KIRWAN STATE HIGH SCHOOL

STATEMENT OF INTENT

Our mission is to provide educational excellence for tomorrow’s citizens.

Our philosophy is to enable greatness through an inclusive culture underpinned by a mindful school community built on professionalism, continuous improvement and accountability.

We have respectful and supportive relationships with our whole school community, underpinned by the tenets of the United Nations Universal Declaration of Human Rights.

Our core beliefs about student learning are:
- All students can learn.
- All students can achieve at a high level.
- All students are part of a world wide community of learners.
- All teachers have high expectations of all students.
- All teachers are responsible for student learning.

Our core beliefs about student wellbeing are:
- We all accept responsibility for the wellbeing of others.
- We all deserve to feel safe, valued and respected.
- All students are citizens of the world.
- We must demand “greatness” from everyone.
- “Something is Right” in every person.

This Statement of Intent is embedded across our school and within each of the four areas that underpin the school’s strategic plan:

- **Attendance**
  - A Kirwan High scholar is in every class, every day, working hard.

- **Quality Outcomes**
  - A Kirwan High Scholar is inquiring, aspirational and achieves at a high level.

- **Global Citizenship**
  - A Kirwan High Scholar is inclusive and optimistic, and engages in the global community as a proactive, empathetic citizen.

- **Leadership Capability**
  - A Kirwan High Scholar acts with integrity, leading self and others to a successful future.
Throughout European and Asian history, a scholar has been a highly esteemed person with a passion to learn and make a positive contribution to the world.

At Kirwan High we value learning and citizenship above all else. We believe that all students can learn and achieve at a high level. We demand that all students be good citizens of the world and we expect all students to be leaders - leaders of self and leaders of others.

A Kirwan High Scholar is a leader who is:
• Inquiring
• Optimistic
• Inclusive
• Aspirational
• Acting with Integrity

As graduates of Kirwan High, our scholars will be confident and caring citizens who are prepared for the future and value personal excellence.
The mission of Kirwan High School is to provide “Educational Excellence for Tomorrow’s Citizens”. We aim to develop Kirwan High Scholars who are inquiring, optimistic, inclusive, aspirational and who act with integrity.

2016 Junior Secondary School Captains

Left to Right – Holly Doran, Kai Wilson, Christopher Reid, Sarah Friend

You are now at a stage in your schooling when you are able to become a more active participant in your own learning and make some choices about what you would prefer to study.

This Subject Book outlines a large range of subjects that will prepare you for Senior Secondary School. You will need to select your options wisely by considering your interests, strengths and career aspirations. Most importantly, you need to choose subjects that will challenge you to work hard and achieve your personal best. Your success in the future depends on your attitude to learning now.

Read this book carefully and discuss your options with your parents/guardians, teachers and/or Guidance Officers, if you need further assistance, so that you are able to make a well informed decision.

MEREDITH WENTA B.Ed., Dip.Teach., Grad.Cert.PSM
EXECUTIVE PRINCIPAL
THE ART AND SCIENCE OF TEACHING

The teaching and learning framework that underpins our school’s curriculum is the Art and Science of Teaching.

Kirwan High creates opportunities for our students to be successful learners and prepare them for the future. A model which allows us to achieve these goals is The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. We are one of the very few state schools in North Queensland implementing The Art and Science of Teaching, and the benefits of focusing on the ways students learn is clearly evident in the excellent outcomes of our students.

The framework consists of ten design questions that form a logical sequence for effective teacher planning and reflection:

- What will I do to establish and communicate learning goals, track student progress and celebrate success?
- What will I do to help students effectively interact with new knowledge?
- What will I do to help students practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypotheses about new knowledge?
- What will I do to engage students?
- What will I do to establish or maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?
- What will I do to develop effective lessons organized into a cohesive unit?

The Art and Science of Teaching, and the schools focus on the Habits of Mind, is designed to create thoughtful, independent learners and successful people.

JUNIOR CERTIFICATE OF EDUCATION (JCE)

The JCE is a school-based Junior Secondary Schooling qualification awarded to eligible students at the end of Year 9 on completion of the Junior Secondary Phase of Learning.

The Junior Secondary Phase of Learning is a critical stage of education. Through a targeted approach of tracking student progress in the Junior School, the JCE will ensure students are prepared for a pathway that will assist them in achieving high academic outcomes and support their future goals. The JCE will also provide the opportunity to recognise and celebrate the success of students completing their Junior Secondary Schooling.

HOW THE JCE WORKS

To be awarded the Kirwan State High School Junior Certificate of Education (JCE) students must at the completion of Year 9:

- Accumulate at least 10 out of the 12 available credits.
- Achieved a C standard or better in Maths and English.

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>Humanities</td>
<td>2</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Elective Subjects</td>
<td></td>
</tr>
<tr>
<td>Elective 1</td>
<td>1</td>
</tr>
<tr>
<td>Elective 2</td>
<td>1</td>
</tr>
<tr>
<td>Total Credits Available</td>
<td>12</td>
</tr>
</tbody>
</table>

Year 7 and 8 students will track their JCE credits to ensure they are tracking towards their JCE. However, only credits achieved in Year 9 will be counted towards their JCE.
# TABLE OF CONTENTS

- FOREWORD FROM THE EXECUTIVE PRINCIPAL ................................................................. 1
- THE ART AND SCIENCE OF TEACHING ........................................................................... 2
- JUNIOR CERTIFICATE OF EDUCATION (JCE) ................................................................. 2
- TABLE OF CONTENTS ...................................................................................................... 3
- HOW TO USE THIS BOOK ............................................................................................. 4
- GUIDELINES FOR THE SELECTION OF YEAR 8 & 9 SUBJECTS .................................... 4
- THE ARTS DEPARTMENT .................................................................................................. 7
  - ART ................................................................................................................................. 8
  - DANCE ........................................................................................................................... 10
  - DESIGN ......................................................................................................................... 12
  - DRAMA ........................................................................................................................ 14
  - INSTRUMENTAL MUSIC .............................................................................................. 15
  - JUNIOR CULTURAL STUDIES ...................................................................................... 16
  - MUSIC .......................................................................................................................... 17
- BUSINESS AND INDUSTRY DEPARTMENT ................................................................... 19
  - GRAPHICS ................................................................................................................. 20
  - FOOD TECHNOLOGY ................................................................................................ 21
  - INDUSTRIAL TECHNOLOGY AND DESIGN ............................................................... 22
  - JUNIOR BUSINESS EDUCATION ............................................................................... 23
- ENGLISH DEPARTMENT ............................................................................................... 24
  - ENGLISH ..................................................................................................................... 25
  - LITERATURE and SOCIETY ....................................................................................... 26
- HUMANITIES AND LOTE DEPARTMENTS ..................................................................... 27
  - FRENCH ....................................................................................................................... 28
  - HUMANITIES (HISTORY & GEOGRAPHY) ................................................................. 29
  - JAPANESE .................................................................................................................. 30
- INFORMATION TECHNOLOGY DEPARTMENT ............................................................. 31
  - INFORMATION COMMUNICATION TECHNOLOGIES ........................................... 32
- MATHEMATICS DEPARTMENT ..................................................................................... 33
  - MATHEMATICS .......................................................................................................... 34
- SCIENCE DEPARTMENT ............................................................................................... 35
  - SCIENCE .................................................................................................................... 36
  - SCIENCE, RESEARCH and TECHNOLOGY .............................................................. 37
- SPORT EDUCATION DEPARTMENT ............................................................................. 39
  - HEALTH and PHYSICAL EDUCATION ..................................................................... 40
  - SPORTS ACADEMY .................................................................................................... 41
- TEACHING AND LEARNING .......................................................................................... 42
  - LITERATE PRACTICES PROGRAM ......................................................................... 43
- HEADS OF DEPARTMENT ............................................................................................... 44
**HOW TO USE THIS BOOK**

This book is designed to help you make decisions about subjects for your Year 8 and Year 9 two year course.

**READ IT CAREFULLY. USE IT TO TALK TO YOUR FAMILY, YOUR TEACHERS AND THE GUIDANCE OFFICERS, ABOUT SUBJECT CHOICES. USE IT TO FILL OUT YOUR SUBJECT SELECTION FORM.**

**Section 1** contains general information about how to decide on certain subjects.

**Section 2** lists all the departments and subjects in alphabetical order with the photos and names of Heads of Departments. It mentions a course outline, course requirements and assessment.

**REMEMBER:** Whatever subjects you choose, doing your personal best has to be your objective and it needs to start from Day 1 of the school year.

**SUBJECT SELECTION DEADLINES:**

There is a subject selection parent/teacher/student night for Year 7 students going into Year 8 on **Wednesday 3 August 2016 from 6.30pm.** All existing Year 7 students must complete their Year 8 subject selection **NO LATER THAN FRIDAY 2 SEPTEMBER 2016.** New students must complete their subject selection upon enrolment.

**SUBJECT FEES:**

- Within curriculum subject offerings there are subject fees attached to certain subjects.
- These fees are outlined on the Subject Selection Form.
- A fee statement will be issued by 16 September 2016 with a 50% payment of the total required by 28 October 2016 to secure your student’s place in selected subjects.

