



All Souls St Gabriels School

SUBJECT SELECTION HANDBOOK

YEAR 9 & 10 2017 – 2018

This Handbook is designed to assist parents and students entering Year 9 in 2017 at All Souls St Gabriels School to make informed choices regarding course selection. Please note that changes in the form of additions or deletions are possible at any time, dependent on student enrolment, course demand and teacher availability.

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HEADMASTER'S INTRODUCTION

Dear Parents and Students

Introduction

Each year, students in Year 8 are asked to make course selections for their studies in Years 9 and 10. All students must study English, Mathematics, Science, Humanities and Social Science, Health and two elective subjects for Year 9 and first Semester Year 10, with a new selection for second Semester Year 10 as a senior trial at the beginning of Year 10. The school-based subjects, Christian Education (through weekly Chapel Services), and Life Skills are also studied.

The purpose of this Handbook

The aim of this Handbook is to allow parents and students to make the best possible decisions in relation to subject choices for Years 9 and 10. It is important to choose subjects carefully as these decisions affect not only the type of career students can follow after leaving school, but also happiness and success while at school.

There are a number of rules relating to choosing subjects for Years 9 and 10. Students should choose subjects:

- they enjoy;
- in which they can do well;
- which will help them reach their chosen course and career goals;
- and which give them skills, knowledge and attitudes useful in life.

Conclusion

If you take note of the information contained in this Handbook, the years spent in the School will have a better chance of being the rich and rewarding experience they should be.

Teaching staff are aware that choosing subjects and making plans for the future can be confusing for both students and their parents. If you would like to discuss these matters with teaching staff, you are welcome to contact the School.

Should further information be required, feel free to contact me, through my secretary, Mrs Melissa Pease, or Mrs Sam Kelly or Mr Ian Dietrich, on 4787 1433.

Yours faithfully



Mr Darren Fleming
Headmaster

SECTION ONE

The Academic Program

Subject Sequence from Years 8 to 12

Students and their parents may find the following guide useful in following the sequence of subjects from Years 8 to Year 12. The list below will assist in understanding the changes that occur in the names and focus of some subjects from one year to another. It must be stated that this list is not definitive. Changes can occur on an annual basis, determined by student demand for subjects, teacher availability, physical resources etc. The table is a guide only and the names of subjects will change with the release of the suite of subjects available for the new tertiary entrance procedure starting Year 11 in 2018.

Year 8	Year 9 and Year 10 (Semester 1)	Year 10 - Semester 2, Year 11 and Year 12
English	English	English English Communication *
Advanced Mathematics Intermediate Mathematics Foundation Mathematics	Advanced Mathematics Intermediate Mathematics Foundation Mathematics	Pre-Vocational Mathematics * Mathematics A Mathematics B Mathematics C
Science	Science	Biological Science Chemistry Physics
HASS (Humanities and Social Science)	HASS (Humanities and Social Science)	Modern History
The Arts: Visual Art Music Drama	Arts	Drama Visual Art Music in Practice* Visual Art in Practice*
Design and Technology	Design and Technology – Manufacturing	Agricultural Practices* Building Skills*
Health	Health Physical Education	Physical Education Certificate III in Fitness
Home Economics	Design and Technology – Food & Textiles	Home Economics
Information Technology: Computer Studies	Digital Technologies	ICT*
	Economics & Business Studies	Business Management Economics
Life Skills	Life Skills/Career and Development	Career and Development

Although at this point students are concerned with selecting subjects for Years 9 and 10, it is very important for students and their parents to understand that compulsory subjects (English, Mathematics, Science, HASS and Health) will prepare students for the majority of the subjects offered in Years 11 and 12. In turn, the two electives chosen by students will help them decide which types of subjects they most enjoy. Students tend to do better in subjects they enjoy. In the table above, elective choices available for Year 9 and 10 students have been **highlighted**. An asterisk (*) denotes a non-Authority subject in Year 11 and 12 (i.e. not used in the calculation of an OP score).

