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 worldwide 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.
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.
FOREWORD FROM THE EXECUTIVE PRINCIPAL

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.

2019 Junior Secondary School Captains

Back Row – Jamie Evans, Riley Bakonyi, Heritier Sakindi, Denzil Duke, Lachlan Adidi, Front Row - Kaitlyn Schimke, Alisha Bailey, Bella Van Krieken, Tamara Lobley, Ava Stinton

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
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SECTION 1
HOW TO USE THIS BOOK

This book is designed to help you make decisions about subjects for your Year 9 and Year 10 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.

SUBJECT SELECTION DEADLINES:
There is a subject selection parent/teacher/student night for Year 8 students going into Year 9 on Tuesday 6 August 2019 from 6.00pm. All existing Year 8 students must complete their Year 9 subject selection NO LATER THAN FRIDAY 30 AUGUST 2019. New students must complete their subject selection upon enrolment.

SUBJECT FEES:
- A fee statement for 2020 subject selections will be issued by 18 October 2019;
- Sports Academy and Creative Arts Academy fees must be paid IN FULL by 1 November 2019;
- All other 2020 subjects selected require a 50% pre-payment by 1 November 2019.

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 9 deadlines are:
- End of week 3 Term 1
- End of week 4 Term 2
- End of week 4 Term 3

GUIDELINES FOR THE SELECTION OF YEAR 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 9 students will study the following compulsory core subjects:
- English
- History
- Mathematics
- Science
- Health and Physical Education

In addition to the core subjects above, students will also select two (2) elective subjects to study.

Students in the Global Leaders Academy will study the following compulsory core subjects:
- English
- History
- Mathematics
- Science
- Japanese or French
- Human Technologies

In addition to the core subjects above, students will also select one (1) elective subject to study.

This will be the first year of a two year (Years 9 & 10) 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.

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 Year 9 that will enable you to choose the correct subjects in Years 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.

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.

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<thead>
<tr>
<th>SUBJECTS</th>
<th>CREDITS</th>
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<td>Core</td>
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<td>Total Credits Available</td>
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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.

*Students in Year 9 Global Leaders Academy will receive 2 points for successful completion of a Sports Academy subject or Human Technologies supplementing HPE.

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 Year 9 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, Engagement Team, Guidance Officers, Community Education Counsellors, as well as our Administration and Leadership Team. These people make up our Wellbeing Committee.

The Student Wellbeing Department provides 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 PBL (Positive Behaviour for Learning);
- the development of enthusiastic and committed teacher teams for each year level and house 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
- Leadership through Service – School Charities and House Group Fundraising
- Reach for the Stars
- Power Up
- Student Voice and the Student Representative Council
- 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)
- House Group Meetings - Organisation and Program
- Art Journaling
- Strength Program for Junior Boys
- Rock and Water Program
- Deadly Choices
SECTION 2

BUSINESS AND INDUSTRY DEPARTMENT

CHRISTIAN BEATTIE
HEAD OF DEPARTMENT

SUBJECTS:

- Economics and Business
- Food Technology
- Graphics and Design
- Industrial Technology and Design
INTRODUCTION
The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the 21st century. Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

The Australian Curriculum: Economics and Business is organised in two related strands: economics and business knowledge and understanding, and economics and business inquiry and skills.

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

Key inquiry questions
A framework for developing students’ economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

• How do participants in the global economy interact?
• What strategies can be used to manage financial risks and rewards?
• How does creating a competitive advantage benefit business?
• What are the responsibilities of participants in the workplace and why are these important?

Unit 1 — Managing financial responsibilities, risks and rewards
Unit 2 — Competing as a business in the global economy
Unit 3 — Managing economic performance and standard of living
Unit 4 — Improving business productivity

COURSE REQUIREMENTS
No pre-requisites required.
Materials/ equipment as per booklist.

ASSESSMENT
Students will be taught the content through contemporary issues, events and/or case studies. Teachers will design programs and assessment that cover different contexts (personal, local, national, regional, global).

Students will contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio will include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard.

FEES - Included in Resource Scheme Fee ($300)
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
Unit 1
Measure, Make and Modify recipes using important hygienic and safe practices in the kitchen. Students will develop reading strategies for recipes and understand when, why and how to modify recipes and the correct ways to use equipment in the kitchen. Eat with your eyes requires students to use their senses when styling and presenting food for specific purposes and audiences.

Unit 2
Multicultural Australia will look at food from different cultures while considering how it has influenced Australian cuisine. Students will select and produce a dish for the Kirwan SHS Cultural Fest. Science of food will help students to understand how the processes of oxidisation, dehydration, coagulation, absorption and emulsification impact food and are incorporated into recipe design.

Unit 3
Investigate and make judgments on how the principles of food safety, preservation, and food waste influence the creation of food solutions for healthy eating.
Investigate and make judgments on the ethical and sustainable production and marketing of food for specific purposes.

Unit 4
They independently and collaboratively apply sequenced production and management plans when cooking which will require making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high quality solutions to meet a design brief.

COURSE REQUIREMENTS
• Students are to have high personal presentation and hygiene and wear require PPE. They must wear sturdy, enclosed, non-slip shoes in all practical lessons due to workplace health and safety requirements.
• Students must be able to demonstrate safe working practices and hygienic practices for food safety.

ASSESSMENT
• This subject incorporates both theoretical and practical assessment tasks. Theoretical assessment will take the form of written tests and student workbooks, whilst the practical assessment will be based on successful completion of design portfolio development using practical cooking tasks to advance understanding of class content.

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 Nutrition

FEES – Subject fees apply - see Subject Selection Form.
INTRODUCTION
Graphics & Design 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 (Inventor & REVIT) in addition to experiencing manual drawing and sketching practices.

COURSE OUTLINE

Content and Processes:
Unit 1: Sketching and Drawing graphical representations
   Built Environment Autodesk Revit
Unit 2: Industrial Design (Autodesk Inventor)
   Graphic Design
Unit 3: Industrial Design
   Graphic Design
Unit 4: Built Environment
   Assistive Devise

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

ASSESSMENT
In Graphics, assessment instruments include design folios and examinations:
• Design folios record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions.
• Examinations will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.

WHERE MAY THIS SUBJECT LEAD?
• Senior Subjects: - Design, Industrial Graphics, and Construction
• Careers: - Graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

FEES – Subject fees apply - see Subject Selection Form.
INDUSTRIAL TECHNOLOGY and DESIGN

INTRODUCTION
Industrial Technology and Design 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.

