Disclaimer: The information in this handbook is subject to change without notice due to human and physical resource allocations.

Some courses identified in this handbook will attract a fee, where a fee applies it has been mentioned in the course brief throughout this handbook. All subject fees are outlined in the Student Resources Handbook which is available at the office.

Students may be asked to pay these fees direct to the external provider or to the school who will pay the external provider on behalf of the students enrolled.

Fees will be invoiced within the first month of course commencement, invoices will be sent home with payment instructions and due dates. Please note only financial students can stay enrolled in a course to receive a certificate of qualification.

Some courses will only proceed if sufficient numbers of students enrol at the time of SET Plan and Subject Selection process.
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Corinda State High School RTO #30464
**INTRODUCTION**

Our junior secondary curriculum encompasses an intentional approach to teaching and learning that is responsive and appropriate to the full range of needs, interests and achievements of adolescent learners. At Corinda State High School we value quality teaching where students are actively engaged in relevant and intellectually challenging learning experiences that will well prepare them for success in their senior studies and beyond. Our teachers are dedicated in developing productive relationships with all their students and their families and providing a safe and healthy teaching and learning environment.

**LITERACY AND NUMERACY**

Research has shown that by improving literacy and numeracy skills in junior secondary can decrease the risk of students performing poorly in their senior years of study. Corinda State High school is committed to providing student with explicit teaching of literacy and numeracy across all subject areas. Every Junior Secondary student will participate in:

- **Literacy and Numeracy Café** - All year 7 and 8 students will participate in a weekly literacy and numeracy program with a focus on developing reading and problem solving skills and strategies. Café stands for Comprehension, Accuracy, Fluency and Extending vocabulary.
- **Reading Routines** – In all subject areas across all year levels there is a commitment to embed an explicit reading session that focuses on developing fundamental comprehension strategies.
- **NAPLAN preparation program** – In year 7 and 9 students participate in the National Assessment Program – Literacy and Numeracy (NAPLAN). All students participate in a differentiated NAPLAN program based on diagnostic and academic data.

**STUDENT LEADERSHIP PROGRAM**

The Student Leadership program (SLP) is an award winning program that culminates in students obtaining their Certificate II in Active volunteering in year 12.

Junior Secondary students are given the opportunity to develop leadership skills enabling them to be better equipped for future leadership roles. The definition of leadership includes service to others, building self-awareness and self-management as well as skills to effectively mentor and motivate others.

The Student leadership program includes building-personal and social competences, developing appropriate communication strategies and an introduction to service to others through local volunteering projects.

Students will also participate in our High Resolves Program and camps.

**LEARNING SUPPORT**

Students identified with learning difficulties are provided with targeted literacy and numeracy support within our English and Mathematic Foundation classes (ENF & MAF) and/or our specialised Intervention programs. These classes are designed for students who achieved below the national minimum standard in literacy and/ or numeracy.

Foundation teachers design units of work from the Australian Curriculum, but use elements from different curriculum year levels to construct learning opportunities that support students’ learning needs. There are also fewer students in the class so that students can be given extensive support.

The Intervention Program is a structured program based on CARS (Comprehensive Assessment of Reading Strategies) and STARS (Strategies to Achieve Reading Success) and CAMS (Comprehensive Assessment of Mathematics Strategies) and STAMS (Strategies to Achieve Mathematic Success).

Students who benefit from these classes have been selected after analysing their academic achievement data, NAPLAN results and other diagnostic testing results.
ASSESSMENT AND REPORTING

The five point scale, A-E, are achievement standards that describe how well a student has demonstrated their learning based on a collection of evidence. Students also receive a report on their effort and behaviour.

Parents receive reports on their child’s progress 3 times a year:

- A progress report at the end of Term 1
- End Semester Report in June and December

GIFTED AND TALENTED EDUCATION

Gifted and Talented Education is integral to our vision for each and every student to exceed their expectations. We aim to enrich the learning of every highly capable student by valuing their individual interests and aptitudes and tailoring the curriculum to suit their particular learning needs.

Corinda’s Gifted and Talented Program is designed to maximize the student’s potential through exciting and engaging experiences. Our extensive program caters for highly capable students in all domains of giftedness.

The Gifted and Talented Program caters for all highly capable students both in mainstream and excellence classes with a range of extracurricular courses, workshops, competitions and clubs.

SELECTION CRITERIA AND ACCEPTANCE PROCESS

There is no single method to fully identify a gifted student; however a combination of careful observations, anecdotal records and assessment data is used to help make judgement.