SECTION TWO

Subject Outlines

The topics chosen for Year 9 can be easily split into Core/Compulsory (subjects students must choose) and Electives (subjects students may choose). Students in Year 9 have seven compulsory subjects and must choose **TWO** elective subjects listed.

Core (Compulsory):

English
HASS
Health
Life Skills
Mathematics
Science

Electives (Choose two from):

Arts
Design and Technology – Food & Textiles
Design and Technology – Manufacturing
Digital Technologies
Economics and Business Studies
Physical Education

ENGLISH

Compulsory Subject

English is a compulsory subject for all students in Years 9 and 10. English builds upon the skills and themes from Primary School and Years 7 and 8. The subject aims to:

- Prepare students for Senior English.
- Continue to develop skills in literacy.
- Encourage reading, writing and presentation skills.
- Engage the interest of students and have them appreciate the value of language and communication. This may be gauged by students entering competitions, attending festivals and shows and generally enjoying the diversity of written, spoken and visual types of English communication.
- Develop critical literacy skills, which enable students to construct texts for particular purposes and to deconstruct texts, examining them for explicit and implied values.

Each year, students will be formally assessed using five or six written tasks and two to four spoken tasks. Assessment is by assignment or in-class testing. Students are also assessed once a week in grammar, punctuation and spelling.

Students are encouraged to read widely. Each classroom has a selection of reading books and the Library is used for free reading. Every student should have a novel or free-reading book on hand, in addition to the set reading book. The School requires each student to own a dictionary and a thesaurus. These reference books are to be kept in the dormitory bay or at home.

Each year students have a variety of written tasks to work on:

In Year 9, students write a creative narrative, study poetry, read a novel and a variety of texts, and construct a magazine with advertising.

In Year 10, students write persuasive letters, construct a formal expository essay, write a film review, respond to an analytical study of a Shakespeare play and write a short story.

Students also construct and then present spoken tasks as a team (such as a debate and an interview) and as individuals (such as prepared and impromptu speeches). Students are required to work with modern technologies and create and analyse a range of multi-media sources and texts.

English is taught in five 45-minute lessons per week. Students are expected to allocate at least two hours of extra study per week.

HUMANITIES AND SOCIAL SCIENCE – HASS

Compulsory Subject

It is the desire of All Souls St Gabriels School to ensure that all students in Years 9 and 10 develop:

1. A critical understanding of, commitment to, and ability to participate in Australia's democratic society.
2. An understanding of the history, geography as well as economic and political systems of our country and its relationship with other countries (particularly our close neighbours).
3. Transferable social skills such as decision-making, problem solving and the capacity to exercise judgment in matters of morality, ethics and social justice.

Our HASS program for Years 9 and 10 incorporates the above three aims by following the Australian Curriculum in History and various Social Science units. They involve such topics as:

- Australia's System of Government and Federation
- Australians in World War 1
- The Industrial Revolution
- Living in a Sustainable World
- The movement of peoples over time
- Landforms and mapping
- Australian between the World Wars
- Australians in World War 2
- Modern social and global issues

By the fostering of social and intellectual skills as well as assisting the formation of values, these units will produce socially competent students who are able to participate effectively in Australia's democratic society.

The integration of history, geography, economics and the study of societies in the subject HASS, ensures that all students are provided with a sound knowledge of the disciplines that are:

- Central to understanding and participating in Australian society and the global environment
- Central to informed subject choice selection in Year 11.

Assessment includes written tests, research and source based reports, and spoken tasks as an individual or as a member of a co-operating team. Students also enter a range of competitions such as the Australian History Competition and the Asia Wise Competition. Field trips and excursions (where and when they can be arranged) are a component of the course.

By studying HASS, students will develop a range of transferable skills that are essential preparation for employment and later life. Studies in HASS may help young people gain employment in the travel industry, journalism, advertising, public relations, teaching, surveying, the public service, and research work in a variety of fields such as retail and industrial relations.

