Senior School Year 9 & 10
Subject and Courses

Whitsunday Anglican School
VISION
We build the future with children who learn to imagine it here.

PREAMBLE (Years 9 & 10)

This handbook is intended as a guide for parents and students when decisions are being made concerning subjects and courses of study for Year 9 and Year 10 at Whitsunday Anglican School.

It provides an outline of the academic programs offered in those years.

Information for each subject is presented in four sections:

- Course description
- Learning experiences and activities
- Assessment overview
- Other information (where applicable)

Outdoor Education

The School has a developmental Outdoor Education Program intended to focus on the academic program and some of the co-curricular programs. The Outdoor Education Program is an integral component of the total curriculum offerings concerned with the whole person development as identified in the School’s Mission Statement and is therefore compulsory for all students.

Presently the Outdoor Education Program’s primary focus is the annual whole School Camp Week. The objectives of these camps are the progressive and sequential development of skills and knowledge deemed desirable in maturing young people. Students in the Early Childhood Centre learn skills such as sharing and coping without parents. Students in the Junior and Middle Schools extend the skills and knowledge to caring for selves and others and coping with extended absences from home comforts. These camps encourage students to set increasing challenges for self, and to problem solve these challenges to a satisfying conclusion. For the post compulsory years the camps incorporate major academic components relating to post secondary life including leadership seminars.
Science

Course Description
This course continues along the lines established in Year 8 with the emphasis on developing science understanding and scientific investigative skills. The program of work aligns with the national curriculum. Topics will include experimental method, human body, technology, ecology, introductory chemistry, optics, motion, reproduction, genetics and disease. The Year 10 Science course is specifically geared to prepare students for the demands of the senior science subjects. All students spend a term studying each of Biology, Physics and Chemistry. This is a rotational program where each of these units is delivered by a specialist in that area. Assessment in each of these strands is designed to provide an introduction into the modes of assessment used in senior subjects, thus assisting students to become familiar with these types of tasks. This provides a solid foundation for the study of Science beyond Year 10.

Learning Experiences & Activities
This course is largely process orientated with an emphasis on “hands-on” practical work and the development of cognitive skills related to the study of Science in Years 11 - 12. Students are provided with access to a vast array of learning experiences, including experimental equipment, videos, computer software and field trips to maximise the opportunity for academic success.

Assessment Overview
A combination of diagnostic testing, summative exams, laboratory investigations and assignments, will together form the assessment package over the two years. The results of the Science Competition and Chemistry Quiz are also included.

As part of the extension work, students participate in a variety of science activities at local and national levels. During these years, students will participate in the Chemistry Quiz, the Science Competition and other activities as the opportunity arises. In recent years students have had the opportunity to participate in the Science Olympiad, the Junior Physics Olympiad and the Australian Brain Bee Challenge.

Other Information
In Term 4 of Year 10 students select an elective unit of study from three units that are offered. These units are specifically designed to provide opportunities to consolidate material covered in Year 10 in an interesting and stimulating context. Each of these units include a downscaled version of an extended Experimental Investigation to further develop students' familiarity with assessment tasks found in the senior sciences. The emphasis in this final term of Year 10 is to motivate and excite students about the opportunities that exist for the study of science in the future.
Year 9 Introduction

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<th>COMPULSORY SUBJECTS</th>
<th>ELECTIVE SUBJECTS</th>
<th>Three electives can be chosen from:</th>
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Music

Course Description
The aim of the two year course is to give students an introduction to several areas of music which will form the basis of in depth studies in future years. Units cover topics including Rock Music, Jazz and The Blues, Songwriting, Music Theatre and Instruments, as well as Music Technology and Recording. Students receive the opportunity to participate in a range of School-based performance activities.

Learning Experiences & Activities
This course provides students with the opportunity to develop practical, theoretical and compositional skills and exposes them to a wide variety of musical styles. Development in the areas of music literacy, theory, musicianship and performance skills is also undertaken. Use of music technology is an integral part of the course. Students work both individually and in group situations and are offered the opportunity to experiment with a range of instruments and musical equipment in order to facilitate and encourage creativity and to enhance their range of musical experiences.

Assessment Overview
Students are assessed in the areas of Listening and Analysis, Composing, and Performing.

Other Information
Students considering Music in Year 9 and Year 10 should possess an interest in music. No formal music training is required, however students should be willing to learn an instrument. Students studying Music for Year 9 and Year 10 will be suitably prepared for the Year 11 and Year 12 courses.
Mathematics (National Curriculum)

Course Description
The Mathematics course in Year 9 continues and expands on the work of Year 8 Mathematics and consists of units of work from the three strands of the Australian Curriculum: Mathematics – Number and Algebra, Measurement and Geometry, and Statistics and Probability.

In Years 9 and 10, Mathematics moves away from the concrete to the more abstract areas of the subject, with growing emphasis on topics such as algebra and coordinate geometry, to ensure that students have developed the depth of knowledge and understanding necessary for success in Mathematics A, B and C in Years 11 and 12.

Learning Experiences and Activities
To enhance the learning experiences of all students teachers will employ a variety of techniques, strategies and tools including multimedia presentations, discussions, practical work, consolidation and practice of skills, problem solving and investigative work. The effective use of graphics calculators is an essential part of the course. Students are required to hire a graphics calculator in Years 9 and 10, the use of which complements much of the work covered, particularly in coordinate geometry, statistics, solving various types of equations and in graphing relations and functions. Appropriate computer software such as QAX, Microsoft Excel, Microsoft Word, and GeoGebra are also utilised where appropriate to enhance the learning experiences of students studying Mathematics.

Assessment Overview
Written examinations are set each term with some questions testing students’ knowledge of facts, skills and procedures, while others test students’ ability to apply their knowledge to solve problems of varying complexity, in a variety of contexts, life-related and purely mathematical. One assignment each semester also forms part of the summative assessment. These assignments are investigative in nature, going beyond the simple recall of facts and procedures, with more of an emphasis on applying knowledge of units covered during the semester to a life-related problem or scenario.

Year 10 Introduction

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Christian Education

The Christian Education programme allows students the opportunity to explore Christianity, religions and values through the study of Bible and Christian traditions, major world religions, worship and personal reflection.

Students are encouraged to participate in activities that foster understanding of scripture; exploration of beliefs; making choices; nurturing faith; and, an awareness of Christian values and Anglican liturgy.

Christian values are encouraged in all aspects of the life of the school community.

Japanese

Course Description
In Year 9 the emphasis of this course is on communication in Japanese in the four skill areas of reading, writing, speaking and listening. Students consider a number of topics eg, families, hobbies and sports, school life, travel, daily routine, meals and food festivals, and customs in Japan. For Year 10 a more detailed study of the language is expected.

Learning Experiences & Activities
Language learning activities are practical and realistic. Students are also taught the three Japanese scripts of Hiragana, Katakana and Kanji. Students have the opportunity to visit Matsuura, Mackay’s sister city in Japan, or tour Japan on the School’s trip.

Assessment Overview
Each semester students are assessed in the four skill areas of reading, writing, listening and speaking. Each assessment area is weighted equally.

Other Information
Students must study Japanese in Year 9 and Year 10 if they wish to study this language in Year 11 and Year 12.
Industrial Arts

Course Description
Industrial Arts aims to provide young people with useful hand and thinking skills that they can carry with them throughout their future careers and lives.

Possessing the ability to analyse and solve problems through the use of practical knowledge and skills, is not only a valuable part of an overall education, but can also encourage an innate sense of self confidence, satisfaction and enjoyment of life.

Whatever you’re profession, a pilot, a trades person, a journalist or a surgeon, practical knowledge and skills hold considerable value and can be of great benefit.

Learning Experience & Activities
Learning experiences and activities are project based. The areas of study for Industrial Arts include woodworking as well as plastic and metal technology. The areas of study also integrate design and project planning with a strong emphasis on workshop safety.

Assessment Overview
Assessment as well as being skills based, also focuses on overall project management.

Other Information
While Industrial Arts commences at this school in Year 5, no prerequisite exists for entering the Year 9 and Year 10 course. Students may feel free to enter this course without prior experience.

Art

Course Description
In Years 9 and 10, learning in Visual Arts builds on the experience of the previous years. It involves students making and responding to visual arts independently and in small groups, and with their teachers and communities.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form.

As they make and respond to visual artworks, students use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.

Learning Experiences & Activities
Students study both the practical and theoretical aspects of drawing, design, colour studies, construction, painting, collage, printmaking and pottery. Students also take part in the Artist in Residence Program which provides the student a valuable insight into Art related practices.

Assessment Overview
Student assessment includes practical folios and assignments.

Other Information
It is possible to study Art in Year 11 and Year 12 without prior study in Year 9 and Year 10. However, completion of the subject in Year 9 and Year 10 will provide an added advantage when completing the Year 11 and Year 12 course.
**Business Education**

**Course Description**
Business refers to enterprising endeavours undertaken in order to meet human needs and wants. Through Business Education, students develop an awareness of business within the home, school, local, national and global communities. They develop knowledge, practices and dispositions to critically analyse business situations, confidently meet their own and others’ needs and wants, capitalise on business opportunities, make informed decisions, and participate responsibly in business situations.

The two year Business Education course focuses on business and economic systems, information procedures, enterprise and ventures, and work environments. It is through these four strands that students study a range of topics including: the business environment; consumer rights and responsibilities; ethical and social responsibilities; the Stock Exchange; the preparation of financial records; analysing financial reports; financial software (MYOB); the role of marketing in business; management; the law and youth; and workplace issues. The two year course culminates in students’ planning for and running a business venture.

Business Education is important for students in the later years of compulsory schooling as it is at this time that they gain a degree of independence in accumulating and managing finances, make decisions about goods and services, and acquire legal rights and responsibilities as citizens.

**Learning Experiences and Activities**
Business Education exposes students to a variety of learning experiences including; class discussions, oral presentations, group activities, using computers and the Internet, undertaking research activities, teacher-directed learning and analysing statistics and data. Homework is given as a way of reinforcing the knowledge and skills that have been covered within the classes.

**Assessment Overview**
Students undertake one major item of assessment each term. Assessment items include research assignments, oral and PowerPoint presentations, end of term tests, computer folios, in-class group projects and computer-based assignments. Students are assessed using three criteria; knowledge and understanding (KU), analysis, interpretation and evaluation (AIE), and practical application (PA).

**What’s available after Business Education?**
Accounting, Business Management, Economics and Legal Studies are good options in Years 11 and 12 for Business Education students.

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**Geography**

Geography is studied for one semester in both Years 9 and 10; alternating with the subject of History.

**Course Description**
Geography is the study of human and natural characteristics of places and the interactions between them. Geography is a rich and complex discipline which includes two vital dimensions:

- The spatial dimension, which focuses on where things are and why they are there
- The ecological dimension, which considers how humans interact with environments

Geography prepares students for adult life by developing in them an informed perspective. This perspective should be developed across the two-year course of study through a range of scales, including local, regional, national, and global scales. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.

To meet the challenges of the future, a geographically informed citizen should be able to:

- know and understand facts, concepts and generalisations about Geography
- apply geographic skills to observe, gather, organise, present and analyse information use geographic perspectives to evaluate, make decisions about, and report on issues, processes and events

**Assessment Overview**
Assessment techniques include genres of a written and non-written nature. ICT’s are embedded into assessment and students will complete all exams electronically as well as prepare assignments that include website design, production of video clips, and reports based on field study that also include map production and the construction of graphs and tables of statistics.
History

History is studied for one semester in both Years 9 and 10; alternating with the subject of Geography.

Course Description

History is about change. It looks at peoples over times past and present in different societies, noticing and explaining their attitudes, beliefs and behaviours, and interpreting their reactions to the various pressures, conditions and events that induce change.

The ultimate purpose of studying history is to give meaning to our own life — a personal statement of identity. We incorporate into our own experiences and understandings the examples and case studies of other peoples who have expressed their hopes, endured conflicts, lived ordinary lives with their environment, and in their localities.

When studying history, as in everyday life, we ask meaningful questions, collect evidence, sift through it, analyse it and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours. History remembers the past, explains the present, and gives hopes and interpretations for our future. History provides contexts, meanings, explanations for our lives.

Assessment Overview

Assessment includes both written and spoken genres. ICT’s are embedded into all items; students will complete Short Response Exams and Extended Written Response to Stimulus Essays electronically. They will also demonstrate their abilities to manipulate ICTs through the production of multi-modal presentations.

Computing Information Technology

Course Description

Students will undertake studies in computing concepts, multimedia design and development and an introduction to coding and computational thinking. Their studies will look into very practical application of computers and software in a rapidly changing digital world.

Coursework will be predominantly practical applications on a computer using the latest software and hardware to develop products that include image creation and manipulation, animation, game theory and development, movie creation and editing, and web development. Industry standard applications such as Flash, Photoshop or Fireworks and Dreamweaver will be studied in various projects and class activities. Students will gain basic programming and coding skills through the use of Multimedia Fusion 2 and Action Script 3.0 in Flash for game and app development and HTML 5 and CSS 3 for web design and app development.