COURSE OUTLINE

Semester | Content and Processes
--- | ---
Unit 1 | - Workshop Safety
- Understanding materials and manipulation skills – Plastics
- Understanding materials and manipulation skills – Electronics
Unit 2 | - Understanding materials and manipulation skills – Metal
- Understanding materials and manipulation skills - Timber
- Experimental Design Project
Unit 3 | - Shaping, joining and cutting wood
- Timber construction project
- Basic metal folding and joining
- Use graphical concepts to design sheet metal projects
Unit 4 | - Basic understanding of electrical circuits
- Basic electro-technology projects

COURSE REQUIREMENTS
- Students must be able to demonstrate safe working practices
- Students must be prepared to wear Personal Protective Equipment (PPE) when working in workshops

ASSESSMENT
This subject incorporates both theoretical and practical assessment tasks. Theoretical assessment will take the form of both short and extended response exams, whilst the practical assessment will be based on the successful completion of design folios and product manufacture.

WHERE MAY THIS SUBJECT LEAD?
By participating in this course, students will prepare themselves to select subjects in the senior school such as Design, Metal Engineering and Manufacturing, Building Construction, Furnishing or Automotive. This subject will also prepare students who may wish to go TAFE or obtain a trade qualification.

FEES - Subject fees apply - see Subject Selection Form.
CREATIVE ARTS DEPARTMENT

EMMA BAYNES
HEAD OF DEPARTMENT

SUBJECTS:

❖ Art
❖ Dance
❖ Drama
❖ Indigenous Arts (Year 9)
❖ Aboriginal and Torres Strait Islander Cultural Arts (Year 10)
❖ Instrumental Music
❖ Music
INTRODUCTION
Art is delivered as part of the Creative Arts Academy and is a subject that 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 art practices.

COURSE OUTLINE
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.

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<tr>
<th>Year 9</th>
<th>Focus</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Semester 1 (Term 1 and 2)</td>
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| Anatomy in Art | • Basic drawing skills  
• Drawing the human body in proportion  
• Exploring different drawing techniques  
• Experimenting with a range of media such as charcoal, watercolour, graphite pencil etc.  
• The role of the Elements of Art/Principles of Design | • Interpretation of Focus Artworks  
• Experimental Folio of Sketches |
| | • Study of sculpture across time – what classifies something as a sculpture?  
• The importance of form, tone and balance  
• Sculpture hand building techniques.  
• Reflection on our own arts practice for improvement | • Anatomical Sculpture  
• Artist’s Statement |
| Semester 2 (Term 3 and 4) | | |
| Significant Scapes | • Students will explore conventions of Scapes from European, Aboriginal and Torres Strait cultures, specifically compositional devices and colour schemes  
• Students will experiment and build skills in etching | • Interpretation of Focus Artist Landscapes  
• Landscape Etching |
| | • Students will develop painting techniques  
• Students will develop skills in photo manipulation  
• Exploration of foreground, middle-ground and background | • Landscape Painting  
• Landscape Photo Manipulation |

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<tr>
<th>Year 10</th>
<th>Focus</th>
<th>Assessment</th>
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| Semester 1 (Term 1 and 2) | In this unit, students will investigate portraiture in art while experimenting with a variety of media, sculptural and drawing techniques. They will research and explore three different art movements; Realism, Cubism and Surrealism. | • Experimental Folio of Portraits  
• Interpretation of Focus Portraits  
• Project (Includes Emotional Portrait Portraits, Visual Diary and Artist's Statement) |
| Emotional Portraiture | | |
| Semester 2 (Term 3 and 4) | In this unit, students will explore the concept of art as social commentary and will choose a focus for their own artwork that deals with political, environmental, religious, and/or social issues. | • Experimental Folio  
• Project (Includes Artwork, Visual Diary and Artist’s Statement)  
• Exam - Interpretation |
| Art as a Global Voice | | |
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.

PERFORMANCE/EXHIBITION OPPORTUNITIES
- The Kirwan High Art Gallery
- Young Artist Exhibition - Perc Tucker Regional Gallery
- Cabaret- Galleria
- Various Competitions locally and nationally

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.

COURSE REQUIREMENTS
Students are required to purchase the Creative Arts Academy uniform for Art consisting of a black apron with Creative Arts logo - available from the school’s uniform supplier.

Students will be expected to sign a Creative Arts Academy contract and maintain an Excellent or Very Good standard for effort and behaviour across all of their subjects each semester.

FEES
A Creative Arts Academy subject fee applies (see Subject Selection Form) and must be paid in full upon selection of the subject.

The fee covers the cost of art materials, ICT software and hardware upgrades, access to our Artist-in-Residence and other industry workshop opportunities.
DANCE

INTRODUCTION
Dance is offered as a Creative Arts Academy subject. The emphasis is on all aspects of Dance practice, including practical and theory work. In this course, students will develop self-esteem, awareness and respect for the body, and the necessary 21st Century skills to work collaboratively.

Students’ creativity will be a very important aspect of the course as they learn the process of choreography and how to interpret and respond to 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 Year 9 and 10 Dance Course will continue on to the Senior Dance Course.

COURSE OUTLINE
Studying Dance, students develop their ability to perform, choreograph and respond to different dance styles through engaging with the Dance Concepts and Production Elements.

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<th>Year 9</th>
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<th>Assessment</th>
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| **Semester 1 (Term 1 and 2)** Dance Evolution | In this unit, student will explore the evolution of Ballet and contemporary dance, from Court Ballet to Modern Ballet. They will develop their understanding of technical and expressive skills through contemporary dance, with focus on two main choreographers; Isadora Duncan and Martha Graham | • Performance Task- Martha Graham Adapted Repertoire  
• Responding Task- Interpretation on own performance task.  
• Choreography Task- small group choreography based on the life/event of an inspirational person.  
• Responding Task- Choreographic Statement (Formative) |
| **Term 3 In the Spotlight** | In this unit, students will develop their understanding of the elements of dance, structure and production elements in the Musical theatre genre. | • Performance Task- Musical Theatre dance piece  
• Responding Task- Interpretation in Exam Conditions responding to a Musical Theatre dance piece. |
| **Term 4 Hip Hop Culture** | In this unit, students will focus on the choreographic process in the hip hop/funk style of dance. | • Choreography Task- small group choreography based on a personal theme  
• Responding task- Choreographic Statement and Choreographic Evaluation (Formative) |

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<th>Focus</th>
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| **Semester 1 (Term 1 and 2)** Dance of Society | In this unit, students will explore the integration of digital technology and how it has shaped dance. They will also look at the Social and Cultural Functions of Dance and how they have an impact on the choreographer’s creative process. | • Responding Task – Interpretation of cultural dance in a music video clip  
• Choreography task – Music Video Clip influenced by a cultural dance style  
• Performance Task- Own Music Video Clip  
• Responding Task- Choreographic Statement |
| **Semester 2 (Term 3 and 4)** Contemporary Origins | In this unit, students will learn Safe Dance Practices and Contemporary technique and aspects of the Dance dimensions and collaborative nature of choreography through a focus on Australian Dance companies such as: Sydney Dance Company and Australian Dance Theatre (ADT). | • Dance Project including:Choreography task – Contemporary Dance Piece influenced by an Australian Choreographer/Company, Performance Task- Own and teacher devised Contemporary Dance Piece, Responding Task- Choreographic Statement - Choreographic Evaluation  
• Responding Task- Interpretation in Exam Conditions of an Australian Contemporary Dance Piece |
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 responding opportunities in class.

PERFORMANCE OPPORTUNITIES
Built into the Dance course, are a number of opportunities for students to perform in a public arena. These performances may include:

- Annual Cabaret Night
- Annual Dance Night

Students also have the opportunity to audition for Creative Arts Dance Company (CDC), which has a number of performance opportunities including the Townsville Eisteddfod.

COURSE REQUIREMENTS
Students are required to purchase the Creative Arts Academy uniform for Dance, consisting of black ¾ Dance tights, black singlet &/or black T Shirt (all items have Creative Arts logo) - available from The School Locker.

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.

Students will be expected to sign a Creative Arts Academy contract and maintain an Excellent or Very Good standard for effort and behaviour across all of their subjects each semester.

FEES
A Creative Arts Academy subject fee applies (see Subject Selection Form) and must be paid in full upon selection of the subject.

This fee covers the cost of dance resources including: ICT Software and hardware upgrades, purchasing of music for performances, consumable items and access to industry experts and a range of performance opportunities and workshops.
INTRODUCTION
The Drama program is delivered as part of the Creative Arts Academy and 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 Making (Presenting and Creating) and Responding to the Elements of Drama: Human Context, Tension, Focus, Narrative, Language, Focus, Time, Place, Space, Symbol, Mood and Movement. They will explore theatre and theatrical conventions in a number of different contexts for a range of purposes including comedy, experiential drama, reimaging contemporary texts and using theatre as an educational tool.

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<thead>
<tr>
<th>Year 9</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong>&lt;br&gt;(Term 1 and 2)&lt;br&gt;Dreams and Wishes</td>
<td>In this unit, students will explore the dramatic form, Process Drama and how it can be used as an experiential form of drama.</td>
<td>• Participate in a Process Drama and analyse and evaluate how it created an experiential experience for spectators&lt;br&gt;• Create and run a Process Drama&lt;br&gt;• Present a scene from a play text that explores the concept, ‘dreams and wishes’</td>
</tr>
<tr>
<td><strong>Semester 2</strong>&lt;br&gt;(Term 3 and 4)&lt;br&gt;Send in the Clowns</td>
<td>In this unit, students will explore comedy through the red-nosed clown.</td>
<td>• Plan a directorial vision for a clowing routine&lt;br&gt;• Select a directorial vision to develop in to a performance and present&lt;br&gt;• Respond to a performance that is based upon a clowing routine</td>
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<tr>
<th>Year 10</th>
<th>Focus</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong>&lt;br&gt;(Term 1 and 2)&lt;br&gt;Theatre for Young People</td>
<td>In this preparatory unit, students will focus on the skills of Realist acting through Theatre for Young People. They will explore how theatre can be used as an educational tool.</td>
<td>• Present a scene from a Theatre for Young People play text&lt;br&gt;• Respond to a Theatre for Young People performance&lt;br&gt;• Create a Dramatic Concept for a new performance aimed at young people</td>
</tr>
<tr>
<td><strong>Semester 2</strong>&lt;br&gt;(Term 3 and 4)&lt;br&gt;Contemporary Performance</td>
<td>Students will explore the conventions associated with contemporary performances, focusing on how a classic text can be re-imagined for a contemporary audience.</td>
<td>• Develop a directorial vision for a scene from the play studied in class&lt;br&gt;• Create and present a collage performance&lt;br&gt;• Respond to a contemporary performance</td>
</tr>
</tbody>
</table>

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:
• Creative Arts Drama Troupe (CADT)<br>• Drama Showcase<br>• Annual Cabaret Night<br>• Eisteddfod
COURSE REQUIREMENTS
Students are required to purchase the Creative Arts Academy uniform for Drama consisting of a black T Shirt and black ¾ tights (both with Creative Arts logo) or long black KSHS pants - available from the school's uniform supplier.
Students will be expected to sign a Creative Arts Academy contract and maintain an Excellent or Very Good standard for effort and behaviour across all of their subjects each semester.

FEES
A Creative Arts Academy subject fee applies (see Subject Selection Form) and must be paid in full upon selection of the subject.
This fee covers the cost of drama resources including: ICT Software and hardware upgrades, purchasing of play texts and costumes for performances, consumable items such as CDs and DVDs and access to industry experts and a range of performance opportunities and workshops.
INDIGENOUS ARTS (Year 9)

INTRODUCTION
Kirwan High has a proud tradition of valuing, respecting and celebrating its rich and diverse cultural community. Through the study of Indigenous 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 Indigenous 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. Indigenous Arts is underpinned by story-telling as a method to chronical and convey knowledge of the land, events and beliefs of the Indigenous people. In addition, Indigenous Arts builds self-awareness, intercultural understanding and empathy for others.

COURSE OUTLINE
Indigenous Arts is an elective subject that allows 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. The NAIDOC theme underpins the direction of both semester’s assessment.

Year 9

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Focus</th>
<th>Assessment</th>
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</thead>
</table>
| **The NAIDOC Week Theme** | • Identity  
• Indigenous Artists  
• Interpretation writing guide  
• Painting techniques  
• Portrait drawing and proportion. | • Appraisal Task – Interpretation of an Indigenous Artwork that reflects the theme.  
• Informed portrait painting.  
• Factorial explanation and reaffirmation |

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<thead>
<tr>
<th>Semester 2</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Turning Cultural knowledge into Art stories.** | • Examination of Dreamtime stories  
• Talking about protocols  
• Exploring printmaking techniques  
• Exploring Ceramic techniques.  
• Preparing for exhibition | • Lino print and portfolio  
• Clay form and portfolio  
• Artist Statement  
• Reflection of Annotated notes and images |

PREREQUISITES
Students must identify with Aboriginal and Torres Strait Islander birthright to enrol in this course. Much of the course requires students to research their own Indigenous identity connecting with Elders and Indigenous mentors. Students must have a growth mindset and be open to continuous learning in order to achieve their full potential in this course.

EXHIBITION OPPORTUNITIES
Built into the Cultural Arts course, are a number of opportunities for students to exhibit their work in a public forum. These opportunities may include:
- NAIDOC week celebrations
- The school social media page
- 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.

FEES – Included in Resource Scheme Fee ($300)
ABORIGINAL and TORRES STRAIT ISLANDER CULTURAL ARTS (Year 10)

INTRODUCTION
Aboriginal and Torres Strait Islander Cultural Arts at Kirwan State High School develops students' skills and knowledge required to develop an understanding of one's own cultural identity. Additionally, the course guides students to develop the basic art-making skills that underpin visual arts and craft practice. This training should also contribute to their general development and aesthetic education by supporting their capacity for creative work and their feelings for traditional, social, political and contemporary Indigenous Art.

COURSE OUTLINE
Year 10 is devoted to the research and study of Aboriginal and Torres Strait Islander art as it relates to culture that correlates with different regional, techniques and processes. Each term is shadowed with a particular theme and aligned with the study of diverse mediums and art styles. This thematic based course encourages students to think outside the square and is intended to prepare students for the Year 11 Certificate II in Aboriginal or Torres Strait Islander Industry Arts. Teachers work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. The two semester units which students study in Year 10 are:

<table>
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<tr>
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<tbody>
<tr>
<td>Semester 1 (Term 1 and 2)</td>
<td>The Spirit of NAIDOC&lt;br&gt;• Investigating and presenting features of Aboriginal or Torres Strait Islander Culture&lt;br&gt;• Developing Painting Skills</td>
<td>• Appraisal of two artworks studied in class.&lt;br&gt;• Portfolio of experiments and visual journal leading to one resolved work.</td>
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<td></td>
<td></td>
<td>• Applying developed painting skills to create a resolved artwork</td>
</tr>
<tr>
<td>Semester 2 (Term 3 and 4)</td>
<td>Clay Stories – Contemporary Indigenous Ceramics.&lt;br&gt;• Investigating and presenting features of Aboriginal or Torres Strait Islander Culture&lt;br&gt;• Develop Sculptural Skills</td>
<td>• Experimental air-dry clay tile series.&lt;br&gt;• Evidence of research and design process leading to one resolved work.</td>
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<td>• Applying developed clay building skills to create a resolved artwork&lt;br&gt;• Following ‘Method of Work’, students will produce a ceramic vessel inspired by Hermannsburg Pottery that will include a painting of 'country' and a totem or symbolic form to compliment the overall structure.</td>
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<tr>
<td></td>
<td></td>
<td>• Resolved clay artwork fired but hand painted in acrylic paint and glazed.&lt;br&gt;• Artist Statement about artwork.</td>
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</tbody>
</table>

COURSE REQUIREMENTS
This course is for students who identify as either Aboriginal and/or Torres Strait Islander. Students must demonstrate the desire to be immersed in the Creative Arts. Cultural Arts is a subject whereupon students must follow the teacher directed program and should be prepared to write and keep a progressive Visual Arts Journal. Most of all, students must be open to learning and be willing to have an enjoyable and creatively challenging year.

ASSESSMENT
This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture. Students will be assessed for MAKING (practical work) focusing on the criteria of Visual Literacy and Application and APPRAISING (written work). The assessment instruments include practical folios and written assignments. The visual arts journal is an assessment tool to monitor evidence of process and learning and reflection.

EXHIBITION OPPORTUNITIES
- The Kirwan High Art Gallery
- NAIDOC week assembly exhibition
- Reconciliation week parade exhibition
- Various Competitions locally and nationally
- North Queensland Indigenous Art Project

FEES - Included in Resource Scheme Fee ($300)
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. Instrumental Music is a key component to the Creative Arts Academy.

The Instrumental Music Program is offered in six areas:
- Woodwind
- Strings
- Brass
- Vocal
- Percussion
- Keyboard

When students reach a competent standard of playing they will be expected to participate in at least one of our Primary Ensembles and potentially one of our Secondary Ensembles.

<table>
<thead>
<tr>
<th>Primary Ensembles</th>
<th>Secondary Ensembles</th>
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<tbody>
<tr>
<td>Wind Symphony</td>
<td>Choir</td>
</tr>
<tr>
<td>Concert Band</td>
<td>Little Big Band</td>
</tr>
<tr>
<td>Enigma Orchestra</td>
<td>Stage Band</td>
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<tr>
<td>Vivace Orchestra</td>
<td>Percussion Ensemble</td>
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</tbody>
</table>

As this is a voluntary program, it is expected that all students involved in the program will show exemplary levels of effort, behaviour and attendance 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 Primary ensemble. A limited number of instruments are available from the school on a loan basis.
- Students are expected to rehearse at school as well as at home.
- Students will be required to purchase and wear the full concert dress uniform for performances and competitions.
- Students will be encouraged to become involved in concerts, workshops, competitions and tours throughout Australia and overseas.
- Students will be expected to maintain an A or B standard for effort and behaviour across all of their subjects each semester.

FEES
A Creative Arts Academy subject fee applies (see Subject Selection Form) and must be paid in full upon selection of the subject.

This fee allows the department to (sample selection only):
- Purchase new sheet music for ensembles and lessons
- Purchase new instruments
- Maintain current instrument fleet
- Provide transport to performance opportunities
- Enter into the local Eisteddfod
- Photocopy required music
- Access industry experts and participation in a range of performance opportunities and workshops.
Music

INTRODUCTION
Music is delivered as part of the Creative Arts Academy and focuses on students making music and developing their ability to think and express themselves in sound. Through immersion in a variety of music styles, students learn to aurally and visually analyse, interpret and manipulate the elements of music.

COURSE OUTLINE
In studying music, students develop their ability to perform, compose and interpret music through engaging with the musical elements of: Rhythm, Pitch, Dynamics and expression, Form and structure, Timbre and Texture.

<table>
<thead>
<tr>
<th>Year 9</th>
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</table>
| **Semester 1** *(Term 1 and 2)* | In this introductory unit to Junior Music, students will continue to develop basic interpretation, rehearsal and performance skills on the guitar, keyboard and classroom percussion instruments. Students will define, identify and analyse musical elements. They will also use combine their aural skills and knowledge of music terminology and symbols, to compose the verse and chorus of a song written in a style commonly heard and performed today. | • Perform a song on your chosen instrument  
• Write a performance statement  
• Compose a song in the style of music of today |
| **What we listen to!** | | |
| **Semester 2** *(Term 3 and 4)* | In this unit, students will aurally and visually analyse original and arranged repertoire to determine the use of musical elements and defining characteristics from differing musical styles. Students will use this knowledge to interpret, rehearse and perform original and arranged repertoire demonstrating their aural skills. Students will also use this knowledge to arrange a song or piece of music of their choice, demonstrating understanding of the new style, the musical elements, aural skills and music terminology and symbols. | • Perform an original song and an arrangement of the same song  
• Write a performance statement  
• Arrange a song of your choice into a new style |
| **Like a Version** | | |

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</table>
| **Semester 1** | In this unit, students will explore how two differing styles of music can be fused together to make a new and different style of music that has characteristics of both original styles. | • Create an integrated project that demonstrates your process and composition choices when composing a piece that fuses two styles of music together!  
• Perform a song that is fusion in style  
• Exam that analyses and evaluates how each style is represented in a fusion piece. |
| **Fusion** | | |
| **Semester 2** | In this unit, students will create their own personal musical style, based upon personal influences within their music career. | • Performance with performance statement-perform a song written by an artist that has influenced them musically.  
• Integrated Project-investigate an artist that has influenced them, determining how they use musical elements to create their own personal style. This will be used to influence student’s own personal style through a composition. |
| **Me, Myself and I** | | |
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 have achieved success in the Year 8 CAA program, Year 8 PAR program and/or are working towards a level of proficiency on an instrument or voice by receiving lessons.

