Year 9 & 10

Curriculum Guide

Clontarf Beach State High School
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Our curriculum structures are geared towards your child’s future success. We aim to enable your child to engage in a course of study which has both a strong academic core and electives of their choice.

Our student pathways

At the core of Clontarf Beach State High School is the student pathways program. The student pathways program allows Year 7, 8 and 9 students to discover a range of pathways, while Year 10 students make informed decisions about their career pathways, and finally Year 11 and 12 students pursue their chosen career pathway.

The major student pathways are:
- University pathway
- TAFE / Training pathway
- Apprenticeship / Traineeship pathway
- Fulltime work pathway

Each pathway is fully supported by our teaching staff, curriculum and resources to give your child the best possible outcome.

Year 9

Clontarf Beach SHS provides opportunities for students to pursue individual pathways of excellence while ensuring that options are available for students to achieve success across the curriculum.

In Year 9 students may choose subjects that complement their strengths and interests. Students will continue learning in key learning areas and are offered a range of electives. They will study English, Maths, Science, Humanities, HPE and Economics & Business and one elective of their own choice based on their strengths, interests and talents. Refer to the form at the back of this booklet for available elective choices.

Year 10

In Year 10 students will study English, Maths, Science, Humanities & Certificate II in Skills for Work and Vocational Pathways as compulsory subject plus 2 electives. Refer to the form at the back of this booklet for available elective choices. The Year 10 program is designed to allow students to consolidate their learning from Year 9 and introduce them to the range of subjects on offer in the Senior years of study. This will assist students in making more suitable subject choices during their SET Planning process in term 3.

Our curriculum is designed to encourage students to engage in deep and rigorous learning and prepare them for their chosen pathway.
CHOOSING WHAT TO STUDY IN YEARS 9 AND 10.

Some of the most important decisions you make at school are choosing subjects to take in Years 8, 9 and 10, later leading to your selection of a course of study in Years 11 and 12. These decisions are important since they may directly affect your success at school and how you feel about school. They may also impact on your career plans when you leave school.

OVERALL PLAN
As an overall plan, it is suggested that you choose subjects which:
• you enjoy
• you have enjoyed some success in
• will help you achieve your chosen career goals or keep your career options open
• will develop skills, knowledge and attitudes useful throughout your life.

If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate for you and that you will enjoy.

GUIDELINES
Keep your options open
At the moment you may not know exactly what you want to do when you finish school. This is normal at this stage of your life and means that it’s important for you to explore many options.

It is wise to keep your options open. This means choosing a selection of subjects that makes it possible for you to continue exploring your career options before making more specific decisions in the future.

Our school require that your study program include the following subject areas:
• English
• Mathematics
• Science
• Humanities
• HPE (Year 9)

These study areas provide excellent foundation skills for both your future career and your life. In addition, you will be able to choose from a range of electives that are designed to develop your interests and practical skills.

Think about career options
It is helpful to have some ideas about possible career choices, even though these ideas may change when you learn more about yourself and the world of work.

Clontarf Beach SHS runs a program to help you with career exploration – Certificate II in Skills for Work and Vocational Pathways. You can also talk to your guidance officer or career adviser and check the following sources of information on careers:

• myfuture – national career information service at http://www.myfuture.edu.au
• Career Information Service at https://studentconnect.qcaa.qld.edu.au
• other career information such as brochures from industry groups which show the various pathways to jobs in these industries
• Google the industry you’re interested in on the Internet to find current information
• employers and other people who are working in the job you’re interested in.

After checking through this information, it is likely that you will come up with a list of prerequisite subjects needed for courses and occupations that interest you. If you are still unsure, check with your guidance officer or career adviser.
Find out about the subjects or units of study offered by your school

It is important to find out as much as possible about the subjects offered at your school. The following ideas will help:
• read the subject descriptions provided by your school
• talk to the heads of department and subject teachers at your school
• look at textbooks and resources used by students in the subjects
• talk to students who are already studying the subjects
• listen carefully at class talks and subject selection nights.

