Junior Secondary Curriculum Handbook
Year 9 2017
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**SELECTION PROCESS**

The information provided in this booklet is subject to change, as needed, to meet changing requirements of the Australian Curriculum, as it is rolled out across a range of key learning areas.

The Curriculum in the Junior Secondary is structured into Key Learning Areas. The subject programs are based on syllabus documents provided by the Queensland Studies Authority. These documents incorporate the Australian Curriculum and will be periodically updated in line with national changes.

Students at Sandgate DSHS are responsible for making their own subject selections, in conjunction with their families, with support from the school. We encourage students to choose areas of study which they enjoy, in which they are interested and at which they achieve well.

Some students will already have a clear future employment or study goal. Other students will have broader and less defined goals for the future. Students should choose a pathway (a group of subjects) which will best contribute to successfully meeting that goal.

Students complete their subject selection preferences in an online process. After the initial subject selection period, selections are completed using a subject selection form.

**COMPULSORY STUDIES**

**ELECTIVE STUDIES**
Students must study three elective subjects in addition to the compulsory studies.

**ASSESSMENT AND REPORTING**
Assessment is designed to provide students and parents with information about student progress.

At the end of Terms 1 and 3, a Progress Report will be issued using ratings A – E in the area of Achievement. Verbal descriptors for Effort and Behaviour are also included in Progress Reports. At the end of each Semester (Terms 2 & 4), a full report on all subjects studied will be issued. Grades of A to E will be given in all subjects.

Parent interviews for one on one discussion with teachers are conducted twice per year.

To complete the work required in a unit successfully, students must attend every lesson.

**LITERACY, NUMERACY and INFORMATION COMMUNICATION TECHNOLOGY**
Since 2015, three priorities for the School have been Literacy, Numeracy and Information Communication Technology.

Each faculty will specifically teach aspects of the above school priorities at the appropriate level as they apply to the knowledge acquired by students.
PLANNING A COURSE OF STUDY IN YEAR 9

Towards the end of Term 3 all students in Year 8, with the assistance of their parents and teachers, will plan a program of study.

A course of study at Sandgate District State High School is put together by undertaking the study of 7 subjects each semester.

Courses of study will be checked and supported by your teachers, Heads of Department or Guidance Officer.

When choosing subjects please keep the following in mind:

A. COMPULSORY
There are several compulsory subjects.

B. PATHWAYS
Sometimes a career will dictate your subject choice, especially in Years 11 and 12. Care is needed because some senior subjects may have certain year 10 subjects as prerequisites or highly recommended pre-studies eg. Music, Physics, Accounting, Mathematics B, Japanese, German and Graphics.

Students who wish to undertake apprenticeships should be choosing subjects based on a clear pathway to that apprenticeship. e.g. A student who would like to become a carpenter should study Shop A and Graphics. However, because of the requirements of off-the-job training in the trades, very strong English and Maths results are what most companies and tradespeople look for in an aspiring apprentice.

C. INTEREST
It is important to study subjects that you like, because you are more likely to do well in a subject that interests you. Your ability to succeed in a subject is an important consideration, as you will lose interest in a subject that is too difficult or too easy.

CHANGE OF SUBJECT
Students may apply for a subject change in the first two weeks of Semester or at the end of Semester. There are appropriate forms at the office.

Please note:

- All subjects are offered subject to the availability of staff, resources and student interest.
- Each subject offered in year 9 has an appropriate pathway in senior. More details will be provided as QCAA release information.
YEAR 8 CHECKLIST

STEP 1 ⇒ Read this handbook before starting your selection. Elective HODs present subject information

STEP 2 ⇒ Discuss subject choices with parents.

STEP 3 ⇒ Ask for your Teachers’ recommendations. Seek advice from Teachers, Guidance Officer and/or Heads of Department

STEP 4 ⇒ Attend Yr 9 Subject Selection Information Evening. This is a great chance to gain information on curriculum opportunities available and discuss your subject choices with your teachers.

STEP 5 ⇒ Complete the Course Selection online in class.

STEP 6 ⇒ Liaise with your Access Teacher if you wish to make changes later.
Students in year 7 and 8 engage in a set curriculum structure designed to allow them to engage in a broad general education.

Year 7 and 8 weekly lesson structure:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3 x 70 minute lessons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 x 70 minute lessons</td>
</tr>
<tr>
<td>Science</td>
<td>3 x 70 minute lessons</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3 x 70 minute lessons (History, Geography and Civics)</td>
</tr>
<tr>
<td>Health and Personal Development</td>
<td>2 x 70 minute lessons</td>
</tr>
<tr>
<td>(Either HPE or Academy of Sport)</td>
<td></td>
</tr>
<tr>
<td>LOTE (Japanese, German or Literacy)</td>
<td>1 x 70 minute lesson</td>
</tr>
<tr>
<td>Music</td>
<td>1 x 35 minute lesson</td>
</tr>
<tr>
<td>Dance</td>
<td>1 x 70 minute lesson (one semester per year)</td>
</tr>
<tr>
<td>Drama</td>
<td>1 x 35 minute lesson</td>
</tr>
<tr>
<td>Art</td>
<td>1 x 70 minute lesson (one semester per year)</td>
</tr>
<tr>
<td>Industrial Technology and Design</td>
<td>2 x 70 minute lessons (one term per year)</td>
</tr>
<tr>
<td>Home Economics (Food Studies)</td>
<td>2 x 70 minute lessons (one term per year)</td>
</tr>
<tr>
<td>Information Communication Technology</td>
<td>2 x 70 minute lessons (one term per year)</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>2 x 70 minute lessons (one term per year)</td>
</tr>
<tr>
<td>Sport</td>
<td>1 x 70 minute lesson</td>
</tr>
</tbody>
</table>

Year 9 Curriculum Structure for 2017

Students in Year 9 continue their broad general education with the opportunity to select from elective subjects to tailor their learning to their interests and abilities. All students study the core subjects and select 3 elective subjects to study for 2 x 70 minute lessons per week.

Year 9 weekly lesson structure:

<table>
<thead>
<tr>
<th>Core Learning</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3 X 70 minute lessons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 X 70 minute lessons</td>
</tr>
<tr>
<td>Science</td>
<td>3 X 70 minute lessons</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2 x 70 minute lessons (History and Geography)</td>
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<td>(Either HPE or Academy of Sport)</td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td>1 x 70 minute lesson</td>
</tr>
</tbody>
</table>

**ELECTIVE OFFERINGS**

<table>
<thead>
<tr>
<th>Dance</th>
<th>Drama</th>
<th>Master Music Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Art</td>
<td>Commercial Art</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Shop A (Woodwork)</td>
<td>Shop B (Metalwork)</td>
<td>Food Studies</td>
</tr>
<tr>
<td>Business Studies</td>
<td>German</td>
<td>Japanese</td>
</tr>
</tbody>
</table>
Students who are verified with a disability under Education Queensland guidelines and require significant adjustment to their mandated educational program are provided access to learning through an Alternate Program. In years 7, 8 and 9 this program has greater emphasis on Literacy, Numeracy and Personal and Social capability. This provides teachers with flexibility to cater for student diversity and to personalise learning. Using the general capabilities and/or cross curriculum priorities SEP teachers make adjustments to age-equivalent learning areas. In years 10-12 students’ learning is focused on developing vocational pathways and employability skills.

**Year 7-9 Core Learnings:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>General Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Geography and History</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Learnings:**

- Art
- Cooking
- Shopping
- HPE
- ICT

All elective learnings are drawn from the General Capabilities within the Australian Curriculum.

**Year 10 Core Learnings:**

- English
- Mathematics
- Vocational Pathways options
- Lifeskills

**Year 11-12 Core Learnings:**

- English
- Mathematics
- Vocational Pathways options
- Lifeskills

**Other programs available:**

- Agrifood – Certificate I
- Vocational Pathways – Certificate I and II
- Hospitality – Certificate I

Students in all year levels may access a combination of SEP curriculum offerings and standard year level offerings as required. Courses of study are designed in consultation with the SEP teacher, parent and student.
A. **Sports Academies**

Australian Football - Mr Forbes, Mr Roberts  
Netball - Miss Platt  
Rugby League - Mr Charlton, Mr Bishop  
Soccer - Mr Bates

Applications must be approved by one of the assigned teachers.

B. **Master Music**

These students must choose Master Music as one of their three elective subjects.

Applications must be approved by Dr Mackay.

C. **Immerse IT**

These students will continue as one group for English, Mathematics, Science and Social Sciences.

Students may choose to study ICT as one of their three elective subjects, but it is not necessary.

D. **Academic Achievers**

These students will continue as one group for English, Mathematics, Science and Social Sciences. They choose three elective subjects.
Year 7 - 9 Core Subjects
Throughout years 7, 8 and 9, the English program seeks to develop students’ abilities in speaking and listening, reading and viewing, and in writing. In line with the National Curriculum, the course focuses on the core dimensions of language, literature and literacy. This sees students engaging with literary texts such as novels, poems, films and plays as well as non-literary texts that include newspapers, television news, interviews, biographies, webpages, and advertisements. The course features increasing complexity and range and balance of texts as students progress from 7-9.

LITERACY
English has a significant role in the development of literacy. The early years of primary school are crucial in laying the foundation for literacy and then students develop a sustainable mastery of literacy practices during their time in high school. Along with this, students develop a range of literacy practices to make them confident meaning makers who are equipped for active participation in society.

English, as a key learning area, has its own specific demands within literacy as it involves the study of language and its uses. Specialised English terminology is taught developmentally throughout the course.

The basic skills of spelling, grammar, punctuation and writing are taught in connection with the unit that students are studying. Students’ work is corrected in the drafting stage, with the aim of continuously refining these vital skills. Reading skills are taught similarly, as part of the course of study, but with specific practices, such as pre-reading exercises, employed to enable students to be better text users.

STUDENT ABILITIES
Most students are in mixed ability classes. To cater for special needs, there is an extension class at each year level in year 8 to 10, and those students with learning difficulties have their learning and assessment programs adjusted to suit their individual situations. Support teachers move between classes where extra assistance is warranted.

FUTURES PERSPECTIVES
Competency in English is needed for effective life-long learning and it is the basis for success in most school subjects. To obtain the Queensland Certificate of Education, students must meet prescribed literacy standards. Students wishing to enrol in Year 11 subjects to meet prerequisites of university study need to achieve at least a C in the standard course of Year 10 English.

To undertake Senior English, a student should gain a C or better in Year 10 English. Those students who achieve less than a C in Year 10 English or those who complete ‘Transition to Essential English’ in year 10 should enrol in Essential English for Year 11. Satisfactory results in Senior English are pre-requisites for entry to University, the Armed Forces, TAFE, and Apprenticeships.

ICT
The use of information communication technology features throughout the year 7-9 course. Students use technology ranging from computers for research and task presentation, to digital cameras and digital projectors for presentation of their work.

ASSESSMENT
Students are assessed throughout the year, using a variety of test instruments. These include in-class tests, written, oral and multimodal assignments.
Mathematics is a compulsory subject in Years 7 to 12. At Sandgate DSHS, we teach the Australian Curriculum.

Through investigations, both life-related and purely mathematical, students will have opportunities to demonstrate that they know about mathematics, know how to do mathematics, and know when and where to use mathematics. They will develop the skills to think, reason and work mathematically in a variety of contexts. The contexts will cover the prescribed content for:

**Number and Algebra** - students develop number sense including understandings of numbers, ratio, money, operations, proportion, fractions and percentage. Students analyse patterns to determine relationships as well as use symbols and solve equations.

**Measurement and Geometry** - students develop understandings of length, mass, area, volume and time; students investigate 2D shapes and 3D objects as well as interpret and draw maps and plans, and describe directions/movements; develop geometric reasoning; Pythagoras and Trigonometry.

**Statistics and Probability** - students collect, organise and display data, and explore and make judgements about the likelihood of events occurring.

**FUTURES PERSPECTIVE**
The Mathematics key learning area contributes to the futures perspective of every student, preparing them to enter the community at many different levels. It is the basis of many activities related to everyday living – from shopping to advances in space travel. Mathematics assists us to develop strategies for managing time and money, interpreting data, estimating and taking measurements, giving and following directions, making calculations and determining the probabilities of events. The Mathematics course will also provide students with an insight into the content and nature of the Senior Mathematics Courses. Obtaining a minimum of a C standard in a Year 12 mathematics subject is necessary to gain entry into traineeships and trade areas, and for entry into the Armed Forces.

**ICT**
The use of various forms of digital technology will be encouraged throughout the course. The basic technology used is a scientific calculator and the emphasis will be on using it correctly and responsibly. It is a tool to widen students’ studies and, as such, is a vital requirement of Mathematics courses. All students are expected to use an appropriate model of calculator in class.

**STUDENT ABILITIES**
The range of abilities within each Mathematics group is catered for in the organisation of classroom activities. The classroom work is structured so that all students:

- can make a start into the new work
- can progress according to their own ability
- are encouraged to go beyond their existing skill level
- are encouraged to expand and extend their experiences and abilities.

Enrichment and support will be provided as the need arises or is identified.
LITERACY SKILLS
General literacy skills cross subject boundaries and are required to understand and respond to a variety of texts – speaking, reading, writing, visual presentation. A range of literacy enhancement activities will be covered in class as part of the study of the subject content. Students will respond in both written and spoken modes, making use of everyday language, through to mathematically specific language.

Developing mathematical literacy, students will engage in activities designed to encourage students to:

- read, view analyse and interpret the mathematics represented by words, pictures, symbols, tables, graphs and technological displays
- organise information, ideas and arguments using a variety of formats and materials
- communicate in various ways – for example, orally, visually, electronically, symbolically and graphically
- compose and respond to questions and problems that challenge their own and others’ mathematical thinking and reasoning.

What can parents do to help? Encourage your child to do general reading on a regular basis and discuss with you what they have read. This will help students in both their reading and writing in mathematics.

ASSESSMENT
Students will be assessed through a range of assessment techniques including written tests, investigations and assignments.
OUTLINE
While studying SCIENCE students should learn:

- Science is integral to STEM concepts and practices
- to understand the concepts and theories used in Science, as well as the scientific method which is used to refine, expand and improve what is currently known
- the skills to use practical equipment, to work in groups and communication skills
- to appreciate the complete dependence of humans on the environment and the meaning of sustainable management.

Science is rewarding! Students who study Science begin to answer the eternal and fundamental questions of "how?" why?" and "what happens if?" which all of us have been thinking about since before we began to talk. The understandings gained by studying Science help us cope better with the complex technological world and the environment in which we live. A scientific understanding of the human body greatly increases the likelihood of a positive and healthy lifestyle.

FUTURES PERSPECTIVE
Studying Science helps to prepare students for future careers. For many careers, Science is useful if not essential. For example, Science is an advantage to students who study hair-dressing and all other trades while it remains an essential component of any further studies in technology, engineering, computing and medicine. The year 8 to 10 Science program at Sandgate reflects the breakdown of Science into the branches of Chemistry, Physics, Biology and Earth Science. It is imperative that students recognise these subjects and make wise and informed choices in their selection of Senior Subjects. These choices need to match their interests and abilities in Science.

Extension classes are formed in Middle School Science from Semester 2 year 8. Later access to these classes can be gained by students who do well in following semesters. Students will have the choice of studying the separate disciplines of Science (ie Biology, Chemistry, Physics) in year 10 in preparation for commencing these subjects in year 11.

ICT
Students will be expected to use the internet for research and the programs Word and Excel in writing up their assignments. Some Computer Assisted Learning and teacher developed packages will also be used in years 7 to 9. Digital cameras as well as microscopes, spectrosopes and digital photography are available. Some students will also use a variety of digital probes to gather data directly.

LITERACY
Students are expected to use a variety of resources (including texts, websites, etc.) in class when appropriate and various strategies will be used to encourage the development of Literacy Skills in science. These will include:

- learning to understand texts and extract relevant information
- exploring types of text such as cause/effect, problem/solution, compare/contrast, describing, defining etc
- learning meanings and appropriate use of scientific terminology
- using communication skills to effectively analyse, argue, justify, generalise etc.
- using text types appropriate to Science such as experimental reports, essays, multimedia presentations etc.
The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the twenty-first century. The Social Sciences subject area is compulsory from Years 7 to 9 and includes the subjects of History and Geography.

### Course Topics

<table>
<thead>
<tr>
<th>Units of work in Social Sciences course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7:</strong></td>
<td></td>
</tr>
<tr>
<td>Semester 1: History – “Investigating the Ancient Past” including ‘Ancient Egypt’ and ‘Ancient China’.</td>
<td></td>
</tr>
<tr>
<td>Semester 2: Geography – ‘Water in the World’ and ‘Place and Liveability’.</td>
<td></td>
</tr>
<tr>
<td><strong>Year 8</strong></td>
<td></td>
</tr>
<tr>
<td>Semester 1: Geography - “Reshaping the Nation” and “Landscapes and Landforms”</td>
<td></td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td></td>
</tr>
<tr>
<td>Semester 2: Geography – “Biomes and food security” and “Exploring interconnections”.</td>
<td></td>
</tr>
</tbody>
</table>

### LITERACY SKILLS

Students develop literacy skills in Social Sciences through reading, writing, speaking, viewing and listening. They are encouraged to seek and appraise information critically, make choices and acquire independence in learning. Their understanding that literacy is a means by which people shape their identities and their environments is heightened by viewing texts from a variety of perspectives and by developing skills to interpret various levels of meaning. In this way, Social Sciences subjects promote critical literacy, which involves awareness of aspects in texts such as stereotyping, cultural bias, author’s intention, hidden agendas and silent voices. It is hoped that students will develop skills not only to comprehend texts at a deeper level but also construct their own texts with a critical perspective.

### FUTURES PERSPECTIVE

Social Sciences subjects promote a futures perspective by engaging in activities that will develop a student’s ability to:

- apply foresight
- appreciate consequences
- envision alternatives
- make informed choices
- take responsible action
- community participation

Pathways from Junior Social Sciences: Links to Senior Social Sciences Studies (and beyond) include:

- Modern History, Geography, Legal Studies
- VET - Tourism - Certificate II; VET Cert 3 in Active Volunteering.

### INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)

ICTs are considered very important in developing student understanding and skills. Social Sciences units will involve students using a variety of technologies (eg. digital cameras, GPS units, a variety of software (incorporating GIS), and the Internet) to access, record and interpret data and information. Students select and use these tools and technologies to routinely demonstrate an ability to inquire, create and communicate within social and environmental contexts (e.g. fieldwork/research projects).

### ASSESSMENT

Students will be assessed through a range of assessment techniques both formal (eg. written tests, orals, reports) and informal (eg. observation, class work, discussions). Assessment criteria will assist students to understand what they are expected to know and do with what they know and will enhance their consistency in making judgments.
OUTLINE
HPE is compulsory for all year 7 – 9 students and is a part of the core curriculum at Sandgate DSHS. Students will be divided into core HPE classes and Athlete Development Program (ADP) classes. All students will also participate in the WEL program that is in conjunction with HPE and ADP.

Health and Physical Education encourages students to be active participants in physical activity and to develop critical thinking about issues concerning their health and lifestyle. They will also be encouraged to respect and value themselves and others as equals, and be able to participate effectively in group tasks and decision-making processes. Topics covered will include Personal and Community Health, Body Image and Self Esteem, Sport Science, Performance Enhancement, Sociology of Sport. These will be applied to a variety of physical activities that will enhance student understanding of Health and Sport education. Swimming is a compulsory aspect of HPE and the Academies.

Athlete Development Program differs from that of Physical Education. It concentrates on developing the sporting prowess and fitness needed for high performance in selected sports. Students wishing to be in this program must contact the relevant teacher/coach and meet the behaviour/performance benchmarks outlined in the Academy of Sport Handbook, together with the extra financial commitments associated with the various programmes.

FUTURES PERSPECTIVE
Both Health and Physical Education and Academy of Sport will be particularly useful pathway subjects for senior students choosing careers in the Health and Sporting industries. Students will be engaged in critical thinking processes, problem solving, decision making and group and individual planning strategies that will allow them to take responsibility for their actions and decisions. Possible pathways include health industry, nutrition, coaching, sport science, sports trainers, sports medicine, teaching, professional athlete and many more.

Year 9 HPE is a pre-requisite for Physical Education which is offered in senior schooling. Entry into the Academy of Sport in senior is subject to entry requirements as described in the Academy Handbook.

ICT
Information technology available within the school, the home and the community will be used to develop the skills and thinking processes needed. The Internet, video capture and a variety of software packages will be used to analyse and assist student development.

STUDENT ABILITIES
The structure of these subjects caters for the full range of student abilities. Students must be prepared to participate in all activities (both theory and practical) that form part of their course of study; including aquatics.

LITERACY
As part of our school-wide approach to literacy the subject area skills of listening, speaking, reading and writing specific to the subject area are practiced, reinforced and assessed through a range of strategies that best meet the needs of the students.

ASSESSMENT
Written tests, research assignments and reports, oral presentations, student workbooks, Individual Performance Profiles (IPP’s) and practical performances.
Junior Secondary Elective Subjects
German involves the study of the German language and culture. Students experience a range of activities designed to improve their ability to read, write, speak and listen to the language. Students will also investigate Germany’s social, physical, environmental and economic contexts, thus giving them a greater knowledge of the nation in general.

Futures Perspective
German has a very strong futures perspective. The majority of the learning experiences in this subject are directly linked to vocational and/or recreational contexts. Students will be able to utilise the skills and content of this course for a wide range of post school pathways including: tertiary language studies, tourism, foreign services, personal travel and overseas work.

ICT
LOTE involves the use of technology as a tool to develop processes and skills, and as a resource to assist with the acquisition and organisation of information. German units will involve students using a variety of resources, such as the internet, email and computer software. For example, PowerPoint projects are used in Unit 1 (Year 8).

Student Abilities
As German is a sequential subject, it is highly recommended that students move through the units continuously. Different levels of previous experience will be catered for within each unit to maximise student outcomes.

Literacy
As part of our student-centred approach to learning, activities on listening, speaking, reading and writing skills are practical and assessed through a range of literacy strategies that best meet the needs of the student. Explicit engagement with grammar throughout this course can enhance skills in a student’s first language.

Japanese
Outline
Learning a language is literally a horizon-broadening experience. Through experiences designed to develop and improve abilities in reading, writing, speaking and listening, students learn and experience real life language use and cultural diversity. Using language as a tool for learning now and later in life, students will explore Japan’s social, physical, environmental and economic contexts, thus giving them a greater knowledge of the nation in general.

Futures Perspective
Japanese has direct application for students in their present lives and for the future. Students have the chance to use their language and cultural knowledge with student exchange programs, international visitors to the school, excursions and a biennial trip to Japan. The skills and content developed in this course can also be utilised in a wide range of post school pathways including tertiary language studies, tourism, hospitality, foreign services, personal travel and overseas work.

ICT
LOTE involves the use of technology as a tool to develop processes and skills, and as a resource to assist with the acquisition and organisation of information. Japanese units will involve students using a variety of software, such as the Global IME language function to type in Japanese script, as well as the Internet and electronic mail for investigative and communicative purposes.

Student Abilities
As Japanese is a sequential subject, students should (wherever possible) move through the units sequentially. However, different levels of previous experience will be catered for within each unit to enable maximised student outcomes.

Literacy
Learning another language enhances literacy and communication skills, and a student’s command of English often improves as a result. As a part of our student-centred approach to learning, listening, speaking, reading and writing skills are presented in a practical manner. They are also presented and assessed using a range of literacy strategies that best meet the needs of the students.
OUTLINE
Visual Art is a highly academic course of study. Visual Art develops student abilities to investigate concepts, solve problems, make judgements, discuss and justify opinions. Analysing their own and other artwork assists students to think laterally and develop their own problem solving strategies. Students may rework and transform personal and existing ideas to produce art which is new and meaningful. They are encouraged to work independently, to persevere with projects, to develop self-discipline and make informed personal choices.

In Visual Art students:
• create and present artworks by designing and creating two-dimensional (eg: drawing; painting; printmaking) and three-dimensional forms (eg: sculpture; pottery). Students learn and apply knowledge of visual art and design elements and concepts to make meaning by solving visual problems
• use knowledge and understanding to communicate their ideas, feelings, experiences and observations of their worlds. They display work in personal and public contexts
• reflect and respond by documenting their own and others’ art. They develop sensitivity, knowledge and understanding of images and objects of artists/designers/craftspeople in relation to cultural, social, spiritual, historical, political and economic contexts.

FUTURES PERSPECTIVE
Visual Art is an invaluable preparation for many vocations eg: advertising; architecture; teaching; fashion design; industrial design and engineering. Students wishing to continue this area of study can enrol in Visual Art in senior. Tertiary courses at institutions such as the Queensland College of Art, Queensland University of Technology and Griffith University often require Art folios.

ICT
Some components of technology are integrated into the Visual Art course. These may include photo-imaging, digital photography and some computer work.

STUDENT ABILITIES
Different abilities and talents are catered for throughout the units of work. Written tasks are a requirement in this subject. Students should have strong research and written skills to undertake this academic course of study.

ASSESSMENT
Visual Art is assessed by the submission of a practical folio of work in an A3 display folder. Assignments, writing tasks and projects are also required. Students must have an A4 Visual Journal which is to include all practical and theory process work.

LITERACY
Art includes reading and writing, speaking, listening and viewing. Students learn specific Art terms and language.

In learning literacy, students seek and critically appraise information, make choices and use their literacy skills to become independent learners. They use language conventions and learn Art specific vocabulary to interpret, communicate and explore their imaginative thinking, feelings and understandings.
COMMERCIAL ART

OUTLINE
Commercial Art is a highly practical course of study. Commercial Art focuses on developing hand skills by drawing, painting, sculpting and using clay. Students develop understandings of the cultures and societies, past and present. They develop personal expression, aesthetic judgement and critical awareness. Students gain satisfaction and enjoyment from making 2 dimensional and 3 dimensional artworks.

In Commercial Art students:
• create and present images and objects by creating and designing two-dimensional (eg: CD covers; posters; labels; adverts; logos; design for the home, body and school) and three-dimensional forms (eg: clay work; packaging; modelling and; jewellery). Students learn and apply knowledge and design concepts to make meaning by solving problems
• use knowledge and understanding to communicate their ideas, feelings, experiences and observations of their worlds. They display their work in personal and public contexts
• respond and reflect by documenting their responses to their own and others art. They develop sensitivity, knowledge and understanding of artists/designers/craftspeople in relation to cultural, social, historical and economic contexts.

FUTURES PERSPECTIVE
Commercial Art can assist in preparing students for vocations in areas such as: advertising; architecture; landscape architecture; interior design; fashion design; industrial design; graphic design; the printing industry; cartoon illustrator and; illustrator. This course can provide foundation knowledge and hand-skills suited to other related design industry courses. Students wishing to continue this area of study can enrol in Visual Arts in Practice for their senior schooling. Visual Arts in Practice is a Creative Arts/ Study Area Specification (SAS) course. Students seeking enrolment in courses offered by tertiary institutions such as TAFE and Queensland College of Art may find undertaking Visual Arts in Practice advantageous

ICT
Some technology components are integrated into Commercial Art. These may include photo-imaging and digital photography.

STUDENT ABILITIES
A diverse range of abilities and talents are catered for throughout these practical units of work. Students should have a keen interest in using practical art and design skills and knowledge. They should have some research and written skills to undertake this course of study.

ASSESSMENT
Commercial Art is assessed by the submission of a practical folio of work in an A3 display folder. Some practical activities will incorporate writing tasks and use of texts. Students must have an A4 Visual Journal which is to include all practical and theory work.

LITERACY
Commercial Art uses language for thinking and making meaning. Students learn specific Commercial Art terms and language. Students use their developing literacy skills to listen, speak, view, shape, read and write. They use language conventions to interpret, communicate and explore their imaginative thinking, feelings and understandings.
MEDIA ART

OUTLINE
Media Art is a highly practical course of study which focuses on developing technology skills. Students develop an understanding of five interrelated key concepts that are common to communicating through all forms of media: media languages, technologies, audiences, institutions and representations. Media learning deepens students’ enjoyment provided by the media. It develops more active and critical media users. Students are equipped to live in a global community that communicates through various technologies that combine still and moving images, words and sounds.

In Media Art students:
- use knowledge and understanding to engage in aesthetic experiences through practical activities that create, construct, produce and present media texts with increasing complexity, using the languages and technologies of media. They develop the skills and processes required to produce art through media genres, such as advertisements, CD covers, posters and documentary and personal home pages
- create meaning for many audiences and contexts through a variety of forms, including newspapers, picture books, radio, television, film and video, as well as a vast range of popular cultural forms that students read, view, listen, wear, buy, swap, collect, play, consume or interact with on an everyday basis
- respond to and reflect on meanings that they construct and represent, developing skills in critical appreciation and analysis of representations. Media Art enables them to respond to a variety of purposes and contexts which may encompass cultural, social, historical, political and economic contexts to audiences

FUTURES PERSPECTIVE
Media Art provides opportunities for students to develop and utilise lateral and creative thinking, decision making, problem solving, reflection and insight. Students investigate the impact and consequences that technologies have on individuals, local and global communities, industry and their environments.

Media Art can assist in preparing students for vocations such as: graphic artist, illustrator, copy-writer and a variety of vocations in the advertising and printing industries. It also provides computer graphic knowledge and skills that may be useful in small business and to individuals in leisure and hobby activities.

Students wishing to continue this area of study can enrol in Media Arts in Practice in the senior schooling years. Media Arts in Practice is a Creative Arts/Study Area Specification (SAS) course. Students wishing to enrol in some courses offered by tertiary institutions such as TAFE and Queensland College of Art may find undertaking Media Arts in Practice advantageous.

ICT
Media Art focuses on using technology as a tool to develop imagination, intuition and foresight. Students learn how technology influences, and is influenced by, environments, contexts and purposes. Students are provided with opportunities for learning by using digital still and video cameras and the full range of computer graphic programmes available in the Adobe Creative Suite.

STUDENT ABILITIES
A diverse range of abilities and talents are catered for throughout the units of work. Students should have a keen interest in using graphic design skills and knowledge in combination with a range of technologies.

ASSESSMENT
Media Art is assessed by the submission of a digital folio and practical folio of work in an A3 display folder.

LITERACY
Media Art includes reading and writing, speaking, listening and viewing. Students learn specific technology terms and language. They use appropriate language conventions and learn media specific vocabulary to interpret, communicate and explore their imaginative thinking, feeling and understandings.
DANCE

OUTLINE
This subject focuses on students using dance as a means of conveying ideas, images and feelings, using the human body as the means of expression and communication.

Students demonstrate evidence of their learning over time in relation to the following assessable elements: knowledge and understanding; creating; presenting; responding and reflecting.

FUTURES PERSPECTIVE
Through participating in dance education, students become equipped with the communicative tools to use dance as a means of celebration, entertainment and self-expression.

Dance education also offers students the opportunity to develop competencies that transfer to many aspects of working and recreational life. It incorporates the cross-curricular priorities of literacy, numeracy and life skills and enables students to become life-long learners.

Using the body as a means of expressing ideas, images and feelings, Dance students develop skills in communication, problem solving, planning and organising. Through collaborative processes, students become equipped with the skills that will enable them to communicate effectively as individuals and members of communities. In addition, students become confident in themselves and their physical capabilities. Through gaining an understanding of the historical and cultural contexts of dance, skills in research, analysis, interpretation, critical reflection and evaluation are fostered. These skills are required in Dance as well as other subjects offered at Sandgate District State High School.

Dance may be studied as a QCAA subject or certificate course in senior. It may also lead to tertiary study at Queensland University of Technology and is advisable for any students who are interested in pursuing a career as a primary or secondary school teacher, studio dance teacher or any other associated career in the performing arts.

STUDENT ABILITIES
The subject is structured to cater to the full range of abilities and talents of students.

ASSESSMENT
Students are assessed in three areas:
- Choreographing – Creating movement
- Performing – Dancing for an audience
- Appreciating – Theory work. Analysing and appreciating dance.

LITERACY
Dance uses the human body as a means of expressing and communicating feelings and ideas. Students use their developing literacy skills to listen, speak, view, shape, read and write in various ways through Dance activities. They learn how to use appropriate language conventions and the vocabulary that is specific to Dance so that they can interpret, communicate and explore their imaginative thinking, feelings and understandings. Many activities in Dance require students to reflect on various texts so that they can explore ways of making meaning and creatively expressing their ideas and emotions.
OUTLINE
In Music, the emphasis is on students making music and developing the ability to think and express themselves through music. Classwork focus is on practical participation in music-making, including singing, keyboard playing and using various instruments.

The year 7 to 9 Music programs are planned sequentially to give students opportunities to develop the knowledge, skills and understandings they need to be able to listen intelligently to music, to sing and play music competently, and to read and write music. They also learn to compose and create their own music. The Master Music Program offers students a classroom course at a more advanced level than the regular course that is available to all students. Students who can already read music to some extent and who play an instrument are given opportunities to accelerate their learning and skill development.

FUTURES PERSPECTIVE
Music provides opportunities for further studies that can lead to employment in a wide variety of fields such as performing and teaching. It develops skills in independent learning and develops a disposition in students to take responsibility for their actions and decisions. It encourages self-discipline, and the ability to work as part of a team as well as independently. Music also encourages students to think creatively and to identify and develop personal strengths that can be transferred to other areas in their lives.

ICT
Music involves the use of information technology as a tool to develop listening and compositional skills and as a resource to assist the development of musical knowledge. All classes have access to a class set of laptops with specialist music software: Sibelius (music notation and composition) Auralia (listening skills), Musition (notational skills) and Audacity. Digital recording software is also available for student use.

STUDENT ABILITIES
The subject is structured to cater to a range of abilities and talents.

ASSESSMENT
Students are assessed in three areas:
- listening – may be a written test or an assignment
- creating – composing music, usually with assistance of Sibelius software
- performing – individually or in small groups, singing or playing instruments.

Information about student progress is collected from a range of sources including class work, homework, in-class tests and performances (both group and individual). Contributions to rehearsals and a consistent work effort are also taken into consideration.

LITERACY
In Music students develop their skills in reading, speaking, writing and listening and learn to use the various language conventions of English. Music also uses vocabulary from other languages such as Italian, German and French, as well as a specific music notation system. Students learn how to use these conventions, vocabularies and notation systems so that they can effectively express and communicate their ideas and feelings in music.
**OUTLINE**

Drama is an elective subject that focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events. While interacting in a range of roles, relationships and situations, students investigate feelings, actions and consequences. They develop confidence and self-awareness as they work with other students to prepare and present drama.

Students demonstrate evidence of their learning over time in relation to the following assessable elements: knowledge and understanding; creating; presenting; responding and reflecting.

**FUTURES PERSPECTIVE**

Drama is particularly useful for students who are intending to work in the entertainment, hospitality or leisure industries however the skills developed throughout the program apply to all workplace environments.

Drama develops students’ skills in presentation, communication, task management, and allows students to explore content that is meaningful, challenging and relevant. They are able to create, ritualise, challenge, critique and celebrate. Through participation in both real and fictional contexts, students learn to co-operate, negotiate, problem solve, apply literacy and numeracy skills and self-manage. Within the parameters of this subject, students learn to become active, self-aware, critical thinking citizens. Furthermore, they are empowered with the necessary skills and confidence to interact in the world around them, irrespective of workplace environment.

Drama may be studied as a QCAA subject in senior. It may also lead to tertiary study at university and is advisable for any students who are interested in pursuing a career as a primary teacher or a career in various aspects of the performing arts. Drama studies also complement and reinforce English curriculum studies and help students gain confidence in public speaking.

**ICT**

Drama provides opportunities for students to use technology as a vehicle to create and convey meaning to audiences. In particular, students will learn to apply multi-media tools and use industry standard lighting and sound equipment.

**STUDENT ABILITIES**

Drama takes a “learner-centred” approach to learning. Experiences within Drama are constantly adjusted to meet the needs and interests of individuals and groups of students. This may mean providing different amounts of time, space or materials and offering different levels and types of support to students. Students may engage in experiences in different ways or make choices from a range of options so that learning is meaningful and relevant. They will have many opportunities to participate in learning activities to demonstrate what they know, and what they can do with what they know.

**ASSESSMENT**

Students are assessed in three areas; forming, presenting and responding. While individual assessment tasks may be set in these areas, student classwork contributes to the teacher’s assessment of ‘what they know’ and ‘what they can do’ and is taken into account when making judgements. An emphasis is placed upon public performances in this subject.

**LITERACY**

In Drama, students develop literacy skills in various ways. As well as speaking, reading, writing, listening, and viewing, students learn critical literacy through questioning the cultural, social and political issues and beliefs that may be found in the texts with which they work. They also learn the relationship between the contexts and audiences for those texts and develop an understanding that literacy influences how people view themselves, their identities and their environments. They are encouraged to make informed interpretations and judgements and to structure their ideas and communicate in different ways.
OUTLINE
Business relates to the buying and selling of goods and services and financial information. These are important activities in almost every area of life! Business Studies allows students to explore the following:

- Becoming an entrepreneur – do you have what it takes?
- Recording financial transactions electronically for personal/business use.
- Creative solutions to business issues.
- Investments – making choices.
- Let’s create a start-up!

FUTURES PERSPECTIVE
Business Education provides you with skills that will enable you to succeed in any situation in any area of your life – both personal and professional. It is an investment in your future! The exponential growth of technology and its increasing prevalence in all aspects of society is disrupting how we live and work. As young people move into senior secondary and beyond, it is important that they have the knowledge and skills to manage finances, make decisions about goods and services, and become responsible and ethical citizens. In the business world, entrepreneurs, who successfully disrupt the market place, are creating ‘start-ups’, ‘micro-businesses’ and ‘pop-ups’. Increasingly they are operating in a gig economy. As the world becomes more dependent on globalised trade and investment, the demand for well-trained business-people grows stronger. Business Studies provides a strong foundation for students to feel comfortable in a rapidly changing society and market place. It is also a good pathway for Accounting and Business in senior and beyond to university, although it is not a pre-requisite.

ICT
Technology is a key element of Business Studies and is used in all aspects of the course in various forms. These include presentations, reports, data collection and collating and computerised accounting systems.

STUDENT ABILITIES
The course is structured to cater for students with varying abilities and will allow them to achieve at their particular outcome level.

ASSESSMENT
Assignments, practical work, teamwork activities, exams and teacher observation.

LITERACY
Students will be provided with the opportunity to further develop their literacy skills across a variety of business situations in both written and oral contexts. Students will learn business vocabulary.
ICT

OUTLINE
The subject ICT is designed to give students technology and thinking skills that are essential for living in the 21st century. It encourages them to look beyond the simple task of creating something new on a computer, and introduces them to the important concepts of designing, developing and evaluating. In this subject students gain experience developing products in the following areas:

- Photo manipulation and image creation using Paint.net
- Game and interactive application development using Scratch
- 3D animation using Alice
- Photo manipulation and image creation using Photoshop
- Robotics engineering and programming using Lego Mindstorms
- Video editing using Premiere

FUTURE PERSPECTIVE
Our society relies on the creation of knowledge and the exchange of information. Active and informed participants in this society need to be flexible and self-directed, work to patterns of logic, combine analysis with intuition, exercise discretion, behave ethically and work collaboratively. Through the subject ICT, individuals can make creative, innovative and socially responsible use of information and create multimedia products for themselves and others. The study of ICT at a year 9 level is recommended but not required for the senior subjects of Certificate I & II Information Digital Media and Technology, or Information Technology Systems – Multimedia.

ICT
The subject ICT provides opportunities for students to respond to design challenges in a diverse range of contexts by ‘working technologically’. Design challenges are situations, problems or tasks requiring students to use their ICT skills to develop products and technological solutions. Students will have continuous use of the most up-to-date computer technology the school has to offer. Students will be provided with the opportunity to work with a variety of technology items available to the school including: digital cameras, scanners, laptop computers, robots, data projectors and storage devices such as USB flash drives and CD burning equipment.

STUDENT ABILITIES
This subject is structured to cater for all skill and ability levels.

ASSESSMENT
Assessment techniques will provide students with opportunities to demonstrate what they know, and can do with what they know, in terms of identified Technology learning outcomes. The techniques will include student folios, practical exercises, and individual and group projects.

LITERACY SKILLS
In the subject ICT, students interpret, critically appraise, and communicate information in different forms, including design briefs, instructions, plans, diagrams, illustrations, sketches and flowcharts. They use electronic and print media to locate, interpret and store information, and recognise and use terminology and symbols associated with design and technology in a range of contexts. They understand that the meanings of words in the context of technology may differ from meanings in everyday use. Students also understand that information needs to be presented in a way that is inclusive of all individuals and groups. As they meet design challenges, students express ideas — in written, spoken and visual forms — about the appropriateness of processes and products of technology. They also read, listen to, view and exchange information about the impacts and consequences of technology.
OUTLINE
Food Studies endeavours to improve the quality of life of our students by assisting them to develop food and cookery knowledge, attitudes, skills and values which will be effective in personal, professional and family living. Students prepare and serve a wide array of dishes, both sweet and savoury as they progress through the course of study. This subject investigates and analyses a variety of topics including: Snacks and Meals for life, Am I healthy (which looks at creating healthy meals through many cultures and healthy fast food options)

FUTURES PERSPECTIVE
Specialisation in Food Studies contributes significantly to life experience and directly to hospitality and health related careers. In senior, students are able to choose from:

- Certificate III in Early Education and Care: Students complete required theory units and 120 hours of work experience to gain a Certificate III.
- Hospitality: Focuses on food preparation and cookery skills providing a basis for a first year apprentice chef.

ICT
Technology is an integral part of Food Studies. Information Technology will be employed as appropriate both within the learning process and for assignment purposes by use of a variety of software packages.

STUDENT ABILITIES
This subject is structured to cater for the range of abilities and skills.

ASSESSMENT
Theory test, practical cookery exam, weekly cooking and theory assignment.

LITERACY
Students will:
- gain knowledge of subject specific key terms
- learn skills that enable students to follow instructions and read recipes efficiently
- interpret information used within a recipe e.g. measurements and oven temperatures
- analyse situations for which food is served
- experiment with various cookery methods.

All teachers will support the school-wide literacy program.
OUTLINE
This Industrial Arts subject is aimed at all students who wish to develop their knowledge, skills and abilities when selecting and using materials, procedures, tools and machinery to make practical projects with a manufacturing context. These projects will help develop the skills students need to prepare themselves for future employment, including skills that could enable them to carry out basic repairs, improvements and renovations. Students will learn how to select and use the appropriate materials, marking out and cutting tools, processes and machines that will enable students to complete the workshop projects.

FUTURE PERSPECTIVE
Industrial Arts students gain a grounding which could assist with employment in manufacturing and timber focused industries and trades such as carpentry and cabinetmaking. Students who are keen to enter the trades should consider Shop A, Shop B and Graphics as a pathway. Students will be given information concerning pathways to employment, school based apprenticeships and traineeships.

This subject is highly recommended however not a pre-requisite for Graphics which is offered in senior.

ICT
Traditional hand tools, processes and machinery will be utilised along with new technologies.

STUDENT ABILITIES
This subject is structured to cater for the full spectrum of abilities and talents. The practical application in this subject allows students to be successful working practically. Taking home their own projects builds pride and confidence in their ability.

LITERACY
Literacy in Shop A involves students:
- reading, analysing and interpreting working drawings, diagrams, pictures, symbols and tables
- utilising terminology to describe specific processes
- using industry specific vocabulary to compose, communicate and respond to questions and problems.

Students will be provided with the opportunity to further develop their literacy skills across a variety of theoretical and practical situations in written, graphical and oral contexts.

ASSESSMENT
Class projects, work book, workshop attitude and behaviour will be used to determine final outcomes.
OUTLINE
This Industrial Arts subject is aimed at all students who wish to develop their knowledge, skills and abilities when selecting and using materials, procedures, tools and machinery to make practical projects with an engineering context. These projects will help develop the skills they need to prepare themselves for future employment as well as skills that could enable them to carry out basic repairs, improvements and renovations. Students will learn how to select and use the appropriate materials, marking out and cutting tools and processes that will enable students to complete the desired projects.

FUTURE PERSPECTIVE
In Senior, students will have the opportunity to complete a Certificate II in Automotive Vocational Preparation – Marine & Motorcycle (AUR20712) &/or Certificate II in Engineering Pathways (MEM20413) in our purpose built $1.5 million Trade Skills Academy.

Industrial Arts students gain grounding which could assist with employment in Automotive & Engineering and Metal Industries. Employment prospects are strong. Students who are keen to enter the trades should consider Shop A, Shop B and Graphics as a pathway. Students will be given information concerning pathways to employment, school based apprenticeships and traineeships.

This subject is highly recommended however not a pre-requisite for Graphics which is offered in senior.

ICT
Traditional hand tools, processes and machinery will be utilised along with technologies such as vacuum forming, injection moulding and electronics.

STUDENT ABILITIES
This subject is structured to cater for the full spectrum of abilities and talents. The practical application in this subject allows students to be successful working practically. Taking home their own projects builds pride and confidence in their ability.

LITERACY
Literacy in Shop B involves students:
- reading, analysing and interpreting working drawings, diagrams, pictures, symbols and tables
- utilising terminology to describe specific processes
- using industry specific vocabulary to compose, communicate and respond to questions and problems.

Students will be provided with the opportunity to further develop their literacy skills across a variety of theoretical and practical situations in written, graphical and oral contexts.

ASSESSMENT
Class projects, work book, workshop attitude and behaviour will be used to determine final outcomes.
OUTLINE

**Graphics** engages students in solving design problems and presenting their ideas and solutions as graphical products. Students learn sketching techniques and develop knowledge of specific Computer Aided Design (CAD) applications.

Through a design process, students explore the needs of a target audience. They research information, develop ideas, produce graphical representations (using industry standards where applicable) and evaluate solutions.

The design settings are based in the following real-world areas:
- **Built Environment Design** (architectural, landscape and interior)
- **Industrial Design** (manufactured products and systems)
- **Graphic Design** (corporate identity, advertisement and product packaging)

**FUTURES PERSPECTIVE**

Those students who wish to pursue careers in Graphic Arts, Industrial Design, Built Environment, Drafting, Design, Architecture and Engineering should consider this subject. Graphics is a benefit to students because it:
- provides pathways to those who wish to pursue tertiary studies or TAFE further education
- enables people to create, read and understand plans or working drawings
- creates a solid foundation leading to careers in industrial design, graphic design, architecture, drafting and interior design.

This subject is highly recommended however not a pre-requisite for the subjects Furnishing, Engineering, and Automotive, which are offered in senior. It is a pre-requisite for the study of Graphics in senior.

**ICT**

Students use design software including the following industry standard Autodesk suite of products:
- **AutoCAD** – 2D Mechanical drafting software
- **Inventor** – 3D Modelling, animation & documentation software

These programs are a significant part of the course and students will be given many opportunities to extend their expertise with technology. Students are able to download these products for free through the following website: [http://students.autodesk.com](http://students.autodesk.com).

**STUDENT ABILITIES**

The subject is structured to cater for a wide range of abilities, but students should have a sound grounding in English and Mathematics.

**LITERACY**

In Graphics, students learn to read and interpret graphical drawings in a range of contexts using correct terminology, Australian Standards and graphical conventions. They develop and apply skills of visualising, investigating, analysing and evaluating to produce quality graphical solutions to tasks within the contexts of Built Environment, Industrial and Graphic Design. Students present work through annotated sketches, CAD generated graphics, written documentation, multimedia and animation which are vital components in many professions and vocations.
COMPLETING YOUR SUBJECT SELECTION ONLINE

1. Go to http://oslp.eq.edu.au (make sure you type this in the address bar and not a search engine)
2. Use the username and password you normally use to access school computers to log on
3. Click SET Plan login
4. Read Responsible Use Agreement
5. Click Accept
6. Click Submit
7. Click My Education Plan
8. Click the Subject Selection Tab
9. Click the blue “here”
10.Select year 9, 2017.
11.Click the “edit” pencil
12.Make your subject selections as follows:
   a) You must choose one elective subject from each section.
13.Click Validate. **(NOTE: If you get an error message, check that you have selected the correct combination of subjects)**
14.Once you have chosen your subjects, you can log off.
15.You have now completed your Subject Selection Online. Miss Nooteboom will speak with you if your choices are not available and arrange for you to select alternatives.