Students interested in careers in any of these fields should consider studying Modern History in Years 11 and 12.

HEALTH

Compulsory Subject

The subject of Health is compulsory in Years 9 and 10 and emphasises the enjoyment of actively participating in a variety of physical activities.

Students are given the opportunity to enhance their physical performance and improve their strategic awareness in the activities including, but not limited to: swimming, netball, basketball, athletics, cross-country, touch football, soccer, fitness development, and water-sports. Class time is also allocated to prepare students for traditional interschool sports so they will be competent competitors in both Inter-House and Inter-School carnivals. Additionally, theory topics including nutrition, sexual health, alcohol, drugs and tobacco as well as others will be covered. Health follows the Australian Curriculum for Health and Physical Education, meaning all units will be assessed and reported on using the relevant achievement standards and content descriptors.

Ultimately the program allows students to experience as many sports and games as possible and aims to develop a positive attitude towards participation in regular physical activities.

LIFE SKILLS/CAREER AND DEVELOPMENT

Compulsory Subject

Life Skills is a compulsory subject of one period per week in Year 9 and two periods in Year 10. A variety of topics are discussed and presented to the students through videos, the Internet, career surveys, lectures and forums conducted by teachers or invited guest speakers who are experts in their field.

In Year 9 Life Skills is an important lesson each week where students focus on developing skills to help them cope with everyday challenges at home and school. You Can Do It forms the basis of our program, with the five Keys to Success: resilience, confidence, organisation, persistence and getting along. In addition to this, our Chaplain provides six lessons on Faith and spiritual development and our School Counsellor assists with lessons to develop skills such as 'mindfulness' and improving our mental health. These programs help students understand feelings, practise empathy, build confidence, become more aware of the present, develop helpful thinking and productive problem solving. The career aspirations program builds students awareness about pathways available to them and assists them to set meaningful goals for their future.

In Year 10 there are two lessons of Career and Development (CAD) per week. CAD focuses on introducing students to the diverse range of career opportunities available and the factors that influence a person's career choice. Every student in Queensland is required to complete a Secondary Education and Training (SET) Plan to ensure the student has really thought about their future pathway. It is a plan that helps students to set and work towards goals in their senior years of school and beyond. Extensive career research, using sites such as www.myfuture.edu.au, career expos and subject selection talks assist students to make informed decisions about subjects for Semester 2.

MATHEMATICS

Compulsory Subject

As in Semester 2 of Year 8, students in Year 9 and 10 Mathematics are divided into three groups based on ability. These are; Advanced, Intermediate and Foundation. All three groups follow the Australian Curriculum but to varying degrees. Students are selected for these groups based on previous results and teacher input. These groups are very flexible and there is continual movement of students based on progress and subject pathway.

The aim of Mathematics in Years 9 and 10 is to both build on skills previously gained and to develop new skills that can be used in everyday life, whilst preparing students for the rigour of Senior Mathematics. Students in Advanced Mathematics will be prepared for a Mathematics B pathway; students in Intermediate Mathematics will be prepared for either Mathematics A and B; and Foundation Mathematics students will be prepared for the Mathematics A course.

While the Advanced Mathematics course still follows the Australian Curriculum it does differ from both the Intermediate and Foundation courses. In Year 9, all students will cover the same topics, but the Advanced group will move at a much quicker pace and progress onto the Year 10 content.

In Year 10, the Curriculum allows for an Advanced course, which will be taught alongside the standard curriculum where needed.

Students following the Intermediate Mathematics course stick closely to the Australian Curriculum whilst ensuring they have all the basics required for later life and Senior Mathematics. This course does aim to prepare students for both Mathematics A and B in Year 11 and 12.

Foundation Mathematics is a course for students who would benefit from working at a slower pace and in a smaller group. This course does aim to prepare students for Mathematics A in Year 11 and 12 by targeting the required skills in Year 10.