**SUBJECT CHANGES:**

Students may change subjects at certain times of the year only. Subject changes are subject to availability and they are not automatically granted. The process outlined on the Subject Change form must be followed; forms are available at the Student Counter. Students who wish to make a subject change outside of the allocated opportunities must do so through the Principal.

Year 8 and 9 deadlines are:

- End of week 3 Term 1
- End of week 2 Term 2
- End of week 2 Term 3

**GUIDELINES FOR THE SELECTION OF YEAR 8 & 9 SUBJECTS**

The intention of this booklet is to provide both parents and students with as much information as possible to assist with subject selection.

Year 8 and 9 students will study the following compulsory core subjects:

- English
- Humanities (History and Geography)
- Mathematics
- Science
- Health & Physical Education
- Literate Practices

In addition to the core subjects above, students will also select two elective subjects to study. This will be the first year of a two year (Years 8 & 9) program.
When selecting subjects, students would be well advised to discuss their selection of subjects with their parents, teachers, the school Administration, House Master or the Guidance Officers. Here are a few hints:

**ACHIEVEMENT:** If you have done well in a subject previously, you are likely to continue to do well in that subject.

**WORK ETHIC:** All students can achieve well if they work hard and complete all assignments and homework involved in each subject. There is no easy road to education success.

**AMBITION AND INTEREST:** Through previous studies, you should have a fair idea as to the types of subjects in which you are interested. If you wish to follow a certain career, make sure you take the subjects in Years 8 and 9 that will enable you to choose the correct subjects in Years 10, 11 and 12. Remember that tertiary institutions and Defence Force colleges and academies require certain prerequisite subjects in Years 11 and 12.

Apprenticeships usually require Year 10 English and Maths with some requiring Science. Entry into TAFE pre-vocational courses requires passes in these subjects. For most apprenticeships, employers are now asking for a Year 12 level of education.

**ATTENDANCE:** You must come to school every day unless you are genuinely sick. There is a high correlation between attendance and academic achievement.

**PRE-REQUISITES:** These are subjects that you must study in order to get entry into a course at University. The QTAC pre-requisite guide outlines pre-requisites required for each course in Queensland.

**HOW CAN GUIDANCE OFFICERS HELP?**

Guidance Officers can help you to:

- Choose subjects related to your career options;
- Define career pathways which will help you to successfully reach your career aspirations;
- Research information on careers and provide you with career information resources;
- Inform you about the necessary pre-requisite subjects and criteria required by tertiary institutions (universities, TAFE, business colleges, etc.) for specific courses;
- Contact institutions and employees for further information.

**REMEMBER:**

- Research tells us that, increasingly, people will change careers/jobs many times before they retire. We do not expect all Junior Secondary students to know exactly what their future career will be. We do expect however, that all junior students will select subjects that they are interested in/good at.
- In choosing subjects you are interested in/good at, also be prepared/aim to continue them or similar subjects in Year 10, 11 and 12.
- If in doubt about choosing any subject, see one of the Guidance Officers.

**STUDENT WELLBEING**

The Student Wellbeing Department aims to provide every student with opportunities and the support needed to meet their potential. We aim to create a school community in which all students feel that they belong, that they are safe and that they are worthwhile citizens.

Led by two Heads of Department (Junior school and Senior school), the key members of this team include the House Masters, and the House Group (HGR) teachers. Additionally, the department will liaise with the School Based Youth Health Nurse, School Based Police Officer, Chaplain, Defence Transition Mentor, Youth Support Coordinators, Guidance Officers, Community Education Counsellors, as well as our Administration and Leadership Team. These people make up our Wellbeing Committee.

The Student Wellbeing Department essentially focus on the development of a positive and proactive pastoral care program which is delivered by teachers and support staff, and which is both led and facilitated by the House Masters.
Issues which are of integral importance to this department include:

- an emphasis on the notion of service and leadership;
- the implementation of the Extended House Group Program;
- the development of a positive community in each year level, and the school as a whole. This will include the facilitation of activities and events for each year level;
- the safety of all members of the school community and the assurance that Kirwan is a safe, caring and happy place for all;
- the monitoring of absences and non-achieving students, and the creation of success plans for such students;
- an emphasis on the continued commitment to PBS (Positive Behaviour Support);
- the development of enthusiastic and committed teacher teams for each year level to assist the House Master in his/her duties.

The Student Wellbeing Department has high expectations of students and believes that if students and staff feel that they belong, and that they are a part of ‘something both worthwhile and great, they will be successful. The Wellbeing Department oversees a comprehensive range of programs to foster a sense of school community and to ensure every student ‘belongs’ at Kirwan High.

We want the very best school we can possibly have so that our students enter the world with confidence, high self-esteem and pride. We want our students to be well rounded and socially responsible citizens who believe in their own potential. We want all of our students to be on a pathway that will lead them to their very own success.

Programs led by the Student Wellbeing Department include:

- Kirwan State High School Student Leadership Program;
- Anti-bullying Workshops;
- Reach for the Stars;
- Power Up;
- Student Voice and Class Representatives;
- Leadership through Service – House Charities and House Group Fundraising;
- House Group Meetings - Organisation and Program;
- Green Frogs (Recycling and Repurposing Program)
- Pink Shirts (Creating positive lunchtime spirit)
- Friends Program
- House HQ (Lunchtime activities, lunch and breakfast club)
THE ARTS DEPARTMENT

JAMIE HUNT
HEAD OF DEPARTMENT

SUBJECTS:

- Art
- Dance
- Design
- Drama
- Instrumental Music
- Junior Cultural Studies
- Music
INTRODUCTION
Junior Art at Kirwan State High School develops students’ ability to have an open mindset and work in a creative way. The course will develop both their thinking and motor skills to be able to make, adapt, modify and think creatively. Students will learn to explore and plan art concepts through independent research and skill development. This course not only develops students own creative capacity but also their ability to appreciate the aesthetics and historical significance of both traditional and contemporary arts practices.

COURSE OUTLINE
Junior Art is devoted to the development of specific skills in a variety of contemporary and traditional areas of art. This thematic based course is intended to prepare students for the more independent study of units in Senior School.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Minecraft me | ▪ Basic drawing and rendering skills  
▪ Proportion  
▪ Colour  
▪ Digital Media | ▪ Drawing portfolio of self portraits  
▪ Digital media folio - Avatar  
▪ Reflection writing task |
| Feast for the eyes | ▪ Media exploration of various food textures, colour and shapes  
▪ Studying photographic concepts and techniques e.g. lighting and viewpoint  
▪ Composition  
▪ Assemblage/edible art | ▪ Folio of drawings and digital photographs  
▪ Assemblage  
▪ Reflection writing task |
| To what extinct? | ▪ Study of environmental impacts on flora and fauna  
▪ Drawing techniques  
▪ Mixed media techniques – layers, transparency and texture | ▪ Drawing folio  
▪ Mixed media folio  
▪ Artist statement |
| A lifetime of Re-purpose | ▪ Study of interesting objects and how they have or could be re-purposed  
▪ Drawing archetypes and planning techniques  
▪ Sculptural manipulation - form | ▪ PowerPoint recount of their re-purposed object  
▪ Drawing folio  
▪ Re-purposed art object |

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Animals in Art | ▪ Basic drawing skills  
▪ Proportion  
▪ Tone  
▪ Traditional Printmaking | ▪ Portfolio of animal drawings  
▪ Single colour screen print  
▪ Reflection writing task |
| Architecture in Art | ▪ Study of interesting structures throughout the world  
▪ Ceramic hand building techniques.  
▪ Drawing techniques focusing on the Queenslander style house | ▪ PowerPoint Essay on a famous structure  
▪ Drawing folio  
▪ Clay façade of Queenslander house drawing |
| Landscape in Art | ▪ Media exploration of different landscape drawing techniques  
▪ Studying drawing techniques of different cultures | ▪ Folio of landscape drawings using a selection of different media and techniques  
▪ Reflection writing task |
| Humans In Art | ▪ Drawing the human body in proportion  
▪ Exploring different drawing techniques  
▪ Experimenting with a range of media such as charcoal, watercolour, graphite pencil etc...  
▪ Wire sculpture techniques | ▪ Folio of drawings  
▪ Wire sculpture  
▪ Reflecting and responding writing task |

PREREQUISITES
There are no specific prerequisites for Art. However, creative skills and knowledge is an advantage; students must have an open mindset and be self-motivated in order to achieve potential in this course. The course requires students to engage in creative art making and academic writing.
Students may choose to study both Design and Art, as these subjects reinforce each other whilst offering alternative subject content.
PERFORMANCE/EXHIBITION OPPORTUNITIES

- The Kirwan High Art Gallery
- Young Artist Exhibition - Perc Tucker Regional Gallery
- Art Expo- Galleria, Pinnacles Gallery
- Various Competitions locally and nationally

FEES - Subject Resource costs apply - see Subject Selection Form.
The fee covers the cost of art materials, ICT software and hardware upgrades and some professional workshops. Paint, paper, colour pencils, graphite, ink, pastels etc.

ASSESSMENT
Students will be assessed for MAKING (practical work) and APPRAISING (written work). The assessment instruments include practical folios and written assignments. The visual arts journal is an assessment tool to monitor students method of work.
DANCE

INTRODUCTION

Dance at the Junior level is offered as a School subject. The emphasis is on practical work with theory integrated. In this course, students will develop self-esteem, awareness and respect for the body, and the necessary skills to work effectively in a group.