Students will be expected to maintain an A or B standard for effort and behaviour across all of their subjects each semester as well as meet school attendance requirements.

PERFORMANCE/EXHIBITION OPPORTUNITIES
Students will regularly perform in their class for their peers as part of their course, however will also have opportunities to perform 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 Cultural Fest
- House Parades
- Annual Cabaret Night

FEES
A Creative Arts Academy subject fee applies (see Subject Selection Form) and must be paid in full upon selection of the subject.

This fee covers the cost of music resources including: ICT Software and hardware upgrades, purchasing of sheet music and backing tracks for performances, photocopying of resources, and access to industry experts and a range of performance opportunities and workshops.
ENGLISH DEPARTMENT

GLYNNIS DOBSON
HEAD OF DEPARTMENT

SUBJECTS:

- English
- Literature And Society
INTRODUCTION
In Year 9 and 10 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.

FEES - Included in Resource Scheme Fee ($300)
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 may include:-
- Modern Literature.
- Medieval Literature (including Chaucer).
- Elizabethan Literature (including Shakespeare).
- The Age of Enlightenment (including "Gulliver's Travels").
- The Romantics (including the poets Byron, Keats and Shelley).
- Victorian Literature (exploring Dickens/Wilde).
- Gothic Literature
- 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 that 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 8 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 tasks are completed under a range of conditions. Some assessment requires extensive reading and research.

Students are encouraged to seek feedback on drafts of their work from teachers, parents and peers.

FEES - Included in Resource Scheme Fee ($300)
SUBJECTS:

- Human Technologies
INTRODUCTION
The Human Technologies curriculum offers a perspective on human beliefs, conduct, practices and activity to students enrolled in the Global Leaders Academy in Year 9 and 10. The intention of the course is that students will understand how human development has been shaped by a range of historical and current technologies.

These technologies can be defined as sets of tools which humans use in their engagement with one another and the natural world. An understanding of these technologies, how and why people use them, and how they might change in the future will help students to make good choices when deciding whether, when and how to use them themselves.

This subject also provides a knowledge set that will support students to develop and apply their leadership in a global context. It provides students with a broad base of understanding about our changing and developing world, so that they might learn from the decisions of the past in order to be positive and effective leaders in the future.

Within the knowledge context described above, the subject provides a program of 21st Century Skill development, focusing on the areas of thinking, collaborating and communicating. Research has clearly identified these skills especially those in the area of creative and social intelligences, as being of high importance for both future employment and leadership.

COURSE OUTLINE
In Year 9, students begin to explore social constructs and concepts that develop norms and expectations. They explore how these influence perceptions and participation in society.

- Term 1. Technologies for Truth
- Term 2. Technologies for Trust
- Term 3. Technologies for Trade
- Term 4. Technologies for Collaboration and Advocacy [Project Based Approach]

In Year 10, students explore technologies with a focus on their own set of values, beliefs and interests. This culminates with learning projects where the students apply the technologies they have learned over the last three years to independent projects. Embedded within these units will be opportunities for students to investigate career education in preparation for Year 11.

- Term 1. Technologies for Advocacy
- Term 2. Technologies for Pleasure
- Term 3. Independent Learning: History
- Term 4. Independent Learning Science

ASSESSMENT
Students will complete both written and spoken assessment pieces across each year. Across the two years there will be a combination of individual and collaborative tasks. An emphasis on reflective thinking will underpin most tasks.

FEES - Included in Resource Scheme Fee ($300)
SUBJECTS:

- Health and Physical Education
- Sports Academy Programs:
  - AFL
  - Basketball
  - Football
  - General
  - Hockey
  - Netball
  - Rugby League (Boys & Girls)
  - Touch
HEALTH and PHYSICAL EDUCATION (Year 9)

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 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.

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

FEES - Included in Resource Scheme Fee ($300)
HEALTH and PHYSICAL EDUCATION (Year 10)

INTRODUCTION

Health & Physical Education is an ideal subject for students wishing to study Senior Physical Education and/or Health Education in Years 11 & 12. This subject will build a strong foundation of knowledge and skills for students wishing to gain entry into university or for those who would like to pursue a career in the Health Sciences, Sports Science or Physical Education Industry.

The study of Health & Physical Education will develop physically educated students with the knowledge, attitudes, values and skills needed to participate in health promotion. Students will develop thinking skills in the performance of physical activities as well as being able to make decisions and solve problems around a variety of health needs within society.

COURSE OUTLINE

Over two semesters students will engage in a combination of practical and theoretical lessons. This structure will closely mirror those of the senior subjects of Physical Education and Health Education.

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<thead>
<tr>
<th>TERM</th>
<th>Theory Components</th>
<th>Practical Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1, Term 1</td>
<td>World Health</td>
<td>European Handball</td>
</tr>
<tr>
<td>Semester 1, Term 2</td>
<td>Sport Psychology</td>
<td>Volleyball</td>
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<tr>
<td>Semester 2, Term 3</td>
<td>Training Principles</td>
<td>Athletics</td>
</tr>
<tr>
<td>Semester 2, Term 4</td>
<td>Body Image</td>
<td>Touch Football</td>
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</tbody>
</table>

COURSE REQUIREMENTS:

- Students selecting Health & Physical Education will be expected to participate fully in all practical and theoretical lessons.
- Students must demonstrate a commitment to develop knowledge, skills and understanding in a range of health related areas.
- Work outside class time (homework) is essential.

ASSESSMENT

Three major areas are focused on in assessing student performance:

- Acquiring knowledge and skills
- Applying knowledge, skills and strategies
- Evaluating and recommending strategies for improvement

This will take place in the form of:

1. Physical Performance of skills
2. Written/Oral Assessment – each term there will be one major written or oral assessment

FEES - Included in Resource Scheme Fee ($300)
**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 Year 9 and 10 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
- TOUCH FOOTBALL
- FOOTBALL (Soccer)
- HOCKEY
- BASKETBALL
- GENERAL
- NETBALL
- RUGBY LEAGUE (Boys & Girls)

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 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
- Movement fundamentals
- Public Speaking
- Mental Health
- Video Analysis / GPS devices
- Fitness testing
- Nutrition
- Community Service

The Sports Academy provides students with the most cutting edge and comprehensive programs and performance opportunities at local, state, national and international level.

**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 and maintain an A or B standard for effort and behaviour across all of their subjects each semester.

**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 training attire at all sessions.

**PRE-REQUISITES**

Students wanting to enrol in the Sports Academy will participate in a training/trial day 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**

A Sports Academy Subject Fee applies (See Subject Selection Form) and must be paid in full upon selection of the subject.
HUMANITIES AND LANGUAGES DEPARTMENT

TYNAN KROSBY
HEAD OF DEPARTMENT

SUBJECTS:

❖ CIVICS AND CITIZENSHIP
❖ GEOGRAPHY
❖ HISTORY
❖ FRENCH
❖ JAPANESE
CIVICS and CITIZENSHIP  
(COMBINED COURSE WITH GEOGRAPHY)

INTRODUCTION

A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy.

The Australian Curriculum: Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

The curriculum recognises that Australia is a secular nation with a multicultural, multi-faith society and a Christian heritage, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position and international obligations and the role of citizens today, both within Australian and in an interconnected world.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

A study of Civics and Citizenship in Years 9 and 10 enables students to develop sophisticated literacy skills and critical thinking skills. In Years 9 and 10, Civics and Citizenship is a preparatory course for Senior Humanities. Selecting this subject in Years 9 and 10 will lead to opportunities to study a Humanities subject in Year 11 & Year 12, including: Legal Studies, Ancient History, Modern History, Philosophy & Reason, and/or Geography.

COURSE OUTLINE

Civics and Citizenship is a combined elective with Geography. Students who select Civics and Citizenship will study a semester each of Civics and Citizenship, and a semester of Geography in Years 9 and 10.

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<thead>
<tr>
<th>TERM</th>
<th>TOPIC</th>
<th>ASSESSMENT TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1, Year 9</td>
<td>The Australian Government and the development of policy</td>
<td>• Examination – Combination Response</td>
</tr>
<tr>
<td>Term 2, Year 9</td>
<td>The influence in the media in shaping identities and attitudes to diversity</td>
<td>• Investigation – Inquiry Report</td>
</tr>
<tr>
<td>Term 1, Year 10</td>
<td>The Australian Government’s role and responsibilities at an international level</td>
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</tr>
<tr>
<td>Term 2, Year 10</td>
<td>Sustaining a resilient democracy and cohesive society</td>
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</tr>
</tbody>
</table>
COURSE REQUIREMENTS

Textbooks: A range of class sets of texts will be made available for student use in class. Access to the Internet and school library will be made available for student use in class time, when required.

Homework: Students will have regular homework tasks and assignments.

Excursions: Students are invited to participate in a range of co-curricular opportunities, as they become available.

Resources: Students must provide a single subject exercise book for class activities and homework, a display folder, and a manila folder for assessment.

ASSESSMENT

Students will submit assessment tasks that address the following assessment techniques: Examination – Combination Response, and Investigation – Inquiry Report.

FEES - Included in Resource Scheme Fee ($300)
INTRODUCTION

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time. The Australian Curriculum: Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

Geography helps students to be regional and global citizens capable of active and ethical participation.

A study of Geography in Years 9 and 10 enables students to develop sophisticated literacy skills and critical thinking skills. In Years 9 and 10, Geography is a preparatory course for Senior Humanities. Selecting this subject in Years 9 and 10 will lead to opportunities to study a Humanities subject in Year 11 & Year 12, including: Ancient History, Modern History, Philosophy & Reason, Geography and/or Legal Studies.

COURSE OUTLINE

Geography is a combined elective with Civics and Citizenship. Students who select Geography will study a semester each of Geography, and a semester of Civics and Citizenship in Years 9 and 10.

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<tr>
<th>TERM</th>
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<tbody>
<tr>
<td>Term 3, Year 9</td>
<td>Biomes and Food Security</td>
<td>• Examination – Combination Response</td>
</tr>
<tr>
<td>Term 4, Year 9</td>
<td>Geographies of Interconnections</td>
<td>• Investigation – Field Report</td>
</tr>
<tr>
<td>Term 3, Year 10</td>
<td>Environmental Change and Management</td>
<td></td>
</tr>
<tr>
<td>Term 4, Year 10</td>
<td>Geographies of Human Wellbeing</td>
<td></td>
</tr>
</tbody>
</table>

COURSE REQUIREMENTS

Textbooks: A range of class sets of texts will be made available for student use in class. Access to the Internet and school library will be made available for student use in class time, when required.

Homework: Students will have regular homework tasks and assignments.

Excursions: Students will be required to attend one excursion for Geography per year, so that they can successfully complete their field report for assessment purposes.

Resources: Students must provide a single subject exercise book for class activities and homework, a display folder, and a manila folder for assessment.

ASSESSMENT

Students will submit assessment tasks that address the following assessment techniques: Examination – Combination Response, and Investigation – Field Report.

FEES - Included in Resource Scheme Fee ($300)
INTRODUCTION
All students in Years 9 and 10 study History as a core subject that is aligned with the Australian Curriculum.

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.

COURSE OUTLINE
Geography is a combined elective with Civics and Citizenship. Students who select Geography will study a semester each of Geography, and a semester of Civics and Citizenship in Years 9 and 10.

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<tr>
<th>TERM</th>
<th>TOPIC</th>
<th>ASSESSMENT TYPES</th>
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<tbody>
<tr>
<td>Term 1, Year 9</td>
<td>The Industrial Revolution</td>
<td>• Examination – Extended Response to Historical Sources</td>
</tr>
<tr>
<td>Term 2, Year 9</td>
<td>China and the World</td>
<td>• Examination – Short Responses to Historical Sources</td>
</tr>
<tr>
<td>Term 3, Year 9</td>
<td>Making a Nation</td>
<td>• Investigation – Independent Source Investigation</td>
</tr>
<tr>
<td>Term 4, Year 9</td>
<td>World War I</td>
<td>• Investigation – Historical Essay based on Historical Sources</td>
</tr>
<tr>
<td>Term 1, Year 10</td>
<td>World War II – The Causes and Significance</td>
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<tr>
<td>Term 2, Year 10</td>
<td>World War II – The Course and Events</td>
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<tr>
<td>Term 3, Year 10</td>
<td>Migration Experiences</td>
<td></td>
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<tr>
<td>Term 4, Year 10</td>
<td>Rights and Freedoms</td>
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</tbody>
</table>

COURSE REQUIREMENTS
Textbooks: A range of class sets of texts will be made available for student use in class. Access to the Internet and school library will be made available for student use in class time, when required.

Homework: Students will have regular homework tasks and assignments.

Excursions: Students are invited to participate in a range of co-curricular opportunities, as they become available

Resources: Students must provide a single subject exercise book for class activities and homework, a display folder, and a manila folder for assessment.

ASSESSMENT
Students will submit assessment tasks that address the following assessment techniques: Examination - Extended Response to Historical Sources, Examination – Short Responses to Historical Sources, Investigation – Independent Source Investigation, Investigation – Historical Essay based on Historical Sources.

FEES - Included in Resource Scheme Fee ($300)
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.

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<tr>
<th>TERM</th>
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<th>ASSESSMENT TYPES</th>
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<tbody>
<tr>
<td>Term 1, Year 9</td>
<td>Maintenant Je Connais Mon ABC School Life</td>
<td>Examination – Short Response</td>
</tr>
<tr>
<td>Term 2, Year 9</td>
<td>Pointe de la Mode Fashion</td>
<td>Examination – Combination Response</td>
</tr>
<tr>
<td>Term 3, Year 9</td>
<td>La Bougette Travel</td>
<td>Assignment – Extended Response</td>
</tr>
<tr>
<td>Term 4, Year 9</td>
<td>Il Était une Fois Fairy Tales and Fables</td>
<td></td>
</tr>
<tr>
<td>Term 1, Year 10</td>
<td>Ma Vie Teenage Life</td>
<td></td>
</tr>
<tr>
<td>Term 2, Year 10</td>
<td>J’ai une Main Verte Environmental Campaigns</td>
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<tr>
<td>Term 3, Year 10</td>
<td>Tout Sur ... Media</td>
<td></td>
</tr>
<tr>
<td>Term 4, Year 10</td>
<td>Chez le Médecin Health Issues</td>
<td></td>
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</tbody>
</table>
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 15 minutes daily on top of regular homework in order to improve retention and of new vocabulary and sentence structures.

Excursions: Students may be offered cultural excursions to restaurants and French immersion days. The costs for these events 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.

FEES - Included in Resource Scheme Fee ($300)
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 understanding
- 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
- extends and refines intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

COURSE OUTLINE

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

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<tr>
<th>TERM</th>
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<th>ASSESSMENT TYPES</th>
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</thead>
<tbody>
<tr>
<td>Term 1, Year 9</td>
<td>School Life</td>
<td>• Based on the four macro skills of language (reading, writing, speaking and listening) which may include:</td>
</tr>
<tr>
<td>Term 2, Year 9</td>
<td>Where are you going? (Direction and Travel)</td>
<td>- Group tasks</td>
</tr>
<tr>
<td>Term 3, Year 9</td>
<td>Technology</td>
<td>- Combination response exams</td>
</tr>
<tr>
<td>Term 4, Year 9</td>
<td>Fashion</td>
<td>- Presentations</td>
</tr>
<tr>
<td>Term 1, Year 10</td>
<td>What’s Cool? (Anime and Manga)</td>
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<tr>
<td>Term 2, Year 10</td>
<td>TV and Entertainment</td>
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</tr>
<tr>
<td>Term 3, Year 10</td>
<td>When I Grow Up (Future Aspirations)</td>
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<tr>
<td>Term 4, Year 10</td>
<td>Around the World (Social Issues)</td>
<td></td>
</tr>
</tbody>
</table>
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: Japanese students are offered cultural excursions and Japanese Immersion Days each year, and Year 10 students participate in our Skype sessions with our sister school in Japan. 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.

FEES - Included in Resource Scheme Fee ($300)
INFORMATION TECHNOLOGIES DEPARTMENT

TIM VILLALBA
HEAD OF DEPARTMENT

SUBJECT

❖ DIGITAL TECHNOLOGIES
DIGITAL TECHNOLOGIES

INTRODUCTION
The technology of the 21st century is rapidly evolving. Digital Technologies is designed to give students opportunities to analyse, problem solve, investigate, design, communicate and produce using the EDGER project development cycle (Explore, Develop, Generate, Evaluate and Reflect) 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:-
- Animation
- Programming
- Web Design
- Hardware
- Information Systems
- Arduino prototyping boards

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Content Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>• Programming – Visual Basic</td>
</tr>
<tr>
<td></td>
<td>• Hardware, software, networks</td>
</tr>
<tr>
<td>Semester 2</td>
<td>• Animation</td>
</tr>
<tr>
<td></td>
<td>• Programming - HTML and Javascript</td>
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<td></td>
<td>• Arduinos</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Content Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>• Programming – SQL and Information System</td>
</tr>
<tr>
<td></td>
<td>• Programming – User interfaces and programming elements</td>
</tr>
<tr>
<td>Semester 2</td>
<td>• Multimedia</td>
</tr>
<tr>
<td></td>
<td>• Arduinos</td>
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<tr>
<td></td>
<td>• Entrepreneurs of Tomorrow Project</td>
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</tbody>
</table>

PREREQUISITES
There are no specific pre-requisites; however, a ‘C’ in English in Year 8 is recommended.

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

Materials:
A computer at home is an advantage. However computers in the Future Centre are available to Digital Technologies 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 EDGER project development cycle to present their solutions and to demonstrate what they have learnt from the process.

Assessment is purposeful and systematic. It collects evidence of the students learning outcomes throughout the year. Assessment information is used to monitor students’ progress and to inform students, parents, carers and the school of their progress. The types of assessment tasks used will include:-
- Supervised written tests;
- Product development;

POSSIBLE CAREER PATHWAYS
Engineering, Automation and Robotics Developer, Multi Media Development, Network Administration, Graphic Designing, IT Technical Support, Website Development, Systems Administration, Systems Developer and Database Analyst.

FEES - Included in Resource Scheme Fee ($300)
MATHEMATICS DEPARTMENT

NIGEL MARTIN
HEAD OF DEPARTMENT

SUBJECT

- Mathematics
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 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 OUTLINES

Year 9
All students will study the same content strands under the Australian Curriculum:

Number and Algebra - describing the relationship between graphs and equations; simplifying a range of algebraic expressions; applying the index laws to expressions with integer indices, expressing numbers in scientific notation; developing familiarity with calculations involving the Cartesian plane and sketching linear graphs.

Statistics and Probability - listing outcomes for experiments; explaining the use of relative frequencies to estimate probabilities; collecting data from secondary sources to investigate an issue; evaluating media reports and using statistical knowledge to clarify situations.

Measurement and Geometry - calculating areas of shapes and surface areas of prisms; developing and understanding the trigonometric ratios for right-angle triangles and solving problems involving right-angle trigonometry; formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures.

Year 10
Two courses of study are offered within Mathematics in year 10 – Year 10 Mathematics and Year 10 Mathematics PLUS.

Year 10 Mathematics is based on the content strands of the Australian Curriculum: Number and Algebra, Statistics and Probability, Measurement and Geometry.

Year 10 Mathematics PLUS is based on these content strands but also includes some of the content descriptors from the Year 10A Australian curriculum.

YEAR 10 MATHEMATICS COURSE OUTLINE

The focus of this course is on not only developing skills but also developing the capacity within all students to identify that mathematics can assist to solve a variety of problems and with providing the capacity for students to use a range of mathematical techniques to solve these problems.

Content will include: investigating patterns and working numerically, using algebraic processes, financial awareness and the ability to compare financial opportunities and make informed decisions, identifying and using appropriate rules to solve measurement and construction problems, determining and analysing statistics and assigning and determining probabilities of events and developing logical thinking processes through geometrical rules. This content aligns with the Year 10 Australian Curriculum.

Students completing this course successfully will be well prepared to continue their senior mathematics study in the subjects “Essential Mathematics” or “General Mathematics” in years 11/12.
YEARS 10 MATHEMATICS PLUS COURSE OUTLINE

The focus of this course is on providing students with the background knowledge and understanding of the areas of mathematics that students will require to continue their study at a tertiary level in specialised mathematics and science courses. Students will develop and use a variety of algebraic techniques to solve problems, while continuing to develop and use numeracy skills.

Content: identifying and using appropriate rules (including trigonometry ratios and Pythagoras's theorem) to solve measurement and construction problems, index laws, expanding and factorising algebraic expressions, investigating and solving linear and quadratic equations and the applications of these functions, assigning and determining probabilities of events, financial awareness and the ability to compare financial opportunities and make informed decisions, function notation and the investigation of non-linear functions. These content areas are drawn from both the year 10 & 10A Australian Curriculum.

Students completing this course successfully will be well prepared to continue their senior mathematics study in the subjects "Mathematics Methods" and "Specialist Mathematics" in years 11/12.

COURSE REQUIREMENTS

Homework is an integral part of every Mathematics course. Students need time outside of the classroom to develop an understanding of concepts and to practice techniques. To assist students, the Mathematics Department offers homework/tutoring sessions on Tuesday to Friday afternoons from 3.00pm to 4.00pm in the Mathematics Block. Students should also spend at least 20 minutes each night on:

- Set homework;
- Revision of previous work;
- Problem solving and modelling tasks (Assignments) (when applicable);

Class sets of texts are provided under the school’s Resources Scheme;

Equipment – refer to stationery list supplied by the school;

Calculators:
- 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 Mathematical Methods in Year 11. Students who are intending to follow this study path may consider purchasing a graphics calculator in Year 9/10 so that this aid to learning is fully utilised over 3/4 years rather than just Years 11/12. (Please contact the Maths HOD for more information on this option)

ASSESSMENT

Assessment in years 9 and 10 is based on the Australian Curriculum reporting standards and involves the proficiencies – Understanding, Fluency, Problem solving and Reasoning. Summative Assessment in Mathematics includes a combination of written examinations and problem solving and modelling tasks (PSMT). Students will also complete formative assessment involving in-class activities, homework tasks, investigations and projects, and practice examinations, both in class time and using students’ own time. Students’ daily academic notebook is an important element in the learning process, and will be reviewed by teachers on a regular basis and will also contribute to the final achievement level.

FEES - Included in Resource Scheme Fee ($300)
SUBJECTS:

- Science – Australian Curriculum
- Science Research and Technology– STEM Extension
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 and engaging in exciting experimental inquiry. 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 Year 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.

Year 9

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>Unit 1: My Life in Balance (Biology)</td>
<td>Unit 3: Energy on the Move (Physics)</td>
</tr>
<tr>
<td>Unit 2: Chemistry it's fundamental (Chemistry)</td>
<td>Unit 4: Changing Earth (Earth Science)</td>
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Year 10

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<td>Unit 1: Inheritance &amp; Evolution (Biology)</td>
<td>Unit 3: Moving Matter (Physics)</td>
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<td>Unit 2: Creating Our Future (Chemistry)</td>
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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".

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 exams
- Student Experiments
- Research Investigations
- Data Tests

FEES - Included in Resource Scheme Fee ($300)
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 for Year 9 and Year 10. The course emphasises the development of scientific process skills and students who undertake the course benefit significantly in year 11 and 12.

COURSE OUTLINE

Year 9

| Bridge Engineering | 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. The opportunity exists for students to construct components using our new 3D printing capability. |
| Forensic Investigation | “Who dunnit?” Behind any forensic investigation is a vast body of meticulously collected evidence. Theories are developed and tested, and based upon the forensic evidence, charges are ultimately laid in a court of law. In this unit, students will have the opportunity to apply forensic techniques and investigative processes to solve a murder mystery. |
| CSIRO Bronze CREST AWARD | 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. |
| Organic Chemistry | Carbon has the ability to form a huge range of different compounds. These compounds include petrol, DNA, Aspirin and Carbon Dioxide. Organic Chemistry is the chemistry of carbon compounds and is an important part of understanding the modern world. In this unit, students will have the opportunity to conduct a variety of experiment. |

Year 10

| Neuroscience | Inside our heads, weighing about 1.5 kg, is an astonishing living organ consisting of billions of tiny cells. It enables us to sense the world around us, to think and to talk. The human brain is the most complex organ of the body, and arguably the most complex thing on earth. Students will compete in the State Brain Bee competition at the end of the unit. |
| Analytical Chemistry | Analytical chemistry studies and uses instruments and methods to separate, identify and quantify matter. From mining to pharmaceuticals, detergents to marine ecosystems, analytical chemistry enables society to manipulate materials for human use. Students will learn the concepts that underpin chemical bonding and chemical reactions. They will explore how quantitative analysis determines numerical concentrations and volumes. In so doing, students will acquire some of the fundamental analytical skills that underpin the senior Chemistry syllabus. |
| Thermodynamics | Thermodynamics is the branch of physics that deals with the relationship between heat and other forms of energy. How can an igloo made from ice keep you so warm? Why does water boil on top of Mt Everest at 70 °C not 100 degrees C? Students will learn some of the key concepts for senior Physics through a process of experimentation °C. |
| Biochemistry | Biotechnology can be thought of as the biological study of plants, animals and bacteria that are used in technology. This includes agriculture, production of foods and medicine, cleaning the environment and creating renewable energy sources. DNA manipulation techniques are being applied in many of these settings to take science further than ever imaginable. Students will be exposed to biotechnology techniques and biochemical concepts that underpin the senior Biology syllabus. |
PREREQUISITES
Science, Research and Technology is an extension subject. Students gain entry to this course by application. They must have achieved at least a ‘B’ Achievement in Science Year 8 and maintain this during Year 9 and 10. Each student’s effort and behaviour will also be considered as part of the application process as will their English and Mathematical achievements. 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.

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, code)
- Student experiment
- Research investigations
- Manipulative skills
- Written exams

FEES - Included in Resource Scheme Fee ($300)