In Year 9 and 10 Mathematics, students can expect to do three pieces of assessment per semester, usually consisting of two written exams and one assignment. Assignments are designed to be both engaging and interesting, while preparing students for Senior Mathematics. To reflect new procedures in the Senior phase of learning, the end of semester will cover all units in that Semester and not just that term.

There is an expectation that all students complete minimum prep requirements within a given time frame. This would usually consist of about 30 minutes twice a week. One of these will be practice on a concept covered in class, the other will be a skills refresher. Prep may be done using a textbook, worksheet or online resource. If students fall behind or feel they need extra support, they are encouraged to attend tutoring sessions which are set by staff or attend Ringers Club after school, which runs daily.

SCIENCE

Compulsory Subject

The study of Science is an essential and therefore compulsory part of the secondary curriculum. It encourages students to think for themselves. By doing this, students can discover information about the natural world around them and about the technology we use every day. Science activities also provide an excellent opportunity for students to improve their skills in reading, writing and mathematical skills such as measuring, graphing and calculating. Science at All Souls St Gabriels School follows the Australian National Curriculum, but continues to help students develop the following universally recognised, employability skills:

- Thinking skills;
- Basic scientific methodologies;
- Skills in using equipment and collecting and analysing primary data;
- Problem-solving skills;
- The ability to apply knowledge in unfamiliar situations.

The Science syllabus has four core topics:

- Biological Science – The study of all living things & the interrelationships involved
- Chemical Science – The study of matter, reactions & trends
- Physical Science – The study of Energy & Motion
- Earth & Space Science – The study of terrestrial & extra-terrestrial phenomena

The Australian Curriculum: Science has three interrelated strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills.

Together, these three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore Science, its concepts, nature and uses through clearly described inquiry processes.

Students will be involved in many different learning activities during the secondary program in Science. These include normal teacher-led discussions, debates, films, written work, practical laboratory work, excursions, library research and use of computers. Whatever the learning activity, the students will be expected to be actively involved rather than merely taking in knowledge. They will be encouraged to think logically and to approach problems in a methodical way, at the same time as utilising some of the most up to date facilities and equipment available to schools.

Students studying Science will have their progress assessed by a number of different methods. As well as written tests, students may be asked to do short or extended practical investigative projects, give talks, multimedia assignments, make models or write reports of excursions. Students will have to show that they have mastered a number of laboratory skills.

Electives:

Students will choose two from:

ARTS

Elective Subject

The Arts is a holistic subject, specifically designed to engage students in a wide variety of the Arts which includes: Dance, Drama, Media, Music and Visual Art.

The Arts Foundation to Year 10 enables exploration of the dynamic relationships between Arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens.

Throughout this course of study, students will be exposed to the Arts in contextualised units which may include:

- Have Your Say: *Documentary vs Mockumentary*
- The Human Body as an Instrument of Arts
- Places and Spaces: *Performance Art & Installations*
- Masters of Manga: *The Rise of Asian Pop Culture*

The assessment will be based on two strands:

Making: Students independently and collaboratively experiment, conceptualise, reflect, refine, present, perform, communicate and evaluate. They develop knowledge, understanding and skills to design, produce, present and perform artworks.

Responding: *Responding* in each Arts subject involves students, as both artists and audiences, exploring, responding to, analysing, interpreting and critically evaluating artworks they experience. Students learn by reflecting on their making and critically responding to the making of others.

Although this subject is designed to prepare students for senior subjects such as; Drama, Music, Music in Practice, Visual Art and Visual Art in Practice the outcomes are far-reaching and beneficial for any future career. Learning and practising arts traditions fosters social competencies such as effective communication and interpersonal skills, team work, understanding relationships, understanding divergent cultural perspectives, creative problem-solving, self-confidence and self-discipline. In the current, rapidly changing world, these skills are valuable for any profession.

DESIGN AND TECHNOLOGY – Food and Textiles

Elective Subject

The central focus of Food & Textiles is the well-being of people within their personal, family, community and work roles. Food and Textiles encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles.