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how it is taught and assessed. For example:
• does the subject mainly involve learning from a textbook?
• are there any field trips, practical work, or experiments?
• how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Your choice of subjects may affect your choice of a study program in Years 11 and 12. For example:
• it will be difficult in the future to take Mathematics B and C without a strong background in Years 8, 9 and 10 Mathematics
• Chemistry and Physics will be more manageable if good results are obtained in Years 8, 9 and 10 Mathematics and Science
• Music and languages in the Senior years almost always require previous study in Years 8, 9 and 10
• successful achievement in pre-requisite subjects in Year 10 may be required to enrol in particular Year 11 and 12 subjects first time in Year 11, although it is useful (but not essential) to have taken related studies in Years 8, 9 and 10.

Make a decision about a combination of subjects or units that suit you

You are an individual, and your particular study needs and requirements may be quite different from those of other students.

This means that it is unwise to either take or avoid a subject because:
• someone told you that you will like or dislike it
• your friends are or are not taking it
• you like or dislike the teacher
• you have heard that “all the boys or girls take that subject or unit”.

Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort.
Also, if your career choices require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help

If you need more help, then ask for it. Talk to your parents, teachers, guidance officer or careers adviser.
Make use of the school subject selection program. Look at the resources suggested in this handout. You’ll feel much more confident about your selection of a study program.
PREREQUISITES FOR SENIOR CURRICULUM SUBJECTS

AUTHORITY SUBJECTS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Recommended Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANCIENT HISTORY</td>
<td>A “B” standard in Year 10 History and English is recommended.</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>A “B” standard in Yr10 Science or a “C” standard in Yr10 Extension Science. Students must also study OP English.</td>
</tr>
<tr>
<td>BUSINESS MANAGEMENT</td>
<td>A ‘B’ standard in Year 10 English is recommended as analytical work is a major component of written tasks. Junior Economics &amp; Business subjects would be an advantage, but are not required.</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>An “A” standard in Yr10 Science or a “B” standard in Yr10 Extension Science. Students must be enrolled in Maths B or A (Maths B is preferred).</td>
</tr>
<tr>
<td>DANCE</td>
<td>Junior Dance experience is extremely helpful but not necessary. A ‘B’ standard in Year 10 English is highly recommended as theory tasks demand competence in analytical and written ability.</td>
</tr>
<tr>
<td>DRAMA</td>
<td>A ‘B’ standard in Year 10 English is recommended as analytical work is a major component of written tasks. Junior Drama would be an advantage, but is not absolutely necessary.</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>A ‘B’ standard in Year 10 English is recommended as analytical work is a major component of written tasks. Junior Economics &amp; Business subjects would be an advantage, but are not required.</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>Minimum requirement – “B” standard in the Yr10 Core English course.</td>
</tr>
<tr>
<td>FRENCH</td>
<td>It is recommended that students starting the Senior Course should have achieved at least a “B” standard in Yr10 French.</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>A “B” standard in Year 10 History and English is recommended.</td>
</tr>
<tr>
<td>GRAPHICS</td>
<td>Graphics Year 9 &amp; 10. “B” standard in graphics or ITD</td>
</tr>
<tr>
<td>HOSPITALITY STUDIES</td>
<td>Recommended ‘B’ in Year 10 English and Home Economics</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY</td>
<td>Recommended pass in Year 10 English and Mathematics.</td>
</tr>
<tr>
<td>SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>LEGAL STUDIES</td>
<td>A “B” standard in Year 10 History and English is recommended.</td>
</tr>
<tr>
<td>MARINE SCIENCE</td>
<td>A “B” standard in Yr10 Science or a “C” standard in Yr10 Extension Science. Students must be able to swim 100 metres.</td>
</tr>
<tr>
<td>MATHEMATICS A</td>
<td>Minimum requirement – “C” standard in the Yr10 Core Mathematics course.</td>
</tr>
<tr>
<td>(ACARA General Mathematics)</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS B</td>
<td>Minimum requirement- “C” standard in Year 10 Extension Mathematics course.</td>
</tr>
<tr>
<td>(ACARA Mathematical Methods)</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS C</td>
<td>Minimum requirement – “B” in Year 10 Extension Mathematics course and students must also choose Mathematics B as part of their senior subjects.</td>
</tr>
<tr>
<td>(ACARA Specialist Mathematics)</td>
<td></td>
</tr>
<tr>
<td>MODERN HISTORY</td>
<td>A “B” standard in Year 10 History and English is recommended.</td>
</tr>
</tbody>
</table>
### AUTHORITY SUBJECTS continued

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSIC</strong></td>
<td>A ‘B’ standard in Year 10 Music is highly desirable but not absolutely necessary. An ability to read music is extremely helpful. Students should be currently learning to play an instrument / have good vocal skills or be willing to participate in further development of performance ability.</td>
</tr>
<tr>
<td><strong>MUSIC EXTENSION</strong></td>
<td>Successful study of Year 11 Music and also be enrolled to study Year 12 Music. Students with identified ability in Music will be highly recommended for study of this course. Prior to enrolment, students have an interview with the Head of Department (Creative Industries) and Music Extension classroom Teacher.</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>A ‘B’ standard in Yr10 HPE/HPS/HPR/HPN. Students should be keen to participate in a variety of sports and be able to attend early starts (7am) when necessary</td>
</tr>
<tr>
<td><strong>PHYSICS</strong></td>
<td>Students must achieve an “A” standard in Yr10 Science or a “B” standard in Extension Science. Students must also study Mathematics B. Maths C is highly recommended.</td>
</tr>
<tr>
<td><strong>VISUAL ART</strong></td>
<td>A ‘B’ standard in Yr10 Art would be beneficial.</td>
</tr>
</tbody>
</table>

### AUTHORITY REGISTERED SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AQUATIC PRACTICES</strong></td>
<td>A “C” standard in Year 10 Science is a minimum requirement. Students must be able to swim 100 metres.</td>
</tr>
<tr>
<td><strong>DANCE IN PRACTICE</strong></td>
<td>None, but a significant advantage if students already have reasonable movement awareness and co-ordination and a keen interest in Dance.</td>
</tr>
<tr>
<td><strong>DRAMA IN PRACTICE</strong></td>
<td>Students are required to have a knowledge of drama and of course have a keen interest in all aspects of drama.</td>
</tr>
<tr>
<td><strong>EARLY CHILDHOOD STUDIES</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ENGINEERING SKILLS</strong></td>
<td>Students must have achieved at least a ‘C’ rating in IDT in Year 10.</td>
</tr>
<tr>
<td><strong>ENGLISH COMMUNICATION</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>FURNISHING SKILLS</strong></td>
<td>Students must have achieved at least a ‘C’ rating in IDT in Year 10.</td>
</tr>
<tr>
<td><strong>HOSPITALITY PRACTICES</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>MUSIC IN PRACTICE</strong></td>
<td>It will be a significant advantage if students already have reasonable performance skills (eg. on an instrument/voice/electronic devices) for the Music Performance component. If not, they should display interest in improving their ability in these areas.</td>
</tr>
<tr>
<td><strong>PREVOCATIONAL MATHEMATICS (ACARA Essential Mathematics)</strong></td>
<td>‘C’ Standard in any Year 10 Mathematics</td>
</tr>
<tr>
<td><strong>RECREATION</strong></td>
<td>Minimum of a ‘C’ in year 10 HPE/HPS/HPR/HPN</td>
</tr>
<tr>
<td><strong>SCIENCE IN PRACTICE</strong></td>
<td>A “C” standard in Year 10 Science is a minimum requirement.</td>
</tr>
<tr>
<td><strong>SOCIAL AND COMMUNITY STUDIES</strong></td>
<td>Minimum of a “C” in a Year 10 History and English</td>
</tr>
<tr>
<td><strong>TOURISM</strong></td>
<td>Minimum of a “C” in a Year 10 History and English</td>
</tr>
<tr>
<td><strong>VISUAL ARTS IN PRACTICE</strong></td>
<td>None, except for a keen interest in Art. Minimum of Yr10 Art would be beneficial.</td>
</tr>
</tbody>
</table>

### VET CERTIFICATE COURSES

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>Certificate II in Business – BSB20115</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate II in Information, Digital Media &amp; Technology – ICT20115</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td>A minimum of a ‘C’ in Year 10 HPE/HPN/HPR/HPS and an interest in the Sport &amp; Fitness Industry as well as approval by a qualified PE teacher.</td>
</tr>
</tbody>
</table>
**ENGLISH**

The English curriculum provides opportunities for students to learn about language and to use it in a variety of contexts. Students individually and collaboratively interpret and construct texts by understanding and manipulating language elements and subject matter to position their audience. They reflect on their own and others’ language choices to achieve particular purposes.

Different pathways are offered to students depending on their needs. These pathways are:

- **Core English**
- **Extension English**
- **English Essentials**

Decisions about the appropriate pathways for students are made by teachers in consultation with parents.

In Year 9 and 10 the Course broadens its focus progressively from a personal focus to a wider societal, national and international focus. Initially the course focuses on teenage identity. By the end of Year 10, the students have had the opportunity to engage with texts at a deep level, deconstructing teenage identity and identifying and evaluating the elements of construction that help to shape it. Students become increasingly aware of the world around them, and the images and messages influencing them.

Students study a variety of units in alignment with the Australian Curriculum, covering genres and texts including: media, poetry, novels, short stories, popular culture and plays within a variety of contexts.

All Year 10 English courses have links to either Senior English or English Communication. Extension English is an introduction to Senior English, Core English in Semester Two is an introduction to Senior English and English Essentials in Semester Two is an introduction to English Communication.

**MATHEMATICS**

Mathematics is a way of thinking, reasoning and working that is used to develop solutions to abstract and practical problems. The course, based on the Australian Curriculum, is designed to enhance student knowledge and understanding of mathematical concepts by developing fluency in processes and proficient reasoning skills. The mathematical content strands include number and algebra, measurement and geometry and statistics and probability.

**Year 9:**

Students will learn to understand, and become fluent in, mathematical concepts across three content strands: number and algebra, measurement and geometry, and statistics and probability. They will then apply this knowledge to solve problems and mathematically reason/justify the solutions. Year 9 students will study either Essential, Core or Extension Mathematics, based on their demonstration of abilities in Year 8.

**Year 10:**

Students will be exposed to a wide variety of mathematical concepts, depending on the level studied, which will prepare them for the senior mathematics curriculum. Year 10 students will study either Essential, Core or Extension Mathematics, based on their demonstration of abilities in Year 9. It is important to be aware of the senior Mathematics pathways and prerequisites as the standard of Mathematics studied in Year 10 can restrict future options.

**SCIENCE**

In science, students use their scientific knowledge, curiosity and intuition to test and confirm their understanding, and to investigate the world. The study of science is a way of thinking about, working with and applying scientific knowledge to make responsible and informed decisions about real world issues.

Science is compulsory for all Yr 9 & 10 students. The Yr 9 & 10 Science course covers aspects of Physics, Chemistry, Biology and Marine Science. In Yr 9 & 10 the study of Science is offered to students via two pathways:

- **Core Science**
- **Extension Science**

**NB:** Students are allocated a Year 9 & 10 science pathway according to their results in the previous semester. Extension Science is designed for students who show a high aptitude and keen interest in science.
HUMANITIES

Year 9 – History (Compulsory subject - 1 semester)
The year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This includes the period of industrialisation, rapid changes in the ways people lived and an era of nationalism and colonisation of Australia and World War I. This study will promote the understanding of societies, events, movements and developments that have shaped humanity from the earliest times.

Year 9 – Humanities (Compulsory subject - 1 semester)
This course of study will introduce students to the study of civics and citizenships that provides students with opportunities to investigate political and legal systems and explore the nature of diversity and identity in contemporary society. As well as this students will be introduced to the study of geography through human and natural characteristics of places and the interactions between them. This will enable them to be active and informed citizens, question and understand the characteristics of the places that make up our world.

Year 10 – History (Compulsory subject - 1 semester)
History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. The year 10 history curriculum will identify important features of the period 1918 and to the present, with a focus on World War II, Rights and Freedoms and Popular Culture. The content focuses and promotes the understanding of societies, events, movements and developments that have shaped humanity from the earliest times. This course also prepares and aligns students with the necessary skills for senior schooling in the Humanities area.

BUSINESS and IT

Year 9 Economics & Business – 1 term only - compulsory
All year 9 students will participate in an Economics and Business subject focusing on financial literacy. Students will learn the basics of financial literacy and explain why and how people manage financial risks and rewards in the current Australian landscape. This subject will also examine the roles and responsibilities of participants in the changing Australian workplace. Students compare products to establish competitive advantage.

Year 10 Economics & Business – Elective – Semester 1
Year 10 Economics and Business is a semester long unit that uses a sophisticated computer model of a company operating in a virtual market place to help students understand the complexities of businesses and the economy in which they operate. The class will be completing a hospitality simulation that will involve students taking over and managing a large hotel. Students will be working both in a team and individually to make decisions that will impact upon the performance of the hotel and then analysing the results, while competing against the other hotel teams in the class. This is an exciting and engaging practical course that in addition to the simulation aspect involves creating a video advertisement, preparing a company report, delivering a presentation to investors and operating a trade display to highlight your value proposition to potential clients.

Year 10 Economics & Business – Elective – Semester 2
Students who select semester 2 Economics & Business will extend their knowledge and skills with Microsoft Word and PowerPoint to an advanced level. Document display and referencing is a key focus of this semester. Students will learn how to use and maintain a variety of business equipment in a safe manner to enhance documents. Touch typing, display techniques and accuracy is developed over the course of the semester.

Year 10 Digital Technology – Elective – Semester 1
This subject will focus on digital media. Students will spend one term developing their skills with digital photography utilising green screen techniques. The other term students will explore video editing and animation. Both topics will include social and ethical use of digital media, capturing techniques and editing.

Year 10 Digital Technology – Elective – Semester 2
Students who wish to explore the world of 3D can immerse themselves in a term of 3D modelling and 3D printing. Students will design, develop and print a new game character. They will then spend a term focusing on merchandising and packaging which utilises digital photography and graphic design to produce marketing material to promote the new game character.
Certificate II in Skills for Work and Vocational Pathways – FSK20113

Year 10 – 1 term – compulsory
All year 10 students will participate in a Careers program during one term. This is a nationally recognised qualification which provides 4 points towards QCE. Students will complete competencies dealing with work safety, communication, use digital technology and apply basic calculations to work situations. This certificate leads into SETP planning.

HEALTH AND PHYSICAL EDUCATION

HPE – Health and Physical Education
Year 9 (Compulsory)
Health and Physical Education is a comprehensive and practical subject which meets the needs of individual communities and the students living in them. This subject is run for THREE terms. Students undertaking HPE will participate in theoretical (one lesson per week) and practical components (two lessons per week) of the course. Students will learn a variety of team and individual pursuits including touch football, volleyball, athletics, fitness testing, soccer, basketball and speedball activities. They will engage in interactive lessons about Physical Activity in the Community, Health (physical, emotional, mental and social) as well as Sexually Transmitted Infections. HPE is a fantastic subject for students as it builds friendships, confidence and healthy lifestyles. Students also attend a camp which is extremely beneficial to completing assessment as well as enhancing their understanding of the subject. The camp costs approximately $280.

Year 10 (Elective)
Health and Physical Education is a comprehensive and practical subject which meets the needs of individual communities and the students living in them. Students undertaking this subject will participate in theoretical (one lesson per week) and practical components (two lessons per week) of the course. Students will learn a variety of team and individual pursuits including badminton, lacrosse, dance, European handball, water polo and more. They will engage in interactive lessons about human movement and development, first aid and CPR, systems of the body as well as harm minimisation focussing on drugs and alcohol. Students in year 10 also have the opportunity to complete an online, fully-accredited course, where they get a Cert II in Coaching as well as two QCE points towards senior.

HPS Football Development Program (Soccer and Futsal) – Elective
HPR Rugby Development Program (League & Union) – Elective
HPN Netball Development Program (Outdoor and Indoor) – Elective

The Development Programs are comprehensive programs specialising in Soccer and Futsal, League and Union or Outdoor and Indoor Netball. **Subject Fee - $40.00 for Year 10.**

Students will have the opportunity to develop their skills and learn all facets of the sports. This subject is run for three terms in year 9 and can run for the whole year in year 10 if students so choose. Development subjects will provide students with a challenging and positive environment within their specialised sport. The students will have access to quality coaching and competition opportunities. Students will undergo two practical lessons and one theoretical lesson each week. The theory component relates as much as possible to the specialist sport (e.g. refereeing, history of the sport, famous players etc), whilst still covering all mandatory theoretical components such as Human Development, prevention of Sexually Transmitted Diseases, Health (emotional, mental, social and physical), systems of the body, biomechanics, first aid and CPR and drugs/alcohol.

If students do not maintain the standard required for this course, they will be removed from this specialist area. Students can elect to do these courses, but acceptance is based on their skill, behaviour and attitude. This subject will also incur ongoing costs to cover match fees, transport and uniforms. Students attend a camp in year 9 which is extremely beneficial to completing assessment as well as enhancing their understanding of the subject. The camp costs approximately $280. Students in year 10 also have the opportunity to complete an online, fully-accredited course, where they get a ‘Certificate II in Coaching’ as well as two QCE points towards their senior schooling.
TECHNOLOGIES

Food Studies
Schools play a very important role in promoting healthy eating to the school population. A healthy diet can improve behaviours which will lead to educational success. Food Studies is the perfect subject choice to help students make healthy food and lifestyle choices. The course is based on the Health and Physical Education and Technologies curriculum which offer students the opportunity to develop knowledge, processes, skills and attitudes necessary for making informed decisions about their health.

<table>
<thead>
<tr>
<th>Year 9 Units</th>
<th>Year 10 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fit to Eat - Food Hygiene and Safety</td>
<td>Aussie Fusion - past and present food influences on our food habits.</td>
</tr>
<tr>
<td>It’s all about Me - Adolescent food needs</td>
<td>Chefs of the Future - introduction to Hospitality</td>
</tr>
<tr>
<td>Making Healthy Choices - planning healthy meals</td>
<td>The key to successful cooking - what happens to food during cooking</td>
</tr>
</tbody>
</table>

Assessment
The students will complete a written test, written assignments and a practical performance task each semester. These pieces of assessment will be worked on in class and require some time at home to complete.

A subject levy of $40 for Year 10 applies for ingredients which the school provides. Students must wear shoes with substantial uppers, canvas shoes are not permitted for safety reasons.

Industrial Design and Technology (IDT)
Year 9/10 Product Design and Technology (PDT), is a 2 year course that is designed so that students get to experience a wide variety of topics within the Industrial Design and Technology subject area. Year 9/10 PDT has a strong focus on technology and its use in society, and all units of work are designed so that students experience current technology trends.

Students will cover designing, product manufacture, computer aided drawing and electronics within this course and on completion, students will have the knowledge and understanding to succeed in Senior Subjects in this field. Students must wear shoes with substantial uppers, canvas shoes are not permitted for safety reasons. Subject fee of $30 for Year 10.

Graphics
Graphics in YR 9/10 looks at the increasing role of three dimensional drafting in modern day industries, both in the areas of engineering and architecture. The course will enhance students’ knowledge for studies in Senior Graphics subjects in years 11 and 12.

Students will have access to the industry standard computer graphic programs of AutoCad, Inventor and Revit for the majority of the course. Although approximately 90% of the course is computer based, the remainder is sketching and design oriented work.
Engineering Technologies

Engineering Technology course is based on the ACARA Design and Technology Syllabus and incorporates electrical, aeronautical, mechanical and civil engineering concepts and skills. Students will develop innovative and creative design concepts, generate plans and diagrams to communicate their designs and produce solutions using a variety of materials and techniques.

Year 9:
Year 9 Engineering Technology will prepare students for senior engineering by introducing Engineering concepts at an introductory level. Students learning will focus on:

- Engineering in the ‘Real World’
- Design, Evaluation and prototyping of given projects
- Introduction of Engineering Principals (Electrical, Mechanical, Civil and Aeronautical)
- Using CAD design programs for given designs
- 3D printing
- Laser Cutting
- Coding and Robotics
- Problem based learning

Year 10:
Year 10 Engineering Technology will prepare students for a multidiscipline, technology based workforce by using engineering concepts as its basis. Students will build on their knowledge of Year 9 Engineering Technology by learning:

- History implication of engineering in Australia and around the world
- Real life application of mathematical/physics concepts such as forces and momentum
- Engineering Principals (Electrical, Mechanical, Civil and Aeronautical)
- Designing in CAD design programs
- 3D printing
- Laser Cutting
- Coding and Robotics
- Problem based learning

LANGUAGES

French

This 4 semester course allows students to make significant progress from the introductory Yr8 course, and focuses on communicating through the target language, using the sign language system ‘AIM’ (Accelerated Integrated Method). As students increase their sign language ‘vocabulary’, the opportunity to use French across an increasingly wider range of vocabulary and context is greatly increased.

Students embark on storytelling & dramatization of familiar themes, which reinforce language & grammar structures, giving them the capacity and confidence to express themselves in French in most situations that arise in the classroom.

Whilst there is a strong focus on oral production, students consolidate their Writing skills as well as their Reading & Listening Skills.

Within the context of the studied units of work, this allows students to:

- Work in an immersion style classroom, where use of French is maximised
- Develop a solid understanding of how French works, and how it differs from, and is the same as, English
- Enhance personal development, as confidence grows in their capacity to understand, communicate & acquire proficiency in French.
THE ARTS

Visual Art
Students actively participate in a range of interesting but challenging learning experiences. These cover a variety of Art processes, historical research and all the fun of producing creations through painting, drawing, sculpting/modeling and designing.

Year 9
Students continue to build on their understanding of art history and practical skills. Students examine the works of 'greats' like Leonardo Da Vinci. They look at the history of Celtic Illumination and create their own manuscript. Students have fun exploring the art movements and style of Impressionism, Post-Impressionism and Expressionism.

Year 10
Students continue to develop their investigation of art movements by examining the Cubist art. Students explore the multifaceted ideas of cubism by redrawing themselves as a Cubist portrait. They then move from 2D to 3D work and create a ceramic bust of their designs. A Cubist painting on canvas completes Semester 1. Semester 2 explores surrealism and allows the student to select their own focus. Choices include street art, celebrity wearable art and surrealist inspired art work. **Subject fee $30.**

Drama

Year 9
In first semester, students will learn about physical forms of comedy – clowning, mime & slapstick. They will be introduced the various techniques of comedy as well as explore a range of physical activities in order to develop their stage presence and performance capabilities. They will also learn about the theatre of Realism and some of its stylistic conventions of stage and in scripting. Students will also learn basic performance skills for the stage.

For second semester of Year 9 Drama, students will develop their skills in practical improvisation. They will explore a range of techniques within theatre sports practices. Students will also develop their skills in non-realistic styles of performance using Collage Drama as a platform for understanding issues. The unit will then culminate in a whole class production for an unfamiliar audience.

Year 10
Drama students will study Drama as a means of challenging them to view and interpret the world critically and socially through the dimensions of Forming, Presenting and Responding. This is a challenging unit, which explore solo performance through writing and presenting monologues as well as exploring the historical form on physical comedy, **Commedia Dell’Arte.**

Year 10 Drama is aimed at extending students’ practical skills and theoretical knowledge in preparation for senior Drama. It is a difficult unit which allows students to experience the challenges and demands theatre production – including a range of theatre roles other than acting. They will also learn about the role on a director and how to shape and create dramatic works from this perspective. Students will also be expected to develop their analytical skills in the Responding dimension. **Subject Fee $30.**

Dance

Year 9
Students of Dance undertake intensive practical units in the genres of Contemporary, Ballet, Tap and Jazz dance. They also examine historical and cultural aspects of dance by looking at popular (or youth) dance from the 1920s to today and examine their own and others’ cultural dances by combining cultural and contemporary styles.

Year 10
Students of Dance study Musical Theatre dance styles, Contemporary Dance and Choreographic methods in a variety of genres. The second semester is an extension unit aiming at preparing students for senior dance study. This unit focuses on video clip dance and contemporary styles. **Subject fee $30.**
Music

Year 9
Music is an opportunity for students to continue to develop their knowledge, skill and love of Music. In this course, students will have opportunity to study a wide range of unit topics including popular music styles. Students will continue to build and extend their musical abilities in the areas of Composition, Performance and Listening as well as having opportunity to focus and share with others the areas of music that they are passionate about!

Year 10
Students explore the exciting areas of Music Through the Ages and Australian Music. Students enhance their music skills, through their study of Composition, Performance and Listening. In semester 2 of Year 10, students are extended and prepared for the study of Senior Music. Not only does this unit allow students to undertake individual study which allows them to specialise in their interest areas. This semester also serves as a direct link to further polish Music skills in readiness for enrolment into Senior Music and/or Music in Practice. It is also a benefit to study Year 10 Music if you are considering entry into Year 12 Music Extension as well. Subject fee of $30.

CARE CLASS
At Clontarf Beach State High School our Care Program aims to support a high level of student learning, develop resilience, positive interactions and supportive relationships and rapport amongst students, teachers and parents/guardians. Through these close relationships students are encouraged, nurtured, valued and empowered with a sense of purpose and are productive global citizens. These strong relationships promote positive attitudes, facilitate learning, provide students with positive and authentic adult role models and connect students to the overall school community and culture. There are four factors that are core components of the Care Program:
1. Promoting health and wellbeing and a sense of belonging
2. Building resilience
3. Promoting academic care
4. Developing social capital
STUDENTS WITH DISABILITIES IN YEAR 9 & 10

Clontarf Beach State High School has a proud history of delivering quality, individualised educational programs for our students with disabilities. These programs focus upon:

- maximising the potential of all our students with disabilities
- fostering life-long learning that will assist them to be active participants within their community, as students and when they have finished school.
- assisting students to focus on their individual strengths and celebrate personal achievements

Within our special education program our Head of Special Education Services, special education teachers and teacher aides work collaboratively with classroom teachers, and each other, to negotiate the necessary accommodations and adjustments required to enable our students with disabilities to fully access the curriculum. Special education teachers also perform an all-important case management role. This role provides additional personal support to our students with disabilities and their parents/caregivers.

Our students with disabilities have a selection of educational pathways which they can follow. Our students may follow one of these pathways continuously throughout their schooling, or they may access various pathways as they progress through school in order to best cater for their individual educational needs. Current pathways available for our Year 9 students with disabilities include:

**Full-time mainstream classes**
The majority of our students with disabilities attend mainstream classes and engage in the general curriculum. Special education support for these students includes:

- advising class teachers of appropriate teaching strategies, curriculum adjustments and assessment tasks
- monitoring student participation
- monitoring student achievement

For students with higher-level support needs, support will also include direct, in-class student support from a special education teacher or teacher aide.

**Full-time special education class**
A small number of our students with disabilities attend our full-time special education classes. Students attending these classes participate in a dynamic and supportive educational program aimed at fostering self-confidence in our students with high-level educational needs. Students in these classes engage in practical learning activities with a specific focus upon developing functional literacy and numeracy skills along with essential life skills. These students engage in activities that allow them to manage their behaviour effectively, work as a productive member of a team, build positive relationships with staff and other students and recognise and utilise their personal strengths.

Decisions regarding the best education pathway for our students with disabilities are made collaboratively. Parents/caregivers, special education staff, teachers, members of the school’s leadership team and the students themselves work together to determine and implement the educational program that best meets the needs of each student with a disability.

**Combination of mainstream and special education classes**
A number of students with disabilities benefit from accessing a combination of the regular curriculum (with the supports listed previously) and special education classes.
All Year 9 students will study: **English, Mathematics, Science, Humanities, Economics & Business** and either HPE/HPR/HPS/HPN.

Students will study 1 elective from the list below during Semester 1 and 1 elective from the list below during Semester 2. Students are able to choose the same elective in both Semester 1 and Semester 2 if they prefer.

At the end of Year 9 students will select electives for Year 10 in the same way as Year 9.

Students wishing to study French in years 11 and 12 must study at least three consecutive Semesters of French in years 9 & 10, preferably four semesters.

Where possible, all care will be taken to ensure students receive their first preference; however, due to staffing, class sizes and physical resources this cannot be guaranteed. Therefore, students are to choose the subject that they wish to study in each semester along with two reserves. **Rank order your choices in order of preference from 1 – 3 for both Semester 1 and Semester 2 and return this form by Thursday 10th November to the student’s Care teacher.**

Class numbers are limited so students will be entered into classes in the order they return this form.

Information about subjects can be found in the Year 9 & 10 Curriculum Guide located on the school website.

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YEAR 10 – 2017 – SUBJECT PREFERENCES

Student Name: ___________________________________  Care Class: _________

- All Year 10 students will study English, Mathematics, Science, Humanities and Certificate II in Skills for Work & Vocational Pathways and 2 elective subjects each semester (as per subject choices below).
- Where possible, all care will be taken to ensure students receive their new first preference; however, due to staffing, class sizes and physical resources this cannot be guaranteed.
- Classes have limited numbers of students that can study them and students will be entered into classes in the order that they return this form. Must be returned by 10th November.
- Information about subjects can be found in the Year 9/10 Curriculum Guide located on the school website.

Choose three subject preferences for each semester. Your number 3 choice is your reserve subject. Number 1-3 for Semester One and 1-3 for Semester Two. You can choose the SAME subject in both semesters if you wish. Or, you can choose all different subjects.

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