Students’ creativity will be a very important aspect of the course as they learn the process of choreography and how to interpret and appreciate live or filmed dance performances. The organisation of the units is aimed towards offering students insight into a variety of dance styles. With growing interest this may inspire students to enrol in creative dance courses in senior or tertiary studies. It is anticipated that students who are successful in the Junior Dance Course will continue on to the Senior Dance Course.

COURSE OUTLINE

Studying Dance, students develop their ability to perform, choreograph and appreciate different dance styles through engaging with the elements of dance including: Action, Space, Dynamics, Form and Non-Movement Components.

<table>
<thead>
<tr>
<th>Year 8 Units</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| “Dance and Me” | • Safe Dance Practice  
• Dance Technique  
• Performance and Expressive Skills | • Performance Task- Contemporary/Funk  
• Reflective Journal |
| “Talking through Dance” | • Elements of Dance- dynamics, form  
• Choreographic Skills working with stimulus | • Choreography Task- small group  
• Knowledge, Understanding and Responding Exam |
| “ Lets take it to the Street” | • Hip Hop/Street Dance  
• Choreographic Skills | • Performance Task- Hip Hop  
• Choreography Task-small group  
• Reflective Journal |
| “STOMP Out Loud” | • Elements of Dance- Action, Space, Dynamics, Form and Non-movement components  
• STOMP an electrifying, theatrical dance work | • Knowledge, Understanding and Responding Paragraph  
• Performance Task (Formative) |

<table>
<thead>
<tr>
<th>Year 9 Units</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| “Who Makes Dance? Choreographers!” | • Performance and technical skills  
• Elements of Dance | • Performance Task - Contemporary  
• Appreciation Exam - Knowledge and Understanding and Responding |
| “Do the Mashed Potato!” | • Popular Dance of the 20th Century and today | • Performance Medley of dances from the 1950s to the 1970s - Teacher Devised  
• Group Choreography - Hip Hop |
| “All About Me!” | • Dance in musical theatre | • Knowledge and Understanding and Responding Task  
• Performance task Musical Theatre- Teacher Devised |
| “In The Spotlight” | • Choreographic Skills | • Group Choreography Task  
• Reflective Journal |

PREREQUISITES

Students wishing to take this subject need not necessarily have had experience in dance, but it would be an advantage. The main objective of the course is for students to experience a range of dance styles by taking part in performance, choreographic and dance appreciation opportunities in class.
PERFORMANCE/EXHIBITION OPPORTUNITIES
Built into the Dance course, are a number of opportunities for students to perform in a public arena. These performances may include:
- Annual Arts Expo
- Year level celebration parades
- House Parades
- Annual Cultural Fest
- Kirwan’s Got Talent

COURSE REQUIREMENTS
- Students will need suitable comfortable clothing for practical classes. Leotards and tights are recommended. Similar alternatives such as a singlet top and shorts may be worn.
- Students will be expected to perform assessment pieces in suitable dance clothes. Some blank CD’s to record class music or MP3 player is also highly recommended. A USB drive can be used to hold electronic resources such as music, video and other learning resources.
- Costumes will be required at certain times. Students will be encouraged to make or provide their own at minimal cost, and some will be supplied.

FEES - Subject Resource costs apply - see Subject Selection Form.
This fee covers the cost of dance resources including: ICT Software and hardware upgrades, purchasing of music for performances, consumable items such as CDs and DVDs.
INTRODUCTION
Design is an elective subject created to prepare students for year 10 Design. This is a flexible and practical course created to give students an awareness and appreciation of contemporary Design disciplines, principles and communication using design language and terms. The course is structured to link to other school faculties, the general community and the business world. The design course also prepares students who may wish to pursue a design related field such as Architecture, Industrial Design, Environmental Design, Fashion Design, Commercial Art and others.

COURSE OUTLINE
In Junior Design, students are introduced to basic design skills and participate in a variety of tasks that are of a decorative and functional nature. This is a very exciting beginning to design at Kirwan High School.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 1</td>
<td>Inspired by Books, Tales and Stories.</td>
<td>Explore how artists draw inspiration and create ideas as well as exploring how to show meaning to other through images. Discuss and respond to the work of artists who create work as illustration, using book pages or in response to tales. Gain understanding of how to using a range of techniques to create their work, developing their understanding of layout and composition in their work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td>Wearable Art – Doll Character Design</td>
<td>Exploration of Character design for a text or movie Understanding process and medial exploration to create costume design and character Textile, paper, recycled media experimentations Employing a creative approach to problem solving</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td></td>
<td>Designing for the environment 3D special awareness Design skills to create a form illustration for a sculpture in the surrounding Performing Arts building.</td>
</tr>
<tr>
<td>Term 4</td>
<td></td>
<td>Preparation for Year 9 Design Creation of a Saleable Christmas card collection (6 cards) Introduction of basic printmaking techniques Understanding logo design basics Packaging design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 1</td>
<td>Design Basics</td>
<td>Introduction to placing fonts, Logo design and commercial design techniques. Participation in local competitions of a Design Nature (Australia Post, Postcard competition)</td>
</tr>
<tr>
<td>Term 2</td>
<td>Applied Design</td>
<td>Responding to the Design needs of functional, cultural and commercial society</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Design Projects</td>
<td>Designing for the environment Perspective skills Basic fashion design skills responding to the human form and thematic ideas to fashion design. Animation Basics</td>
</tr>
<tr>
<td>Term 4</td>
<td>Applied Design II</td>
<td>Preparation for year 10 Design Understanding Poster Design and Concepts Commercial Packaging Design techniques</td>
</tr>
</tbody>
</table>
PREREQUISITES
There are no specific prerequisites for Design. However, some artistic ability is an advantage, and students must be self-motivated in order to achieve potential in this course. Students may choose to study both Design and Art, as these subjects reinforce each other whilst offering alternative subject content.

POSSIBLE CAREER PATHWAYS
- Entry to Senior Design
- QCE entry into New Media Arts – James Cook University (supported by folio of works)
- Community arts workshop assistant
- Graphic designer
- Advertising
- Photo imaging assistant/trainee.
- Retail assistant/marketing
- Craft/market supplier/assistant
- Cottage industry worker/artist
- Trainee in ceramics studio

EXHIBITION OPPORTUNITIES
- Kirwan High School Gallery
- Arts Expo - Galleria at Pinnacles, Riverway
- Various exhibitions at local galleries
- On-line opportunities

COURSE REQUIREMENTS
Homework – All students are expected to do homework on a regular basis. Due to the nature of this course, additional home study tends to improve the quality of students’ work, and leads to better results. This should consist of completing unfinished practical tasks and researching and resolving a written appraising task that is linked to each practical activity.

FEES – Subject Resource costs apply - see Subject Selection Form.
This fee covers the cost of Design resources including: ICT software and hardware upgrades, consumable items such as paint, ink, paper, graphite pencils, colour pencils, clay, glazes, colour printing etc.
INTRODUCTION
The Junior Drama program is designed for students to explore the dramatic art form through a series of dramatic styles, forms and experiences. Students will engage in learning experiences that allow them to communicate ideas, express feelings, value artistic forms and make sense of the world in which they live. Throughout this two year course, students will develop self-responsibility with regard to their own learning and will learn to work with energy and maturity. This is a skill that can be applied to other subjects in which they study.

COURSE OUTLINE
In studying Drama, students develop their knowledge and understanding through presenting, creating, responding and reflecting upon the Elements of Drama: Human Context, Tension, Language, Focus, Time, Place, Space, Symbol, Mood and Movement.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Unit Names</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
|        | The Human Context | In this introductory unit to Drama, students are introduced to the foundation knowledge of the subject: the Elements of Drama, improvisation and acting skills. | ▪ Create a role (character) based on a set of given circumstances  
▪ Create and present a roleplay, focusing on the Human Context  
▪ Elements of Drama exam                                                                                                                                 |
|        | Play Study  | Using a play text, students will further develop their understanding of the Human Context. They will read and explore a play, focusing on how to create a develop characters. | ▪ Present a scene from the play studied in class  
▪ Reflect on the skills and Elements of Drama studied throughout semester one                                        |
|        | Clowning    | Through the style of the red-nosed clown, students will continue to develop their skills in improvised drama. They will also consider: what makes us laugh?                                               | ▪ Create and present a clown routine  
▪ Respond to a clown performance, demonstrating their knowledge and understanding of clowning                                      |
|        | Children’s Theatre | This unit will be the first opportunity for students’ to create drama for a specific target audience. They will explore different forms of children’s theatre and then create a performance for a local school. | ▪ Create and present a piece of Children’s Theatre  
▪ Reflect on the skills and Elements of Drama studied throughout semester two.                                                                                   |

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Unit Names</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
|        | Theatre Sportz  | Students will revisit the skills of improvisation and comedy through an in-depth study of Theatre Sportz.                                                                                             | ▪ Through a Theatre Sportz competition, students will create and present improvisations  
▪ Respond to an improvisation-style television show, under exam conditions                                                                 |
|        | Theatre for Young People | In this unit, students begin to look at drama as an educational tool. They will read a play aimed at young people and explore the social issues that arise.                                                    | ▪ Present a scene from the play studied in class  
▪ Reflect on the skills and Elements of Drama studied throughout semester one                                                                                                                             |
|        | Class Project   | Spanning a semester, students will work on a class project to be presented to a live audience (class play, theatre restaurant, musical, etc.). They will understand how lighting, staging and blocking can impact the dramatic action and meaning. | ▪ Respond to a live performance  
▪ Present a whole class performance to a formal audience  
▪ Reflect on the skills and Elements of Drama studied throughout Junior Drama                                                                                                                                  |

PREREQUISITES
Students need no more than motivation, enthusiasm, interest and a genuine desire to learn about the dramatic art form. Commitment to the subject and respect for other’s ideas is an integral component of this course. An ability to work in groups is absolutely essential in the subject.