Food and Textiles is an interdisciplinary study drawing on the fields of nutrition and dietetics, textiles, fashion, architecture and the built environment, human development, relationships and behaviour. Our Food and Textiles plan encompasses two terms of food studies and two terms of textiles in both Years 9 and 10.

These units will include

- textiles, fashion design and garment manufacture, 2 Terms
- food safety and hygiene, 1 Term
- food science and meal design, 1 Term
- textiles, design and non-apparel items, 2 Terms
- nutrition and staple foods, 1 Term
- basic catering and planning, 1 Term

Through the study of Food and Textiles, students have the opportunity to develop a number of skills that provide the basis for attributes that can be helpful to most subject areas and most career paths. Therefore, they are skills and attributes most employers are looking for in employees. These skills are also necessary for success in all facets of life (home and family life), work and study, leisure and hobbies.

A study of Food and Textiles is practical as well as theoretical and is designed to be relevant and capture the interest of students.

DESIGN AND TECHNOLOGY - Manufacturing

Elective Subject

Overview

The purpose of this course is to give students a 'taster' of the opportunities available in Years 11 and 12. This means that students will experience using a wide range of materials, processes and machinery/tools, along with assimilating knowledge of the theory of materials and processes, the design cycle and researching skills. There will also be an introduction to drawing and graphics skills. Throughout all projects, there will be a major emphasis on OH&S in the workshop.

Course Content:

Year 9 Semester 1:

Students will develop a Co2 Dragster design by learning about Aerodynamics, Physics and Tribology. With this knowledge the students will sketch their designs and construct the fastest possible drag car that is powered by a CO2 canister. The dragster will be raced over a 20 metre track and must comply with the specifications listed in the design folio.

In Term 2 students will design an Eco Lamp using LEDs and recycled materials, learn about recycling timber/metal and basic electronics. This project give students a chance to show their creative style while combining new technologies and skills.

Year 9 Semester 2:

During Term 3 students will develop sheet metal carry organizer to store and transport a number of selected items such as fishing gear, tool boxes, desk top organizer and cutlery storage.

In Term 4 students will complete a fitting and machining project learning how to fit together sliding jaws to form a small work vice called a jewellers' vice. They will machine a threaded shaft on the metal lathe and experience various joining methods.

Year 10 Semester 1:

1. *Stool* - This project will give the students an opportunity to learn how to MIG weld. The project involves making a frame from RHS, then adding casters and an upholstered top. The students will learn about welding techniques, metal cutting and grinding, metal finishing and a need for accuracy/neatness.

2. *Camping Stove* - This is a metal based project where the students will make a folding outdoor stove. This will involve a range of skills and processes and will also involve students in using a metal Lathe.

Year 10 Semester 2:

In Term 3, students will solder and assemble a set of twin speaker units learning how to construct a circuit board that will control the speaker units. They will learn to read electrical drawings and develop an understanding of developing electrical circuits.

In the process of constructing the speaker electrical units they will begin to design a cabinet unit to house the speaker unit or as separate cabinet on its own.

Students will begin the construction of their cabinet during Term 3 after finishing their electronics project and having completed their design ideas and working drawings. The cabinet unit will be designed to their own style and personal needs.

DIGITAL TECHNOLOGIES

Elective Subject

Digital Technologies is a subject that ensures that students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

One of the key ideas of Digital Technologies is Computational Thinking. This is a problem-solving method that is applied to create solutions that can be implemented using digital technologies. It involves integrating strategies, such as organising data logically, breaking down problems into parts, interpreting patterns and models and designing and implementing algorithms.

This subject will build on skills and strategies gained in Years 7 and 8 and aims to prepare students for Senior subjects, in particular ICT (Information Communications Technology) and IPT (Information Processing and Technology), and the ever changing world of work.

In this subject, students can expect to complete tasks using programming and coding, with a strong emphasis on designing and creating.