Learning Experiences & Activities

The course is primarily skills related providing an environment where students create using a wide variety of industry standard applications. In addition, students exiting this course will do so having obtained a wide variety of 21st Century related skills. These include collaboration and team work skills; organisation and planning; higher-order thinking skills; literacy and communication skills; and problem solving and decision making. Reflection through blogging is also a focus of this course.

Assessment Overview

Assessment will be mainly project based with elements of reflection on work also being assessed in order to prepare students for senior subjects.

Other Information

CIT is not a pre-requisite for any Year 11 and 12 subject. However, students wishing to pursue Information Technology Systems or Information Processing & Technology in Year 11 and Year 12 or a career in the wide field of IT would benefit from studying this subject.
Drama

Course Description
The two year course aims to give students an introduction to various forms and genres of drama. Year 9 focuses on refining and expanding the students’ knowledge and skills, while Year 10 units of study are structured as preparation for Senior Drama. Units studied include Improvisation, Storytelling, Digital Drama, Scripted Performance, Performance Poetry, Melodrama, Australian Drama and Political Theatre. Students showcase their skills at public performance evenings and are offered opportunities to view live professional productions.

Learning Experiences and Activities:
While the course is primarily practical, in Year 10, written work is also emphasised to develop the skills required in Senior Drama. Students develop a knowledge and understanding of the dramatic elements and conventions through the exploration of a variety of historical and contemporary dramatic forms and styles, including identifying connections to historical movements, art and literature. Students learn to develop and imaginatively express ideas in both collaborative and individual situations and are able to engage with issues in their own society on a creative and critical level.

Assessment Overview:
Students are assessed in the areas of: Making, which entails the development of characters and situations for polished, public performances and the creation and design of drama through the composition of ideas; and Responding, which requires students to reflect on viewed dramatic performances in the form of analytical and evaluative writing.

Other Information:
Drama offers students the opportunity to learn kinaesthetically and foregrounds the use of the body as an expressive tool. It also enhances confidence in public communication skills that are required in many occupations. Students considering studying Drama in Years 9 and 10 should have an interest in the subject and should be willing to undertake all areas of assessment with the required dedication. No prior experience in the study of Drama is necessary. Students studying Drama in Years 9 and 10 will be adequately prepared for the Senior courses.

Health & Physical Education

Course Description
Health & Physical Education focuses on how we develop and function as human beings both individually and together. It provides a foundation for developing active and informed members of society with emphasis on leadership, lifelong participation in activity and the development of acceptable social skills that will enable individuals to enjoy an active life. Lessons are both practical and theoretical in nature.

Learning Experiences & Activities
Students will participate in units of Aerobics, Cross-Country, Athletics, Ultimate Disc and Team and Individual Sports with the emphasis on the development of a positive attitude to fitness. Students will experience activities such as Aerobics, Aquatics & Group Fitness using community facilities and instructors, in an attempt to develop an awareness of the recreational facilities available in Mackay. Factors effecting a healthy lifestyle are also included and encouraged. Students will complete a nationally accredited First Aid Course.

Assessment Overview
Assessment will be continuous and will include performance skills, strategies and general fitness and an understanding of health related topics.
Graphics

Course Description
The Graphics Course in Year 9/10 has a developmental approach to Designing and Solving Graphical problems. Students have the opportunity to improve their skills with a range of Computer Drawing Programs. Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

Learning Experiences & Activities
In the development of solutions to design problems, students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically. Students will interpret, generate and create visual communications for particular purposes and audiences. Students plan and produce graphical representations in simulated real-world contexts. They make judgments and justify decisions. One project is to design a Ride-On Mower trailer to suit certain requirements. The Revit Architectural drawing program will assist students to design a 3 Bedroom Home with the smallest floor area possible. This allows students to consider space saving ideas and energy efficient options. In the Commercial side of Architecture, students design a Gymnasium and consider a range of options to make the business both viable and modern in design, allowing for child care facilities and adequate parking.

Assessment Overview
During each semester a range of folios are presented following a context similar to the list above. The presentation will take the form of printed sheets, with rendered drawings on either PowerPoint or Animated Walkthrough. Each unit of work follows a theme relating to either Built Environment, Business Graphics or Production Graphics.

Other Information
It is desirable that students wishing to study Graphics in Year 11 and Year 12 should study the course at this level. Graphics is a subject which provides students the opportunity to work with computers for most lesson. Limited work is completed out of the classroom due to the computer programs being used. Graphics is not a pre-requisite for any course at University. However, the skills and experiences gained can be beneficial when studying at this level. Graphics contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including the fields of 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.

Elective Physical Education

Course Description
This course is designed as an extension to the compulsory subject of Health and Physical Education. During the course, students will participate in extended units in both physical performance and theory. The theory is directly related to the study of the individual performer, methods of improving and maximising individual sports performance and the role of sport in Australian society.

Possible Units include:
- Nutrition
- Fitness
- Components of Sport
- Sociology
- Principles of Training
- Anatomy
- Sports Injuries
- Strength and Conditioning Training
- Obtaining Level O Coaching & Officiating
- Biomechanics

Learning Experiences & Activities
Across both years, students will participate in practical units that will include both team and individual sports. Students will study what is required to improve performance and it is expected by the end of the course they will be targeting their potential in their chosen sport. Extensive use is made of the School’s and Community recreation facilities. Students will develop leadership and group management skills through the coaching and officiating of students during lessons.

Assessment Overview
There will be formal assessment of both performance and the theoretical components of the course. The assessment items will be varied and will include essays, continuous practical assessment, and written examinations for the units. There will be one written assessment item per term.

Career/Vocational Information
This is not a pre-requisite for Year 11 and Year 12 Physical Education, however it would assist with extended knowledge of the subject.
English (National Curriculum)

Course Description
The English course has been redesigned to suit the introduction of the Australian Curriculum and is built around three interrelated strands: Language, Literature and Literacy. Together, these strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and creating. The Year 9-10 course will strengthen previously learnt skills and processes and prepare students for the demands of Senior English. Students are encouraged to become more independent learners by taking greater responsibility for organising their studies and assessment tasks and increasingly sophisticated responses to literature are nurtured. Opportunities are also afforded to incorporate novels and poetry written by authors appearing at the Whitsunday Voices Youth Literature Festival.

Learning experiences and activities
The Year 9 and 10 programs have been reinvigorated to match the demands of the Australian Curriculum and offer students even more engaging learning opportunities. To enhance the variety of reading, writing, speaking and listening learning experiences, both literary and non-literary, students are encouraged to use ICTs to enrich their presentations and engagement in learning. Across both Year 9 and 10, students will study four term-long units based on prose, drama, media and poetry, completing written, spoken and multimodal assessment instruments. In Year 9, students will study the following units as well as prepare for NAPLAN: Postcards from planet Earth, based on a selection of poetry; In the face of adversity, based on the novel Holes; Twilight Temptations, based on the playscript of Dracula and the media unit, Taking a stand, which also encompasses NAPLAN preparation. In Year 10, students will complete the following units: Into the shadows, based on Gothic poetry and short stories; The world of spin, which focuses on advertising; Star-crossed lovers, which involves a detailed examination of Shakespeare’s Romeo and Juliet and the culminating prose unit, A world gone mad, where students explore dystopian fiction with particular emphasis on the novel The Hunger Games.

Assessment overview
In Year 9 and 10, students are assessed on a portfolio of work compiled continuously throughout the year which presents an overall view of the competencies gained. There is a balanced range of persuasive, expository and imaginative tasks, both written and spoken, and students will complete a number of tasks under supervised conditions in addition to completing drafted pieces. In accordance with the Australian Curriculum, students will be undertaking a program which focuses on developing their skills in the Language strand, with an emphasis on contextualised activities on spelling, grammar, punctuation, sentences, paragraphing and comprehension.

French

Course Description
In Year 9 the emphasis of this course is on communication in French in the four skill areas of reading, writing, speaking and listening. Students consider a number of topics including: The Regions of France, Food and Shopping, Transport, Sport and Leisure. For Year 10, a more detailed study of the language is undertaken with increased emphasis on the manipulation of tense, developing a wider vocabulary and enhanced interpretative skills.

Learning Experiences & Activities
Learning experiences are practical and realistic. Voluntary participation in French activities and local, state and national competitions is encouraged.

Assessment Overview
Each semester, students are assessed in the four skill areas of reading, writing, listening and speaking. Each assessment area is weighted equally and students need to demonstrate competency across all four areas to achieve at a high level.

Other Information
Students must study French in Year 9 and Year 10 if they wish to study this language in Year 11 and Year 12.

Some interesting Facts:
- Knowing and learning French will ameliorate students’ vocabulary in English: Some 40 to 50% of English Vocabulary comes from French. The study of French will also enhance the students’ grammar skills, and will sharpen their skills in English.
- Learning French develops critical and creative thinking skills: It also increases the students’ problem solving skills and improves their self discipline and self esteem. It also can acquire a number of important life skills.