PERFORMANCE/EXHIBITION OPPORTUNITIES
Built in to the Drama subject course are a number of opportunities for students to perform in a public arena. These performances may include:
▪ Drama Club  
▪ Arts Expo  
▪ Cultural Fest  
▪ Kirwan’s Got Talent  
▪ Drama Showcase  
▪ Cabaret Night  
▪ Eisteddfod  
▪ One-Act Play Festival

FEES – Subject Resource costs apply - see Subject Selection Form. This fee covers the cost of music resources including: ICT Software and hardware upgrades, purchasing of play texts and costumes for performances, consumable items such as CDs and DVDs.
INSTRUMENTAL MUSIC

COURSE OUTLINE
Kirwan High’s Instrumental Music program is now very well established not only at Kirwan, but also in the local community. Free tuition is provided for students in six areas, which are:-
• Woodwind
• Brass
• Percussion
• Strings
• Vocal
• Guitar
When students reach a competent standard of playing they will be expected to participate in one or some of the school Ensembles. They are as follows:-
• Stage Band
• Concert Band
• Wind Symphony
• String Ensembles
• Choirs
• Big Band
• Various small ensembles
• Percussion Ensemble
• Pops Orchestra
As this is a voluntary program, it is expected that all students involved in the program will show exemplary levels of behaviour and commitment to the development of their musical abilities and the program as a whole.

COURSE REQUIREMENTS
• Students will be required to attend lessons each week and participate in at least one large ensemble. A limited number of instruments are available from the school on a loan basis.
• Students will be encouraged to become involved in concerts, workshops, competitions and tours throughout Australia and overseas.
• All students (new and continuing) will be required to sign an Instrumental Music participation contract.

FEES – Subject Resource costs apply - see Subject Selection Form.
This fee allows the department to (sample selection only):
• Purchase new sheet music for ensembles and lesson
• Purchase new instruments
• Maintain current instrument fleet
• Provide transport to performance opportunities
• Eisteddfod entries
• Photocopying
INTRODUCTION
Kirwan High has a proud tradition of valuing, respecting and celebrating its rich and diverse cultural community. Through the study of Junior Cultural Arts, students engage with and learn about the richness and diversity of Indigenous Culture. This subject advocates the responsibility for young people to become inclusive global citizens who are capable of working and living together harmoniously in an interconnected world.

As an integral part of Junior Cultural Arts, students will engage in a program that demands their creative expression and demonstration of knowledge through a variety of artistic media which will convey the significant unwritten stories and histories of the Aboriginal and Torres Strait Islander people of Australia. Junior Cultural Arts is underpinned by story-telling as a method to chronicle and convey knowledge of the land, events and beliefs of the Indigenous people. In addition, Junior Cultural Arts builds self-awareness, intercultural understanding and empathy for others.

COURSE OUTLINE
Junior Cultural Arts is an elective within the Creative Arts Academy. This subject will allow students to engage in cultural investigations about their own and others’ cultures. In this subject, students will work with local elders and community members in order to explore the various aspects of cultural arts whilst valuing the proud histories and traditions of Australian Indigenous peoples.

<table>
<thead>
<tr>
<th>Year A Units</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| “Who am I?”  | • Identity  
• Indigenous Artists  
• Totems | • Making Task – Artwork that represents their identity |
| “Dreaming Analysis” | • Examination of Dreamtime stories  
• Moral and ethical  
• What makes a story? | • Create a dreamtime story  
• Make a picture storybook |
| “Caring for land and sea” | • Sustainability  
• Importance of nature  
• Ghost netting | • Responding to sustainable artwork  
• Making task |

<table>
<thead>
<tr>
<th>Year B Units</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| “Heroes”     | • What is a hero?  
• Case study of iconic Indigenous people | • Research someone who is a hero to them  
• Art work reflective of their hero |
| “Service Learning” | • Act, Give, Guide  
• Environmental issues  
• Social Issues  
• Activism | • Research and respond to issues impacting Indigenous people  
• Art work reflective of an issue in our community |

PREREQUISITES
There are no specific pre-requisites for Junior Cultural Arts. However, creative skills and knowledge is an advantage; students must have a growth mindset and be open to continuously in order to achieve their full potential in this course.

PERFORMANCE/EXHIBITION OPPORTUNITIES
Built into the Dance course, are a number of opportunities for students to perform in a public arena. These performances may include:
- Annual Arts Expo
- Year level celebration parades
- House Parades
- Annual Cultural Fest

COURSE REQUIREMENTS
- Students will be expected to purchase biros, a fine tipped black pen, pencils (lead and colour), rulers, erasers, A4 paper plus a visual art journal.
- Class sets of a variety of Indigenous texts and maps are available to provide a wide range of resources for each unit of work. These resources are paid for via the Resource Scheme.

ASSESSMENT
Students will submit assessment tasks that address the following assessment techniques: making and responding. There is an equal balance of practical and written assessment.
INTRODUCTION
Music in Year 8 and 9 focuses on students making music and developing their ability to think and express themselves in sound. Through immersion in the music of various cultures and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music. This develops the ability to hear what is seen and see what is heard.

Studying music enables students to learn to recognise and interpret emotional, spiritual and expressive content in the music they hear and perform. By playing instruments, listening, moving, improvising and composing, students experience satisfaction and enjoyment as they learn.

COURSE OUTLINE
In studying music, students develop their ability to perform, compose and analyse musical repertoire through engaging with the musical elements of: Pitch and Melody, Rhythm and Meter, Expressive Elements, Instrumentation, Timbre, Texture and Structure.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Name -</strong>&lt;br&gt;Rock of Ages!</td>
<td>What is it that makes music rock? Students investigate the elements of rock music through analysing a range of rock songs from a range of decades and bands. Students also engage with rock music repertoire through performance opportunities.</td>
<td><strong>Task 1: Responding (Short response)</strong>&lt;br&gt;Students are tested on the elements of rock music. Students will also be required to aurally analyse rock music during the task. <strong>Task 2: Making (Performance)</strong>&lt;br&gt;Students will perform an approved 'rock' song in a small group. Students will need to perform with either a live backing or a backing track. Students may use any instrument.</td>
</tr>
<tr>
<td><strong>Unit Name -</strong>&lt;br&gt;Let’s ‘Play School’</td>
<td>Children’s Music. Students investigate how a successful melody is written through the analysis of a range of children’s songs. Students then write a successful children’s melody of their own!</td>
<td><strong>Task 3: Responding (Short Response)</strong>&lt;br&gt;Students are required to aurally analyse Mozart’s ‘Twinkle Twinkle Little Star’ in theme and variation form. <strong>Task 4: Making (Composition)</strong>&lt;br&gt;Students will write a children’s song (melody) to a given accompaniment.</td>
</tr>
<tr>
<td><strong>Unit Name -</strong>&lt;br&gt;Music of the Media</td>
<td>Jingles. Students learn how successful melodies and accompaniments are written for jingles. Students will then write a successful jingle of their own and perform it as well.</td>
<td><strong>Task 5: Making (Composition)</strong>&lt;br&gt;Students will write a catchy jingle, requiring both a stylistic melody and accompaniment. <strong>Task 6: Making (Performance)</strong>&lt;br&gt;Students will perform one of the jingles written in class, on the instrument of their choice.</td>
</tr>
<tr>
<td><strong>Unit Name -</strong>&lt;br&gt;Light the fuse!</td>
<td>Jazz fusion music. Students learn the instruments as well as other stylistic devices used in jazz music when fused with rock or pop. Students will then perform jazz fusion music as well as give a presentation on the elements of jazz that have been made popular in music of today.</td>
<td><strong>Task 7: Making (Performance)</strong>&lt;br&gt;Students perform jazz fusion music on an instrument of their choice. <strong>Task 8: Responding (Multi-modal presentation)</strong>&lt;br&gt;Students are required to analysis jazz fusion music and present their findings to the class.</td>
</tr>
<tr>
<td>Year 9</td>
<td>Focus</td>
<td>Assessment</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Unit Name</strong> - Pop 'Til' You Drop</td>
<td>What is it that makes music popular? Students investigate the elements of pop music through creating their own pop song by using the program GarageBand for iPad. Students also engage with a variety of popular music repertoire through performance opportunities.</td>
<td>Task 1: Making (Composing) Students will compose a short composition of at least 1 verse and 1 chorus in length. The composition must portray the elements of ‘pop’ music. Task 2: Making (Performance) Students will perform an approved ‘pop’ song in a small group. Students will need to perform with either a live backing or a backing track. Students may use any instrument.</td>
</tr>
<tr>
<td><strong>Unit Name</strong> - Aussie, Aussie, Aussie!</td>
<td>Music of Australia Students take a journey through the musical history of Australia, including, Aboriginal and Torres Strait Islander music, Australian folk music, Australian art music, Australian pop music, and Australian rock music. Students learn about the many different instruments and musical styles that makes Australian music unique.</td>
<td>Task 3: Responding (Short Response) Students are tested on the elements of Australian music including that of Aboriginal and Torres Strait Islander music. Students will also be required to aurally analyse an Australian song during the task. Task 4: Making (Performance) Students will be required to perform a piece by any Australian Composer. This could include; art music, pop music, rock and rap.</td>
</tr>
<tr>
<td><strong>Unit Name</strong> – Getaway!</td>
<td>Music of the World. Students learn about the music of the world around us. Students take a journey through many different cultures including Africa, India and Japan. Students will investigate the instruments, the styles and the structure of many different songs from many different cultures.</td>
<td>Task 5: Making (Composition) Students will write an African Chant with instrumental accompaniment. Task 6: Responding (Essay) Students will choose a region of World Music to write an essay that is 400-500 words in length. In their essay the students must answer; what types of instruments are found in the region? What makes the region unique, musically? And they will choose one piece of music from that region and conduct an analysis.</td>
</tr>
<tr>
<td><strong>Unit Name</strong> - Breezin’ Down Broadway</td>
<td>The music of the musical. Students engage with Broadway musicals through watching, performing and analysing different musical theatre repertoire. Students may have the opportunity to watch the annual October musical at the Townsville Civic Theatre.</td>
<td>Task 7: Making (Performance) Students will learn, rehearse and perform a song from an approved Broadway musical. Students will need to form small ensembles within the class. Task 8: Responding (Analysis) Students will be required to analyse two songs from different musicals. They will be required to prepare a multi-modal presentation addressing the question How do these songs help tell the musical’s story?</td>
</tr>
</tbody>
</table>

**COURSE REQUIREMENTS**

Whilst it is possible for students with a genuine interest but limited experience in music to achieve success, it is strongly advised that students planning to study music in Years 9 have achieved success in Years 8 Music Excellence or PAR and are working towards a level of proficiency on an instrument or voice.

**PERFORMANCE/EXHIBITION OPPORTUNITIES**

Students will regularly perform in their own class as part of their course as well as performing their assessment for other classes. Also built into the music subject course, are a number of opportunities for students to perform in a public arena. These performances may include:

- Annual Arts Expo
- Year level celebration parades
- Annual Cultural Fest
- Kirwan’s Got Talent
- House Parades
- Annual Music Dept Cabaret

**FEES – Subject Resource costs apply - see Subject Selection Form.**

This fee covers the cost of music resources including; ICT Software and hardware upgrades, purchasing of sheet music and backing tracks for performances, consumable items such as CDs and DVDs.
BUSINESS AND INDUSTRY DEPARTMENT

SUBJECTS:

- Graphics
- Food Technology
- Industrial Technology and Design
- Junior Business Education

DAVID GALLAGHER
HEAD OF DEPARTMENT
GRAPHICS

INTRODUCTION
Junior Graphics gives students a basic knowledge of graphical communication in different contexts. In this subject, students will gain fundamental knowledge and skills in methods of drawing and designing for Architectural, Industrial and Graphic Design situations. There is a strong emphasis on real life applications, using industry standard software. Students will experience working with different computer design programs (Auto Cad, Inventor & REVIT) in addition to experiencing manual drawing and sketching practices.

COURSE OUTLINE
Year 8

<table>
<thead>
<tr>
<th>Semester</th>
<th>Content and Processes</th>
</tr>
</thead>
</table>
| 1        | • Introduction to Graphics (Sketching, Lettering and Lines, Plane Geometry)  
|          | • Industrial Design (Autodesk Inventor)                    |
| 2        | • Multi-View Drawings (Orthographic Projection)            |
|          | • Graphic Design                                           |
|          | • Built Environment (Autodesk Revit)                       |

Year 9

<table>
<thead>
<tr>
<th>Semester</th>
<th>Content and Processes</th>
</tr>
</thead>
</table>
| 1        | • Sketching and Drawing graphical representations            
|          | • Built Environment Autodesk Revit                           |
| 2        | • Industrial Design (Autodesk Inventor)                      |
|          | • Graphic Design                                           |

COURSE REQUIREMENTS
• Students will be required to complete homework regularly
• Students attend class with all necessary equipment to do work

ASSESSMENT
• Unit Exams
• Design Folios
• Classwork and homework

WHERE MAY THIS SUBJECT LEAD?

Senior Subjects e.g. Graphics, Industrial Graphics, and Construction

Careers e.g. Draftsman, Architect, Engineer, Graphic Designer, Industrial Designer

FEES – Subject Resource costs apply - see Subject Selection Form.
FOOD TECHNOLOGY

INTRODUCTION
Food Technology introduces students to the world of contemporary Foods and Nutrition where they apply theory and knowledge to practical food situations. Students develop knowledge and skills pertaining to cooking, nutrition, food preservation, hygiene and safety. Along with the theory behind cooking, students will learn how to choose nutritious foods in a changing marketplace, prepare nutritious foods and develop health promoting food behaviours.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Semester</th>
<th>Content and Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Can’t handle the heat get out of the kitchen!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal safety, Hygiene, Safe use of equipment, Recipe interpretation, Terminology (culinary terms)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>You are what you eat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nutrients – names, functions (why body needs them), food sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nutritional requirements for adolescents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Importance of eating nutritious food exercise and healthy eating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Diet related diseases and disorders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Semester</th>
<th>Content and Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Eat with your eyes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Food Senses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Food Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Food Styling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Food Photography</td>
</tr>
<tr>
<td></td>
<td>Term 3</td>
<td>Science of food</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Properties of food such as oxidisation, dehydration, coagulation, absorption and emulsification</td>
</tr>
<tr>
<td></td>
<td>Term 4</td>
<td>Multicultural Australia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Look at food from different cultures – cooking equipment, cooking methods, spices/herbs, food availability etc and how it has influenced Australian cuisine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Multiculturalism within Australia</td>
</tr>
</tbody>
</table>

COURSE REQUIREMENTS
• Students are to have high personal presentation and hygiene and wear sturdy, closed in, non-slip shoes in all practical lessons due to hygiene, health and safety.

ASSESSMENT and STUDY REQUIREMENTS
• Regular practical cooking tasks
• Class tests
• Assignments
• Function for outside guests.
• Folios for Functions

WHERE MAY THIS SUBJECT LEAD?

Senior Subjects e.g. Hospitality, Events and Early Childhood.

Careers e.g. Cook, Chef, Functions Coordinator, Caterer, Food Waiter, Bar Attendant, Food Technologist, Dietician and Nutritionist.

FEES – Subject Resource costs apply - see Subject Selection Form.
INTRODUCTION
This subject provides students with the opportunity to respond to design tasks by using their imagination to design and create products or services using a variety of materials, techniques, processes and tools. Students explore and evaluate new and innovative products and designs and manage technological processes in an efficient, appropriate and safe manner. They will also evaluate and reflect on the functionality and impact of products and how well they meet the consumer’s needs and wants.

By participating in this course, students will prepare themselves to select subjects in the senior school such as Metal Manufacturing, Building Construction or Automotive. This subject will also prepare students who may wish to go TAFE or obtain a trade qualification.

COURSE OUTLINE

Year 8

<table>
<thead>
<tr>
<th>Semester</th>
<th>Content and Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Workshop Safety</td>
</tr>
<tr>
<td></td>
<td>- Workshop Tools</td>
</tr>
<tr>
<td></td>
<td>- Working with Timber</td>
</tr>
<tr>
<td>2</td>
<td>- Working with Plastic</td>
</tr>
<tr>
<td></td>
<td>- Working with Metal</td>
</tr>
<tr>
<td></td>
<td>- Communicating Effectively in the Workshop</td>
</tr>
</tbody>
</table>

Year 9

<table>
<thead>
<tr>
<th>Semester</th>
<th>Content and Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Workshop Safety</td>
</tr>
<tr>
<td></td>
<td>- Understanding materials and manipulation skills – Plastics</td>
</tr>
<tr>
<td></td>
<td>- Understanding materials and manipulation skills – Indigenous Technology</td>
</tr>
<tr>
<td>2</td>
<td>- Understanding materials and manipulation skills – Metal</td>
</tr>
<tr>
<td></td>
<td>- Understanding materials and manipulation skills – Timber</td>
</tr>
<tr>
<td></td>
<td>- Experimental Design Project</td>
</tr>
</tbody>
</table>

COURSE REQUIREMENTS
Students must be able to work safely. They must be capable and willing to follow instructions at all times. Students need to wear fully enclosed shoes as stated in the School Dress Code. The provision of correct footwear is the responsibility of the student.

ASSESSMENT
- Continuous assessment of class projects.
- Design Projects.
- Theory tests.
- Folio of work.

FEES – Subject Resource costs apply - see Subject Selection Form.
JUNIOR BUSINESS EDUCATION

INTRODUCTION
A financially literate person has the ability to use their money and credit responsibly, the confidence to make financial decisions and the understanding of how business environments work. This subject offers students an engaging, collaborative and technology-supported way to learn the skills necessary for future financial decision-making and to interact more effectively with business environments. It includes the development of essential life skills applicable to both general and specific personal and employment outcomes and will support the knowledge construction, understandings, ethics and technology requirements required in a contemporary workplace.

COURSE OUTLINE

Year 8

<table>
<thead>
<tr>
<th>Semester</th>
<th>Content and Processes</th>
</tr>
</thead>
</table>
| 1        | • Business and Economic Systems  
          | • Marketing (Living in a material world) |
| 2        | • International Business (Travel your world)  
          | • Innovation |

Year 9

<table>
<thead>
<tr>
<th>Semester</th>
<th>Content and Processes</th>
</tr>
</thead>
</table>
| 1        | • Business Environments  
          | • Consumer Protection (Frauds, forgeries, scams and rip-offs) |
| 2        | • International Business  
          | • Marketing |

ASSESSMENT
- Tests
- Collaborative projects
- Assignments – Research projects
- Portfolios of work

WHERE MAY THIS SUBJECT LEAD?

Senior Subjects e.g. Certificate I, II and III in Business, Events Management, Allied Health, Tourism and Retail Sales.

Careers e.g.) Administrative Officer, Retailer, Manager, Banking and Finance, Travel and Tourism industries.
INTRODUCTION
In Year 8 and 9 students will follow a program based on the Australian Curriculum and the three interrelated strands of Language, Literacy and Literature. Each of the strands will be integrated into each unit of study. In the Language strand, students develop their knowledge of the English language and how it works. They will learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent. Students learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation.

COURSE OUTLINE
The Literacy strand aims to develop students’ ability to interpret and create texts with appropriateness, accuracy, confidence and fluency. Texts chosen include media texts, everyday texts and workplace texts. Students learn to adapt language to meet the demands of purposes, audiences and contexts.

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention, drawn from world and Australian literature. Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, plays, films and multimodal texts, in spoken, print and digital forms.

The three cross-curriculum priorities in the Australian Curriculum are embedded in the English units of study. These priorities are: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia’s engagement with Asia; Sustainability.

COURSE REQUIREMENTS
Students are set regular homework which can take the form of follow-up or revision of class work or work on assessment tasks. Students are encouraged to undertake wide reading in their own time.

Students will be provided with necessary texts and resources once contribution has been made to the Textbook and Resource Scheme.

Equipment needed for this course is listed on the stationery list.

Excursions are organized by the class teacher as necessary and as opportunities arise.

ASSESSMENT
Students are given regular assessment to complete – written, spoken and multi-modal. Students are expected to seek feedback on drafts of their work from teachers, parents and peers.
LITERATURE and SOCIETY

INTRODUCTION
Literature and Society is a challenging subject which aims to broaden students’ general knowledge. Students learn about society and the literature of particular time periods.

COURSE OUTLINE
Topics studied:
- Modern Literature.
- Medieval Literature (including Chaucer).
- Elizabethan Literature (including Shakespeare).
- The Age of Enlightenment (includes “Gulliver’s Travels” and “School For Scandal”).
- The Romantics (including the poets Byron, Keats and Shelley).
- Victorian Literature (exploring Dickens/Wilde).
- Elective (student choice).
- 20th Century Literature (Australian Literature).

All units studied allow students to pursue particular areas of interest and take responsibility for their own learning.

This course develops students’ writing, reading, speaking, research and thinking skills which are applicable to a range of subjects and contexts and will prepare students well for all senior subjects.

PRE-REQUISITES
A student choosing Literature and Society should have received at least a ‘B’ in Year 7 English. As the subject requires extensive reading, students need to have an interest in wide reading. Students also need to have well developed reading and writing skills and an interest in further developing these skills in new and exciting ways.

COURSE REQUIREMENTS
Students are set regular homework which can take the form of follow-up or revision of class work, set reading or work on assessment tasks. Students are encouraged to undertake wide reading in their own time in order to extend their knowledge of literature.

Students will be provided with necessary texts and resources once contribution has been made to the Textbook and Resource Scheme.

Equipment needed for this course is listed on the stationery list provided by the school.

Excursions are organized by the class teacher as necessary and as opportunities arise.

ASSESSMENT
Students are assessed on both writing and speaking activities. The majority of tasks are completed as assignments although one written piece is completed under test conditions. Some assessment requires extensive reading and research.

Students are also required to complete a folio in response to the literature studied during the course.

Students are encouraged to seek feedback on drafts of their work from teachers, parents and peers.
TYNAN KROSBY
HEAD OF DEPARTMENT

SUBJECTS:

❖ FRENCH
❖ HUMANITIES (HISTORY & GEOGRAPHY)
❖ JAPANESE
INTRODUCTION
Through learning languages, students acquire:
• communication skills in the language being learnt
• an intercultural capability, and an understanding of the role of language and culture in communication
• a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:
• extends the capability to communicate and extends literacy repertoires
• strengthens understanding of the nature of language, of culture, and of the processes of communication
• develops intercultural capability
• develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
• develops understanding of how culture shapes worldviews and extends learners’ understanding of themselves, their own heritage, values, culture and identity
• strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

COURSE OUTLINE
Junior French is an elective. The four language skills – listening, speaking, reading and writing – will all be developed through the course units to increase students’ ability to communicate proficiently.

Students will develop their capacity to communicate about their interests, their opinions, their daily life, their routines and their hobbies using correct vocabulary and grammar.

PRE-REQUISITES
Students are provided with a foundation in French language during their first year at Kirwan State High. It is recommended that they have a ‘C’ in this course before progressing onto this elective. A student with no background in French may start the course after consultation with the Head of Department.

COURSE REQUIREMENTS
Textbooks: It is highly recommended that students purchase a Collins Robert English-French/French-English Dictionary with Grammar as part of their course. A class set of dictionaries is available for use in class. All students are asked to supply a single-subject exercise book.
Homework: To be a successful language student, it is highly recommended that students revise French for a minimum of 10 minutes daily on top of regular homework in order to improve retention and of new vocabulary and sentence structures.
Excursions: Students are offered cultural excursions to restaurant and French immersion days each year. Costs are additional to school fees. Students are also offered opportunities to participate in interschool French competitions throughout the year.

ASSESSMENT
There will be class tests in language comprehension (listening and reading skills) and construction (speaking and writing skills) periodically throughout the course. Rich tasks using different forms of media and language skills will also be used for assessment purposes.

LANGUAGES ARE YOUR PASSPORT TO THE WORLD!!
HUMANITIES (HISTORY & GEOGRAPHY)

INTRODUCTION
All students in Years 7-9 take Humanities (History & Geography) as a core subject aligned with the Australian Curriculum. Students will alternate between a semester of History and a semester of Geography as part of their Junior Program.

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

Geography is a discipline through which students study the Earth’s surface as the space in which they live. It is the integrated study of the Earth’s places, people, societies and environments and the relationship between them. Junior Geography promotes investigation of the dynamics of cultures, societies and human behaviour (human geography) and environmental processes and physical landscapes (physical geography). Geography recognizes the differences in cultures, economics, political systems, environments and landscapes across the world, the way they are connected and the ways they have changed over time. Geography applies these understandings to develop solutions to problems.

Geography is a discipline-based field of study and is distinguished by its method of inquiry, its essential concepts and the key questions guiding its research, enhancing students’ capacity to explain rather than simply describe. These skills of description and explanation are the essential basis for effective criticism and evaluation. Geography empowers students to investigate current issues. Geography enables students to become active and informed citizens, now and in the future. Students are educated about sound stewardship of our environment, equitable participation by all social groups and more sustainable development. Geography places students as the focus of the learning process and therefore it has a strong emphasis on student inquiries, critical thinking, and use of technology, active involvement and real world experiences.

COURSE REQUIREMENTS
- A single subject exercise book for class work and homework, A4 exercise book/A4 document folder for research projects, and manila folder.
- A range of class sets of texts are available for student use. The Internet and school library are also available for student use.
- The Geography component of the course requires students to undertake and complete field work as part of their study. Attendance on these excursions will be mandatory, and parents will be advised of any associated costs.

HOMEWORK
- Preparation and completion of assignments
- Practice paragraphs/essays to reinforce classroom learning.
- Preparation reading for subsequent lessons.
- Learning new terms and materials.
- Extension of classroom activities, tables, diagrammatic interpretation.
- Revision and study for tests.

ASSESSMENT
Students will submit assessment tasks that address the following assessment techniques: response to stimulus exams, knowledge exams, analytical essays, research booklets, geographical reports and multimodal presentations.
INTRODUCTION

Through learning languages, students acquire:

- communication skills in the language being learned
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners’ understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

COURSE OUTLINE

Junior Japanese is an elective. The four language skills – listening, speaking, reading and writing – will all be developed through the course units to increase students’ ability to communicate proficiently. An interesting communicative course will be covered so students can learn conversational Japanese for Australians, plus be exposed to Japanese music, culture and film. The functional use of the Japanese language is the main purpose of this course.

PRE-REQUISITES

Students are provided with a foundation in Japanese language during their first year at Kirwan State High. It is recommended that they have a ‘C’ in this course before progressing onto this elective. A student with no background in Japanese may start the course after consultation with the Head of Department.

COURSE REQUIREMENTS

Textbooks: It is very highly recommended that students purchase a Collins Robert English-Japanese/Japanese-English Dictionary with Grammar as part of their course. A class set of dictionaries is available for use in class. Students are asked to supply an exercise book.

Homework: To be a successful language student, it is highly recommended that students revise Japanese for a minimum of 10 minutes daily on top of regular homework in order to assimilate and be able to use new vocabulary and sentence structures.

Excursions: Junior Japanese students are offered cultural excursions to restaurant and Japanese Immersion Days each year. Students studying this course are eligible to attend the Japanese Study Tour, organised bi-annually. Costs are additional to school fees.

ASSESSMENT

There will be class tests in language comprehension (listening and reading skills) and construction (speaking and writing skills) periodically throughout the course. Rich tasks using different forms of media and language skills will also be used for assessment purposes.

LANGUAGES ARE YOUR PASSPORT TO THE WORLD!!
INFORMATION COMMUNICATION TECHNOLOGIES

INTRODUCTION
The technology of the 21st century is rapidly evolving. Information Technology Studies is designed to give students opportunities to analyse, problem solve, investigate, design, communicate and produce using the ADDER project development cycle (Analysis, Design, Development, Evaluation and Reflection) in a real world context. This subject will provide students with a sophisticated understanding of information technology and its uses.

COURSE OUTLINE
This course utilises a problem-based learning model. Tasks are guided closely by the teacher and the whole class works on one project at a time. Students are given the skills to complete documentation and products to satisfy the needs of the client and organisational requirements.

Students complete projects according to criteria and specifications of the client. Students are given the opportunity to experience the processes involved in completing documentation and products to satisfy various needs for particular scenarios.

Students will undertake a problem-based program that develops their capacity in:
- Spreadsheets
- Animation
- Programming
- Game Design
- Hardware
- Information Systems
- Arduino prototyping boards

PREREQUISITES
There are no specific pre-requisites; however, a ‘C’ in English in Year 7 is recommended.

COURSE REQUIREMENTS
Homework:
Students are expected to continue class work and assessment at home.

Materials:
A computer at home is an advantage (computers in the Future Centre are available to ICT students to complete work. Education Queensland has special offers on Microsoft Office, Windows and Adobe products. Contact the IT Department for details.

ASSESSMENT
This consists of problem based scenarios which allow students to document the ADDER project development cycle to present their solutions and to demonstrate what they have learnt from the process.

FEES: Subject Resource costs apply - see Subject Selection Form.
MATHEMATICS DEPARTMENT

NIGEL MARTIN
HEAD OF DEPARTMENT

SUBJECT

- Mathematics
INTRODUCTION
Learning mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The junior curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

COURSE OUTLINE
All students will study the same content strands under the Australian Curriculum:
Number and Algebra, Statistics and Probability, Measurement and Geometry
Within classes, groups and individuals will be identified through national testing results, school results and observations by teachers, and provided with content work at a suitable level to allow all students to achieve to the best of their ability.

COURSE REQUIREMENTS
Homework is an integral part of every Mathematics course. Students need time to develop an understanding of concepts and to practice techniques. Students should spend at least 20 minutes each night on:-

- Set homework;
- Revision of previous work;
- Assignments (when applicable).
- To assist students, the Mathematics Department offers a free homework/tutoring sessions on Tuesday and Wednesday afternoon from 3.00pm to 4.00pm in the Mathematics Block.
- Class sets of texts are provided under the school’s Resources Scheme.
- Equipment – refer to stationery list supplied by the school.
- Scientific Calculator – this is essential for all students and needs to be brought to school for every lesson.
- Graphics Calculators are required for students who study Maths B in Year 11. Students who are intending to follow this study path may consider purchasing a graphics calculator in Year 9 so that this aid to learning is fully utilised over 3 or 4 years rather than just Year 11/12.

ASSESSMENT
Assessment in Mathematics is more than just tests. Students will be assessed on various aspects of in-class activities as well as homework tasks, investigations and projects, both in class time and using students’ own time. Students’ daily workbook will be inspected on a regular basis, which could also contribute to a final achievement level.
SCIENCE DEPARTMENT

PADDY MACLEOD
HEAD OF DEPARTMENT

SUBJECTS:

- Science

STEM SUBJECTS:

- Science Research and Technology
SCIENCE

INTRODUCTION
Science is part of the human quest for understanding and wisdom and reflects human wonder about the world. The study of Science as a “way of knowing” and a “way of doing” can help students reach deeper understandings of the world.

Like scientists of the past and present, students understand and appreciate that current scientific knowledge has been built up over time and has now been organized into the curriculum disciplines of Biology, Chemistry, Earth Science and Physics. During every Junior Science year, students will spend one term each of these four disciplines. Science education involves students and teachers working together to construct new understandings by becoming the scientists. Such study challenges students, contributes to personal success as lifetime learners, and can generate a passion for learning and seeking new insights.

The Junior Science Program supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate in science-related careers.

COURSE OUTLINE
Throughout Years 8 and 9 students will work through the big ideas of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills in the Australian Curriculum as they relate to the four content strands of Physics, Chemistry, Biology and Earth Science.

<table>
<thead>
<tr>
<th>Year 8:</th>
<th>Semester 1</th>
<th>Unit 1: What's the Matter</th>
<th>Semester 2</th>
<th>Unit 3: Energy for my Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 2: We Will Rock You</td>
<td></td>
<td>Unit 4:</td>
<td>Multiplying by Dividing</td>
</tr>
<tr>
<td>Year 9:</td>
<td>Semester 1</td>
<td>Unit 1: Energy on the Move</td>
<td>Semester 2</td>
<td>Unit 5: My Life in Balance</td>
</tr>
<tr>
<td></td>
<td>Unit 2: Making Waves</td>
<td></td>
<td>Unit 6: Responding to Change &amp; Wild Schools Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 3: Its Elementary</td>
<td></td>
<td>Unit 7: Chemical Patterns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 4: The Changing Earth</td>
<td></td>
<td>Unit 8: Heat &amp; Eat</td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES
Science is a core subject for all students.

COURSE REQUIREMENTS
See the school uniform policy and stationery requirements. Particular attention is drawn to the safety necessities of wearing footwear with either leather or vinyl uppers when working in the science laboratories.

The resources (photocopied handouts, class sets, laboratory experiences) that are used by students will be supplied as part of the “School Resource Scheme”.

Excursions to such places as Reef HQ Aquarium, Billabong Sanctuary, local rivers or streams, etc, form a part of the course. Students are expected to participate fully in the excursions and to meet all costs.

ASSESSMENT
Assessment is purposeful, systematic and ongoing collection of information about students’ demonstrations of learning outcomes. We use assessment information to monitor students’ progress and to inform students, parents, carers and the school of this progress. The types of assessment tasks used will include:-

- Written tests
- Short experimental investigations
- Research assignments or reports
- Stimulus response tasks
SCIENCE, RESEARCH and TECHNOLOGY

INTRODUCTION

Students will develop an appreciation of how Science, Technology, Engineering and Mathematics' (STEM) as a human endeavour impacts upon society, past, present and future. For STEM minded students seeking extension, Science, Research and Technology provides a wonderfully integrated study program from Year 8 to Year 10.

At Kirwan State High School, the defining attribute of the Kirwan High Scholar of Science is a deep understanding of the scientific method. Through regular, real science experiences, students will be able to confidently apply the scientific method to investigate the world around them. Students will understand the inter-relationships between key scientific concepts across the four disciplines of Physics, Chemistry, Biology and Earth Science. In addition, learning experiences are tailored to integrate the science curriculum with “Science, Technology, Engineering and Mathematics’ (STEM).

COURSE OUTLINE

Year 8:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think like a Scientist.</td>
<td>We are all naturally curious about our world. Science is a way of making sense of our world and a way of generating new knowledge. Scientists try to make sense of the world by using the Scientific Method. In this unit students will develop their experimental and numeracy skills.</td>
</tr>
<tr>
<td>Up, up and away.</td>
<td>The aeronautical industry has many roles – from the designer to the flight attendant, from Air Force loadmaster to Navy pilot. This unit looks at Aerodynamics, and then gives students the challenge of determining how to keep an aircraft airborne. This unit looks at using Physics knowledge to identify, control and measure variables.</td>
</tr>
<tr>
<td>Robot Wars</td>
<td>From assisting in aged care homes to exploring Mars, barely a day goes by without robots being developed for a greater variety of duties. Students will investigate the concept of controlling devices through coding some simple algorithms. Teams will develop a robot which will control itself through a competitive “assault course”, ideally without human intervention. Students will keep track of their progress, and their robots, through a journal.</td>
</tr>
<tr>
<td>Graphs and data analysis.</td>
<td>A very brief unit that looks at the handling and presentation of different types of data.</td>
</tr>
<tr>
<td>The modern world’s marvellous medicine</td>
<td>Twenty-first century medicine will be as different from twentieth century medicine as twentieth century medicine was from medieval medicine. Whether or not this statement is true or not, medical advances in recent years from fMRI scans to innovative gene therapies promise to revolutionise diagnosis and treatment. Whether micromechanical drug delivery or the use of artificial life forms to detect and report on IBS will ever be implemented remains to be seen. Students will research and report on an innovation of their choice.</td>
</tr>
</tbody>
</table>

Year 9:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridge Engineering</td>
<td>Structures are an integral element of both nature and civilization. Structures are created all around us every day and in many cases are also failing - a bridge collapses injuring and killing many. This unit will look at the science of structures. The unit aims to develop and utilise students’ understanding regarding the principles applied when designing and constructing structures such as bridges. Students will use these principles to design, construct, test and evaluate their own bridges made from spaghetti.</td>
</tr>
<tr>
<td>CSIRO Bronze CREST AWARD</td>
<td>CREST provides real-life open-ended investigations in science. CREST enables students to develop an appreciation of science and technology investigations and can inspire students to take up further studies in science and engineering. The projects are offered to provide challenge and create passion for being a real life scientist. Students who complete a CREST project are rewarded with a certificate and a bronze medallion from CSIRO.</td>
</tr>
<tr>
<td>Analytical Techniques</td>
<td>Have you ever wondered if the products you purchase really contain what they say? Sulphur dioxide is used in the drying of fruits however certain concentrations can be dangerous. As an analytical chemistry you will have the skills to test the concentrations of chemicals in substances. A titration is a technique where a solution of known concentration is used to determine the concentration of an unknown solution. Typically, the titrant (the know solution) is added from a burette to a known quantity of the analyte (the unknown solution) until the reaction is complete.</td>
</tr>
<tr>
<td>Brain Bee Challenge</td>
<td>The Australian Brain Bee Challenge (ABBC) motivates young people to learn about the brain and has been created to inspire students to pursue careers in neuroscience research. The Brain Bee Challenge is a test of knowledge about important facts concerning intelligence, memory, emotions, sensations, movement, stress, aging, sleep, Alzheimer’s disease and stroke. Students sit the Brain Bee Challenge in year 10 so this term aims to prepare students for the challenge in year 10.</td>
</tr>
</tbody>
</table>
PREREQUISITES

Science, Research and Technology is an extension subject.

Students gain entry to this course by application. They must have achieved at least a ‘C’ in Year 7 Science. Their English and Mathematical achievements will also be taken into account. The application forms are made available to students towards the end of each year through the Head of Department of Science. The Head of Department of Science – has the final decision as to whether a student is accepted into this course. Students whose applications are unsuccessful will need to select another subject. There are limited opportunities to join the SRT program in Years 9 and 10.

Students study the subject, Science, as a companion subject.

COURSE REQUIREMENTS

See the school uniform policy and stationery requirements. Particular attention is drawn to the safety necessities of wearing footwear with either leather or vinyl uppers when working in the science laboratories.

Excursions to such places as the James Cook University, CSIRO, local rivers or streams, etc, form a part of the course. Students are expected to participate fully in the excursions and to meet all costs.

During the research activities, students will need to spend considerable amounts of their own time working on their projects.

ASSESSMENT

A variety of assessment pieces are set in keeping with the “gifted and talented” nature of the course. These items include:-

- Technology research projects (design, build, write reports)
- Written research assignments
- Written tests
- Experimental reports
- Manipulative skills

FEES – Subject Resource costs apply - see Subject Selection Form.
SPORT EDUCATION DEPARTMENT

DAMON REHBEIN
HEAD OF DEPARTMENT

SUBJECTS:

- Health & Physical Education
- Sports Academy Programs:
  - AFL
  - Basketball
  - Football
  - General
  - Hockey
  - Netball
  - Rugby League
  - Touch
HEALTH and PHYSICAL EDUCATION

INTRODUCTION
Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity, pro-social behaviour and personal satisfaction and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

COURSE OUTLINE
In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It helps them to be resilient, make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others’ health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise, and refine personal, interpersonal, behavioural, social and cognitive skills.

Throughout Year 8 and 9 students will participate in both theoretical and practical lessons giving them exposure to such topics as:

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Active play and minor games
- Challenge and adventure activities
- Fundamental movement skills
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement

COURSE REQUIREMENTS
- Be an active participant in all physical activities
- Promote the health of their community, and to make informed decisions relating to their own health and safety and that of others
- Develop and refine personal and social skills to promote positive interactions with others, be resilient and manage their own lives.

PREREQUISITES
Health and Physical Education is a core subject for all students

ASSESSMENT
Half of all assessment is practical in nature. Students will be performing the skills learnt in class. It is essential that students participate in all practical lessons for this reason.

Theory assessment includes:
- In-class exams
- Assignments
- Presentations
SPORTS ACADEMY

INTRODUCTION
The aim of the Kirwan High Sports Academy is to provide passionate sports students the opportunity to improve their performance and excel in their chosen sport. Sports Academy students will develop their individual, physical, technical, tactical and psychological skills in their chosen sport.

In Years 8 and 9 students may elect to be a part of one (1) of the following Specific Sports Academies or participate in a General Sports Academy program.

- AFL
- NETBALL
- BASKETBALL
- FOOTBALL
- HOCKEY
- TOUCH
- RUGBY LEAGUE
- GENERAL

A General Sports Academy program is available to students wanting to improve their physical performance capability in individual sports or in other sports that are not part of the Sports Academy program.

COURSE OUTLINE
In each Sports Academy program students spend a large portion of this time in the development and refinement of the core skills fundamental to their sport. This is achieved through deliberate, purposeful practice and the provision of meaningful feedback from coaches.

Aside from physical performance development, students will also engage in the following key academy components.

- Sports Psychology
- Nutrition
- Video Analysis / GPS devices
- Public Speaking
- Movement fundamentals
- Community Service
- Fitness testing

The Sports Academy is endeavouring to form and maintain local, national and international partnerships to provide students with the most cutting edge and comprehensive programs and performance opportunities.

EXPECTATIONS
- Academy students are expected to represent the school in any team they are selected for and are to participate in all school sporting carnivals. Further, students are encouraged to participate in local sporting competitions;
- Students are expected to participate in all practical, theoretical and workshop activities required of the program. If injured, students are expected to bring a note. For injuries that may keep the student from participation over time, students should consult a doctor or appropriate medical professional and manage the injury;
- Failure to consistently participate in the sports programs will result in a parent interview or a possible cancellation of enrolment in the program;
- Students should always be courteous and respectful and their behaviour should be of the highest standard when travelling and representing the school. Students will be expected to sign a Sports Academy contract.

ACADEMY COACHING STAFF
Kirwan State High School has qualified and experienced teachers who manage the academy programs and coach the athletes in both technical and tactical aspects. Academy coaches maintain a close liaison with the Regional Directors of Coaching who provide ongoing coaching support and program advice. Practice sessions are often presented by or supported by the Director of Coaching or recognised and respected officials.

COURSE REQUIREMENTS
All sports students should have appropriate sporting equipment required by each specific program. All students must wear the correct sports academy shirt.

PRE-REQUISITES
Students wanting to enrol in the sports Academy will participate in a training/trial day in 2016 where they will undergo a variety of fitness tests and participate in sport specific drills where students must be able to demonstrate a base level of fitness and possess the core skills required of their sport.

ASSESSMENT
All sports Academy students will participate in performance reviews each term and will also complete written assessments and oral presentations throughout their course of study.

FEES - Subject Resource costs apply - see Subject Selection Form.
SUBJECTS:

- Literate Practices Program
LITERATE PRACTICES PROGRAM

INTRODUCTION

Literacy demands in the 21st Century involve more than the basic skills of reading and writing words on a page. Students need a repertoire of literate practices to think, create, question and communicate successfully at school, in the workplace and in the wider community.

The curriculum for our Literate Practices Program covers all facets of literacy including oral language, written text and multi-literacies (computer technology, visual and audio texts). This course has been developed from research on learning which suggests that, in order to be able to carry out complex tasks, the components of the task must be available at a level of automaticity; that is, at a level that ensures fast, accurate and effortless retrieval of information from memory.

The aim of the course is to develop and enhance all students’ literacy levels from the basic decoding skills through to sophisticated skills that enable higher order thinking across all subject areas.

COURSE OUTLINE

Four broad programmatic streams have been developed to reflect development in literacy:-

Stage 1:

The focus is on developing decoding skills to develop each student’s ability to break down and read words and visual texts.

Stage 2:

A transition phase which assists students to decode and to develop comprehension skills.

Stage 3:

The focus is on comprehension to develop the student’s ability to understand what they read and to monitor this understanding.

Stage 4:

The focus is on conceptual analysis and critical literacy.

At all stages students will study multi-literacies and various aspects of writing.

A number of diagnostic assessment tools are accessed to identify the general level at which each student can read with competence. Students are then allocated to stages in the program based on their current reading and writing status and literacy needs.
WELCOME TO KIRWAN HIGH SCHOOL
A WORLD CLASS SCHOOL

2016 Music Captains
Emily Bock & Hayden Gregori

2016 Sport Captains
Gracy Chadwick-Bray & Joshua Hunt

2016 Indigenous Captains
Meckensie Hudson & Isiah Kawane

You are welcome to contact us to discuss the progress of your child on any educational issue:
4773 8111