Assessment will take the form of practical tasks and projects. This subject is taught in a combined class of Year 9 and 10 students.

ECONOMICS & BUSINESS STUDIES

Elective Subject

The economy (and businesses operating in it) affects the daily lives of all Australians as they work, spend, save, invest, travel and play. Business activity influences jobs, incomes and opportunities for personal enterprise. Business, economic and legal activities impact on and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs.

Economics and business education is important for students in their secondary schooling. In this phase of schooling, they gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. Students studying economics and business will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters. These skills will result in improved economic, consumer and financial literacy.

The course covers parts of the Australian Curriculum with an aim to prepare students for studying senior business subjects offered at All Souls St Gabriels School.

Students will study the following units over the two year course:

- Consumer Choice
- Promoting & Selling (Marketing)
- Travel
- Employment
- Basic Accounting Practices
- Running a Business
- Introduction to senior Business Management
- Introduction to senior Economics

Assessment tasks will consist of:

- written projects,
- multi-modals (oral presentations),
- short response exams,
- practical projects, and
- a business venture.

Students work will be assessed using the following criteria:

- Economics and Business Knowledge & Understanding
- Economics and Business Skills

PHYSICAL EDUCATION

Elective subject

Overview

Physical Education provides students with the opportunity to further develop their knowledge and understanding previously and concurrently gained in Health.

The subject will be comprised of four lessons per week, split approximately 50-50 between practical and theory lessons with students being assessed in both aspects of the course.

Written exams, assignments and multi-modal presentations, as well as demonstrating physical skills in the context of drill and game situations, will contribute equally to students' overall grades.

Objectives

Physical Education at All Souls St Gabriels School has two major objectives. Firstly, it allows students to become physically educated. This provides students with information and skills which will help them appreciate the benefits of regular physical activity and prepare them to lead active and healthy lifestyles.

Secondly, it is vital to prepare students for the demands of the Senior Physical Education program, should they choose it as a senior subject in Years 11 and 12.

Semester Outline

Throughout the course students will complete several theoretical units based around current issues and information in Physical Education. These include the following subject matter:

Semester 1:

Unit One: Body Systems

Unit Two: The Components of Fitness & Methods of Testing & Training Principles

Semester 2:

Unit Three: Biomechanics

Unit Four: Drugs in Sport

Semester 3:

Unit Five: Sports Nutrition

Unit Six: Energy Systems for Sport and Exercise

Semester 4:

Unit Seven: Biomechanics Extension

Unit Eight: Skill Acquisition

The physical aspects of the course closely integrate the theoretical component through a variety of sports and activities. These may include, but are not limited to the following:

- Tennis
- Soccer
- Touch Football
- Athletics – Track and Field
- Fitness Development
- Volleyball
- Basketball

- Handball
- Netball
- Softball
- Badminton
- Cricket
- Gaelic Football

Assessment Structure

Throughout the four-semester course students will complete a variety of assessment tasks in genres including:

- Short and Extended Response Exams
- Research Assignments
- Multi-modal Presentations
- Unseen Questions Essays

Prerequisites

While there are no specific prerequisite requirements for choosing this subject the following skills and interests will be beneficial:

- an interest and willingness to participate in a variety of physical activities
- 'C' level literacy and numeracy skills
- an interest in health and improving personal physical capabilities

Out of Class/Prep Expectations

Students will be expected to have full ASSG sports uniform (including appropriate footwear, not skate shoes or Dunlop volleys) for each lesson.

Assessment requirements for Physical Education will also require students to complete some revision of class work and assignments in their own time. This should not exceed approximately 2 hours per week in Year 9 and three hours per week in Year 10.

Practical lessons will also provide students with learning experiences that expand their tactical and strategic awareness, at both individual and team levels.

A desirable though not mandatory prerequisite for Year 11 and 12 Senior Physical Education, Physical Education aims to prepare students not only for senior schooling, but also as active, healthy, lifelong learners.

NOTES: