl or Quicksilver requires choices. Buying a Big Mac or Hungry Jacks requires choice. Even the government and business managers make choices.</p> <p>Learn about creating and marketing your own business venture.</p> |
| Student Activities | <p>These studies will introduce you to the following topics:</p> <ul style="list-style-type: none">▪ managing your personal resources and finances better;▪ an insight into the operation of the stock market;▪ how businesses and governments work;▪ the impact on you as a worker or spender in the market place;▪ dealing with the growth of globalisation. <p>Students will engage in a variety of activities designed to increase their knowledge and skills and to extend beyond the basic knowledge to other problems and issues. This will be achieved through inquiry studies, role plays, simulations, games, skills, dramatic presentations, interactive games, cartoon interpretations, video presentations and media studies and creating your own business and marketing it to the world (Mirani High).</p> |
| Assessment | <p>Student assessment will include:</p> <ul style="list-style-type: none">▪ Tests▪ Marketing Plan▪ Business Venture Development Portfolio |
| Outcomes/Benefits | <p>This unit is highly recommended for students who are interested in learning about businesses and personal financing. It enables students to acquire a range of business, employment and life skills. It is a useful course for any student whether they are interested in attending university, pursuing a career in the office environment or any other field. Possible career prospects include finance officer, bank teller, business manager, diplomat, journalist, lawyer, public service. Employers value business skills.</p> |
| Special Notes | <p>Studies may be enhanced by a possible excursion to investigate some of the issues raised in the course. This may cost approximately \$30 per excursion. In addition, initial outlay costs for individual business ventures may be needed.</p> |

3.4 Digital Technologies Pathways

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| Digital Technologies | DIG091 Digital Technologies |
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Links to Senior Subjects

Studying Digital Technologies in Year 9 will provide students with a solid foundation for excelling in their senior subjects, specifically in **ICT**, **Digital Solutions**, and **Design**. This essential course equips students with computational thinking, problem-solving, and data management skills. As they explore networked digital systems, data compression, and user experience design, students build a strong grasp of key technology concepts. Hands-on experience with modular programming and object-oriented languages prepares them for the more complex tasks they will encounter in their senior ICT courses. Moreover, their understanding of data privacy, security, and responsible data use becomes invaluable when creating advanced digital solutions in their senior subjects. Overall, Digital Technologies in Year 9 sets students up for success in their senior-level ICT, Digital Solutions, and Design, empowering them to approach these subjects with confidence and expertise.

Future Job / Career Pathways

Learning Digital Technologies in Year 10 can open a wide range of exciting and in-demand career opportunities. Here's a list of 15 careers that can stem from acquiring skills in this field:

- Software Developer/Engineer
- Web Developer
- Data Analyst
- Database Administrator
- UX/UI Designer
- Information Security Analyst
- Artificial Intelligence (AI) Engineer
- Game Developer
- Mobile App Developer
- IT Project Manager
- Digital Marketing Specialist
- Systems Administrator
- Network Engineer
- Digital Content Creator

Who do I contact for help in Digital Technologies:

The Digital Technology Head of Department
Mr Christn Ravisash
Ph: 4966 7111

Digital Technologies - DIG091

Unit Title Digital Technologies

Unit Description In Year 9 Digital Technologies, students embark on an exciting journey of discovery in the world of technology. They will learn coding, delve into the realms of app and game design, and gain valuable project management skills. Through hands-on experiences, they will unlock their creativity and technical prowess, preparing them for a future of endless possibilities in the digital age. Get ready to explore, innovate, and create in Year 9 Digital Technologies!

Student Activities Students will take part in:

- Coding Challenges: Students participate in coding challenges to enhance their programming skills and problem-solving abilities.
- App Development Project: Students work in teams to design and develop their own mobile apps, applying coding concepts to create functional and innovative solutions.
- Project Management Simulation: Students practice project management techniques by planning and executing digital projects, ensuring effective time management and collaboration.
- Coding Competitions: Students participate in coding competitions, showcasing their coding proficiency and creativity in solving complex problems.
- App Testing and Improvement: Students test and refine their apps, focusing on user feedback and continuous improvement in the design and functionality.
- Game Testing and User Experience: Students conduct user testing sessions for their games, evaluating the overall user experience and making necessary adjustments.
- Showcase Event: Students present their completed digital projects, including apps, games, and coding challenges, in a showcase event to share their accomplishments with peers and teachers.

Assessment Assessment will include projects.

Outcomes / Benefits The Year 9 Digital Technologies program offers a plethora of outcomes and benefits for students. Through engaging coding challenges and app and game design projects, they develop essential coding skills and problem-solving abilities. Exploring project management techniques prepares them for effective time management and collaboration. The program fosters creativity, innovation, and technical prowess, equipping students with valuable skills for the digital age. As they present their completed projects in a showcase event, students gain confidence and pride in their accomplishments, ready to embrace a future of endless possibilities in technology-related fields.

THE ARTS

3.5 The Arts Elective Pathways

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| YEAR 9 | ART091 VISUAL ARTS |
| | DAN091 DANCE |
| | DRA091 DRAMA |
| | MED091 MEDIA ART |
| | MUS091 MUSIC |

* Offerings in Years 9 &10 are subject to change depending on student interest, resourcing & staffing

Links to Senior Subjects

- Senior Visual Arts
- Senior Dance
- Senior Drama
- Senior Media Arts
- Senior Music

Future Job / Career Pathways

Visual Arts

Artist: Painter, Sculptor, Illustrator
Art Teacher
Art Therapist
Graphic Designer
Art Director
Curator/Museum or Gallery Director
Art Conservator
Photographer
Animator
Interior Designer
Fashion Designer
Printmaker
Exhibition Designer

Drama

Actor: Stage, Film, Television
Theatre Director
Playwright/Screenwriter
Drama Teacher
Stage Manager
Theatre Technician
Costume Designer
Set Designer
Casting Director
Voice Coach
Drama Therapist
Talent Agent

Dance

Professional
Dancer: Ballet, Contemporary, Commercial, etc.
Choreographer
Dance Teacher
Dance Therapist
Dance Company
Director
Dance Notator
Dance
Critic/Journalist
Fitness Instructor
Movement Coach
Stage Manager
Talent Agent

Media Arts

Filmmaker:
Director, Producer, Editor
Photographer
Videographer
Screenwriter
Digital Media Specialist
Multimedia Artist
Animator
Graphic Designer
Sound Designer
Game Designer
Broadcast Technician
Media Educator
Media
Critic/Journalist

Music

Musician:
Performer, Composer, Arranger
Music Teacher
Music Therapist
Conductor
Music Producer
Sound Engineer
Music Director
Music
Critic/Journalist
Music Librarian
Instrument Technician
Composer for Film/TV/Games
Talent Agent

Who do I contact for help in the Arts:

The Arts Head of Department
Mr Christn Ravisash
Ph 4966 7111

Art – Responding to a Feeling – Photomontage and Mixed Media - ART091

| | |
|--------------------------|--|
| Unit Title | Art – Responding to a Feeling – Photomontage and Mixed Media |
| Cost | This subject will incur a fee |
| Unit Description | <p>Unit 1: Responding to a feeling – Photomontage and mixed-media</p> <p>Students apply a range of media and technical approaches with evidence of compositional development and an awareness of visual design language (emotional line and shape, symbolic colour). Students experiment with abstraction processes through photomontage and self-portrait drawing / painting /3D symbolic representation, inspired by investigated artists through time both past and present.</p> <p>This unit explores the traditional and contemporary styles while exploring Aboriginal and Torres Strait Islander art forms and those of the Asia region. Students will understand the roles of artists and audiences and how they build upon experience.</p> |
| Assessment | <p>Students will design and develop their ideas in visual diaries then make folios of individualised artworks. Responding will involve written responses in the classroom and students will write an essay. While most work will be completed during class time, students may need to complete homework exercises or set tasks in their own time.</p> <p>This semester we further our drawing skills learned in Year 8. You'll develop your ability to paint, use inks and collage. Your aim is to combine your own ideas with workshopped art techniques to create original artworks. We explore printmaking and elements of art and design.</p> |
| Outcomes/Benefits | Students will enjoy the tactile processes of making images and objects from a broad range of media. Students will also enhance their visual literacy and creative problem-solving skills. |

Dance – Evolution of Dance / Dance Fusions - DAN091

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|---------------------------|--|
| Unit Title | Dance - Evolution of Dance / Dance Fusions |
| Unit Description | <p>Unit 1 - Evolution of Dance Students will participate in workshops that study the history and evolution of Dance. Students explore histories and technical skills associated with individual styles and genres; learning about a variety of dance styles in history from 1920s – today and what was happening historically, costumes etc. through teacher-devised choreography, responding to live dance and performance.</p> <p>Unit 2 - Dance Fusions In this unit, students perform and respond to dance that communicates intent through the integration of different dance styles, production elements and other art forms. Styles may include traditional dance forms, musical theatre, jazz, contemporary, Bollywood or street dance forms. This unit will then briefly explore Contemporary dance as a way of experimentation....where will Dance go from here?</p> |
| Student Activities | <ul style="list-style-type: none">▪ Physical warm-ups and exercises.▪ Introduction to dance terminology.▪ Learning experiences that help students to learn about the various forms of dance.▪ Workshops and lessons that assist students' ability to effectively perform a range of specific genres of dance.▪ Team-building exercises that help students learn how to work within a positive team environment and communicate effectively.▪ Critical reflection of professional productions. <p>As dance is predominantly a practical subject, it is a requirement for students to participate in, and attempt all practical elements of the lessons.</p> |
| Assessment | <p>Assessment is divided into three areas as follows:</p> <ul style="list-style-type: none">▪ Small group performances that involve the incorporation of various genres, styles, techniques and cultural influences.▪ Theory / Written tasks where students are required to identify the key elements of dance and / or research different styles of dance that have evolved throughout time.▪ Choreographing and devising own routines |
| Outcomes/Benefits | <p>According to the Australian Curriculum</p> <ul style="list-style-type: none">▪ Students will make decisions about dance elements, languages and cultural protocols in relation to specific style, function, audience and purpose of dance works.▪ Create and shape dance works by manipulating the elements of dance to express meaning in different contexts.▪ Present dance works to particular audiences for a specific purpose, style and function, using genre specific dance techniques, skills, processes and cultural protocols.▪ Respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological, and economic contexts, using dance elements and languages |
| Special notes | <p>Students are permitted to wear appropriate, alternative clothing for dance; however, it must be clothing which they can change into quickly and that allows for movement i.e. clothing that contains lycra. They will also need a notebook, USB, water bottle, energy and enthusiasm!</p> |

Drama – Physical Theatre and Commedia Dell’Arte - DRA091

Unit Title Drama – Physical Theatre and Commedia Dell’Arte

Unit Description ***Do you have loads of energy and enthusiasm?***

This unit focuses on creating physical theatre, exploring viewpoints, Butoh and Suzuki Actor Training Methods. Physical theatre requires a lot of energy and is physically demanding. Therefore, the necessary physical skills will be developed through a range of drama games and workshops. Creativity and confidence will be nurtured in a supportive environment.

Students then move onto a new unit focusing on the characters of Commedia Dell’Arte and the beginning of circus and street Theatre. Much like Physical Theatre, Commedia requires a lot of energy and is physically demanding. Stock characters, their movements and their specific masks will all be learnt through a series of physical activities and games.

Student Activities

- Warm-up games
- Role playing
- Improvisation
- Mask work
- Melodrama
- Viewpoints
- Butoh
- Suzuki Actor Training Method
- Improvisation
- Active group work
- Group performances
- Performance skills
- Personal reflection
- Movement workshops

Assessment Items for assessment include an improvisation using mask, physical theatre performance/presenting and responding to live theatre in a written interpretation.

Outcomes/Benefits Students will have the opportunity to attain the Drama achievement standards of the Australian Curriculum.

Students will enhance their ability to cooperate with others through group work.
Students will learn to use their bodies confidently to communicate dramatic meaning.

Media Studies – Fake News? - MED091

Unit Title Media Studies – Fake News?

Unit Description In this unit, students will learn about the different ways that media institutions create meaning, particularly with focus on news media and manipulation of truth. Students will design, produce, and evaluate their own *A Current Affair* segment about a youth issue relevant to their lives, using media codes and conventions to manipulate their audience.

Each segment will come together to create a class episode of the programme. Students will also analyse news media products to discern how they, as an audience, are manipulated by producers through persuasive conventions of media.

Student Activities

- Introduction to media / film terminology
- Understanding representations and how the media manipulates us
- Digital filming and basic editing processes and skills
- Analysing and deconstructing a range of news media products
- Planning and producing a news segment in small groups

Assessment Assessment is divided into two areas, with three tasks as follows:

Making:

- Individually design a news segment about a local issue
- In small groups, film and edit news segments for a class episode

Responding:

- *Short response exam, responding to news media products*

Outcomes/Benefits

According to the Australian Curriculum Achievement Standards:

- Students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute.
- Students evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning.
- Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts.
- Students manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style.
- Students collaboratively apply design, production and distribution processes.
- Students reflect on their own learning, apply new understandings and justify future applications.

Students will also gain an understanding of industry practices and promote, deliver and exhibit media products in a range of local contexts, while also developing their ability to cooperate with others in groups.

Music– Music Around Us –Soundtracks - MUS091

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|---------------------------|--|
| Unit Title | MUS091Music: Soundtracks |
| Unit Description | Music appears in various forms all around us, but how often do we ever truly listen? This unit identifies the purpose Music serves within the variety of media, focusing on film, TV and video game underscoring. Throughout the unit students will examine how Music, when manipulated in different ways, can change the audience’s perception when interacting with various media. The unit is designed to get students to appreciate the purpose Music serves within their favourite media. |
| Student Activities | <p>Class Activities will be based around the three strands of listening, composing and performing:</p> <p>Listening – Through the analysis of music using the musical elements, students will have a comprehensive knowledge of how Music can add extra layers to their favourite characters and mediums.</p> <p>Composing – Students are given the opportunity to apply composing techniques to a variety of genres that are being studied, for example, using their knowledge of Music to compose an original composition for instruments of their choice.</p> <p>Performing – Performance includes playing on the student’s instrument of choice, as well as experimenting with others in order to broaden their musical skills. Students will have the opportunity to perform in a variety of ensembles, including solo performance, small and large ensembles.</p> |
| Assessment | <p>Assessment is divided into two areas as follows:</p> <ul style="list-style-type: none">▪ Making: <i>compose a piece of Music suitable for a soundtrack, as well as perform their own selection of Music from a movie, video game or tv show.</i>▪ Responding: written interpretation of a song used as part of a soundtrack |
| Outcomes/Benefits | <p>This subject is recommended for those wishing to pursue Music in the senior years. It will prepare you for the assessment that is required in these years and the level of work undertaken.</p> <p>This subject will broaden your mind to the use of Music as part of your favourite media and will allow you to discover an area that you may not have previously been interested in. Students are encouraged to become more aware of the role of Music in their everyday lives, as well as a mode of human expression.</p> |

LANGUAGES

3.6 LANGUAGES Elective Pathways

NOTE: The Japanese Course offered in Year 9 is sequential and for students wishing to study Senior Japanese it is important to choose the program for Year 9 and Year 10.

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| YEAR 9 | JAP091 JAPANESE |
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Links to Senior Subjects

- Senior Japanese

Future Job / Career Pathways

Study of a Language Other Than English, (LANGUAGES), leads to careers in the following areas:

- Defence Forces
- Police Force
- Public Relations
- Travel Consultancy
- Sales
- Tourism
- Hospitality
- Customs
- Journalism
- Interpreting / Translating
- International Business
- Hotel Management
- Education (both here and overseas)
- Welfare Work

Who do I contact for help in LANGUAGES:

LANGUAGES Head of Department
Ms Scarlett Adams
Ph 4966 7111

Japanese - Semester 1 & 2 - JAP091

| | |
|---------------------------|--|
| Unit Title | Japanese |
| Pre-Requisites | Ongoing interest in studying another language and culture, plus at least a 'C' standard in year 8 Japanese. |
| Unit Description | <p>This subject focuses on continuing to develop students' language skills in Japanese as well as their understanding of Japanese society and culture. By studying another language students learn to:</p> <ul style="list-style-type: none">▪ participate in the global community▪ learn more about English▪ understand more about their own culture▪ appreciate that every culture has its own way of expressing reality. |
| Student Activities | <p>By the end of Year 9, students will have acquired skills in the following:</p> <ul style="list-style-type: none">▪ using appropriate greetings and gestures in a range of situations▪ understanding and responding to spoken instructions and information▪ using a variety of Japanese scripts to write and read texts, including recognising and writing a range of kanji symbols▪ understanding and being able to communicate about topics such as Milestones, Languages and Nationalities, Fast Food and Healthy Eating, Shopping and Free Time▪ understanding many aspects of Japanese life and culture |
| Assessment | Students are assessed in all four macroskills (speaking, listening, reading and writing) equally. This assessment is criteria based and occurs at regular intervals throughout the course. Types of assessment tasks may include tests, assignments and presentations. |
| Outcomes/Benefits | <p>Students of Year 9 Japanese will have the opportunity to:</p> <ul style="list-style-type: none">▪ interact with Japanese nationals during school visits▪ host visiting students and teachers from Japan▪ travel to Japan on an educational and cultural trip▪ cook and sample Japanese cuisine |
| Special Notes | <p>Japanese as a valuable language</p> <p>Asian languages have an important place in the Queensland school curriculum because of Australia's location in the Asia-Pacific region. For Queenslanders the study of Japanese is especially important given the strong cultural, economic and political ties with Japan.</p> <p>Japanese lifestyle, culture, art and sport are becoming increasingly familiar to Australians through the media and personal contact. Also as students increasingly take the opportunity to travel to Japan, a knowledge of Japanese is an advantage, both in enriching the travel experience and in opening opportunities to develop long-lasting friendships</p> |

Who do I contact for help in LANGUAGES:

The LANGUAGES Head of Department
Ms Scarlett Adams
Ph: 4966 7111

Japanese - JAP

| | |
|----------------------------|---|
| Unit Title | Japanese |
| Pre-Requisites | In order to achieve to a satisfactory standard in Year 10 Japanese, students should have achieved to a 'c' standard in Year 9 Japanese. |
| Unit Description | <p>This subject focuses on continuing to develop students' language skills in Japanese as well as their understanding of Japanese society and culture. By studying another language students learn to:</p> <ul style="list-style-type: none">▪ participate in the global community▪ learn more about English▪ understand more about their own culture▪ appreciate that every culture has its own way of expressing reality. |
| Student Activities | <p>By the end of Year 10, they will have acquired higher level skills in the following:</p> <ul style="list-style-type: none">▪ using appropriate greetings and gestures in a range of situations▪ understanding and responding to spoken instructions and information▪ using a variety of Japanese scripts to write and read texts, including recognising and writing a range of kanji symbols▪ understanding and being able to communicate about topics such as Country vs City Living, School Trips Away and Homestays in Australia, Part Time Jobs and Future Careers▪ understanding many aspects of Japanese life and culture |
| Assessment | Students are assessed in all four macroskills (speaking, listening, reading and writing) equally. This assessment is criteria based and occurs at regular intervals throughout the course. Types of assessment tasks may include tests, assignments and presentations. |
| Outcomes / Benefits | <p>Students of Japanese will have the opportunity to:</p> <ul style="list-style-type: none">▪ interact with Japanese nationals during school visits▪ host visiting students and teachers from Japan▪ travel to Japan on an educational and cultural trip▪ cook and sample Japanese cuisine |
| Special Notes | <p>Japanese as a valuable language</p> <p>Asian languages have an important place in the Queensland school curriculum because of Australia's location in the Asia-Pacific region. For Queenslanders the study of Japanese is especially important given the strong cultural, economic and political ties with Japan.</p> <p>Japanese lifestyle, culture, art and sport are becoming increasingly familiar to Australians through the media and personal contact. Also as students increasingly take the opportunity to travel to Japan, a knowledge of Japanese is an advantage, both in enriching the travel experience and in opening opportunities to develop long-lasting friendships.</p> |