Selection into an Excellence Program is based on the following results:

- Primary school report card and/or recommendation from primary principal
- Year 7 NAPLAN results (U2B)
- Portfolio / audition / trial
- an exemplary record of effort and behaviour
- capacity to meet course costs.
# Junior Secondary Programs of Excellence

<table>
<thead>
<tr>
<th>Giftedness</th>
<th>Program</th>
<th>Goals</th>
</tr>
</thead>
</table>
| Intellectual Giftedness          | Maths Science Excellence Program             | - Develop critical thinking, writing acquisition and research skills  
- Expose students to a range of state and national competitions that are university recognised for scholarship proposals  
- Provide opportunities for students to attend UQ History lectures and research workshops at the Queensland State Library as well as access to State library eServices |
|                                 | English Humanities Excellence Program        | - Develop critical thinking, writing acquisition and research skills  
- Expose students to a range of state and national competitions that are university recognised for scholarship proposals  
- Provide opportunities for students to attend UQ History lectures and research workshops at the Queensland State Library as well as access to State library eServices |
|                                 | eLearning Excellence Program                 | - Provide students with an opportunity to engage with 1:1 laptop program  
- Provide students with recognised qualifications, Microsoft Office specialist certificates upon exit  
- Further develop and instil ethical and safe practices within the digital world and online communities  
-Expose students to a range of technologies through the use of Microsoft’s IT academy in order to showcase innovation and ‘best-practice’ |
| Creative/Perceptual Giftedness   | Visual Arts Excellence Program               | - Develop outstanding skills in a range of artistic mediums and themes such as film and digital photography, ceramics and sculpture  
- Create partnerships with a Griffith University mentor to develop a public exhibition  
- Opportunity to work with expert Artists in Residence  
- Foster self-discovery and reflection in art making through experimentation. |
|                                 | Music Excellence Program                     | - Develop outstanding skills in musical theory, composition and performance at an advanced level  
- National recognised qualification, AMEB Theory of Music  
- Work with a professional composer from our educational partners and develop outstanding performance skills through regular live performance |
|                                 | Design And Built Environment Excellence Program | - Extend students' problem solving, design & presentation skills  
- Provide opportunity for students to attend UQ lectures & research associated with the Australian Space Design Competition  
- Expose students to industry and a niche pathway to further education and employment in the fields of aerospace, town planners, defence force, airport corporations, architecture, interior design, electro technology, and industrial design. |
| Muscle/Motor Control Giftedness  | Football Excellence Program                  | - Develop students’ skills, fitness, nutrition for performance  
- Expose students to a range of state and national football competitions in order to support and gain representative selection (Region, State, National teams)  
- Further develop and maintain the Football ‘Code of Ethics’ and instil the holistic qualities of a successful, elite sports person |
|                                 | Dance Excellence Program                     | - Provide students an opportunity to develop their dance performance and expose them to various facets of dance. Topics of exploration include fitness and nutrition for performance, technical and performance skills covering a wide range of styles and forms.  
- Further develop choreographic and creating skills  
- Provide a realistic opportunity for students to realise potential through the development of dance technique. |
|                                 | Tennis Excellence Program                    | - Develop students’ skills, fitness, nutrition for performance  
- Expose students to a range of state and national football competitions in order to support and gain representative selection (Region, State, National teams)  
- Provide a realistic opportunity for students to realise potential through the development of technique. |
INTEGRATED STUDENT SERVICES

Integrated Student Services caters to the needs of students with verified disabilities. Students access a range of flexible program options which cater to their individual needs and attributes, with a focus on maximising their learning outcomes, as documented in their Individual Curriculum Plan (ICP) and Individual Support Plan (ISP).

Students are supported through a variety of options including:

- Case management with a specialist learning teacher
- Teacher support in educationally adjusted English and Mathematics classes
- Differentiated instruction in the areas of content, process, product and environment
- Specialist teacher and/or Teacher Aide in designated mainstream classes
- Small group and individual programs

Programs may include:

- Small group literacy and numeracy tutorials, where students work on individualised programs to support their academic development
- Certificate courses designed to develop the skills needed for the workplace
- Social and emotional learning courses that improve communication, interaction and relational skills
- Life skills programs to develop skills that promote independence at school and in their local community
- Special interest programs and projects that broaden students experiences and develop skills in areas of interest; such as horticulture, hospitality, sport and work skills
- Transition programs and work experience opportunities for senior school students

Student pathways are closely mapped and regularly reviewed with students, Case Managers, parents and associated stakeholders.

LEARNING SUPPORT

Students identified with learning difficulties are provided with targeted literacy and numeracy support within our Foundation English and Mathematics (ENF & MAF).

Students are identified for this program from analysis of diagnostic, academic and NAPLAN results as well as any relevant specialist reports.
Brief Description of Subject / Outline

Year Seven Agricultural Technology is an exciting, hands-on course where students solve problems and investigate farming systems. The course focuses on how technologies can be used to produce more agricultural products in a better and more efficient way. This is done by covering many different topics aimed at getting students to think deeply – from discussions of different types of farm machinery to agricultural drones to crocodile farming.

Brief Course / Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Agricultural machinery&lt;br&gt;Emerging drone and robotic technologies</td>
<td>Examination – machinery and how it works&lt;br&gt;Practical assessment – name the mystery object and describe its function</td>
</tr>
<tr>
<td>Term 2</td>
<td>Technologies used for animal breeding</td>
<td>Group presentation – choose an interesting animal industry found in Australia. How are technologies used to better produce food or fibre in this industry?</td>
</tr>
</tbody>
</table>

Future Pathways

- **University**
  - Diploma of Agricultural Technology
  - Bachelor of Agricultural Science

- **Agricultural College / TAFE**
  - Certificate III in Agriculture
  - Certificate IV in Veterinary Nursing

- **Work**
  - Livestock industries
  - Horticulture industries
  - Merchandising
  - Environmental

- **Corinda State High School RTO #30464**
Brief Description of Subject / Outline

Students are introduced to the language and culture of China and other nations which speak Mandarin. They use their developing understanding of Mandarin to explore the relationship between language and culture in China and other countries which speak Mandarin. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Extended family / Personal descriptions</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td>Term 2</td>
<td>Colours and clothes</td>
<td>Comprehending and Composing Exam (including Intercultural Competence) Reflection</td>
</tr>
<tr>
<td>Term 3</td>
<td>Shopping</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td>Term 4</td>
<td>Weather</td>
<td>Comprehending and Composing Exam (including Intercultural Competence) Reflection</td>
</tr>
</tbody>
</table>

Future Pathways

Junior Secondary

Senior Secondary

Post School

University
- Dual Degrees – Law / Business / Engineering / Economics / Science
- Arts Degree
- Communications
- Marketing

Chinese

TAFE
- Tourism
- Hospitality
- Marketing

Chinese

Work
- Diplomat
- Language Teacher
- Interpreter
- Flight Attendant
- Foreign Affairs Officer
- Defence Force Officer
- Tour Guide
- Customs Officer
- International Lawyer/Engineer
- Business Person
- International Aid Officer

Corinda State High School RTO #30464
9 DANCE

Brief Description of Subject

Due to the growing popularity of dance films and television shows involving dance, students are more interested in studying Dance at school. When studying dance, students learn the essential elements, skills and processes through the practices of choreography, performance and appreciation. Participants understand that the body is the instrument of expression and they learn to use this, and combinations of the elements of dance (action, space, time, dynamics and structure) to communicate and express meaning through creative and purposeful movement.

Each year in Junior Secondary, students are involved in making and responding to dance. Making in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing, reflecting, and performing. Responding in Dance involves students appreciating their own and others’ dance works by viewing, describing, reflecting, analysing, appreciating and evaluating various genres and styles of dance.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1/3</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dance in the Streets – Funk, Tap and Jazz Styles</td>
<td>Performance of a Body Percussion, Funk and Jazz Routines</td>
</tr>
<tr>
<td></td>
<td>Story Telling Through Dance – Modern and Interpretive Dance Styles</td>
<td>Review of a Professional Dance Performance</td>
</tr>
</tbody>
</table>

Future Pathways

- Junior Secondary
- Senior Secondary
- University
  - Teacher
  - Choreographer
  - Human Movement Studies
  - Cultural Development
- TAFE
  - Event Management
  - Arts Administration
  - Certificate Courses
  - Diploma or Associate Diploma
- Work
  - Performer
  - Choreographer
  - Student teacher

Corinda State High School RTO #30464
9 DANCE PROGRAM OF EXCELLENCE

Brief Description of Subject / Outline

The Dance Program of Excellence is an elective subject that may be studied by Year 7, 8 and 9 students who have displayed an aptitude and commitment to improve their Dance skills. The Dance Program of Excellence is embedded in the Health and Physical Education key learning area. Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities.

For students in this subject the teaching and learning is linked to Dance so students can develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others’ health and wellbeing.

This subject is studied by students in Year 7, 8 and 9. Previous experience is required and acceptance is by audition only.

Knowledge and understanding in Health and Physical Education is organised into two strands. These two strands are:

- Strand One: Personal, Social and Community Health
- Strand Two: Movement and Physical Activity

In Year 9 students will understand the range of factors influencing their personal identities, relationships, and their own and others’ health safety and wellbeing. They evaluate and refine specialised movements as they perform complex movement tasks across a range of physical activities.

Brief Course/Assessment Outline:

Student studying DNX will cover topics from each of the two strands, these will include:

<table>
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<th>Theoretical Outline</th>
<th>Practical Outline</th>
<th>Assessment Summary</th>
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</thead>
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<tr>
<td>Sem 1</td>
<td>Mental Health and Wellbeing</td>
<td>Health Related Physical Activity Dance specific</td>
<td>Assessment Folio including</td>
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<tr>
<td></td>
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<td></td>
<td>- Analytical Essay</td>
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<td></td>
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<td>- Stimulus Response</td>
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<td></td>
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<td>- Observation of Performance</td>
</tr>
<tr>
<td>Sem 2</td>
<td>Relationships and Sexual</td>
<td>Rhythmic and Expressive Activities. Dance specific</td>
<td>Assessment Folio including</td>
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<td>Health</td>
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<td>- Multimodal Presentation</td>
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<td>- Open Book Exam</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Observation of Performance</td>
</tr>
</tbody>
</table>

* This overview is a guide only and may change as ACARA requirements are finalised.
Future Pathways

Students may continue to pursue Dance in the senior years through The Arts faculty.
**Brief Description of Subject / Outline**

DBE offers a variety of challenging tasks and assignments with a strong emphasis on STEM (Science, Technology, Engineering and Mathematics). The subject will lead the students on a journey to Aerospace Studies.

The program engages students by responding to real-world problems using a design process. Students examine and investigate design problems through understanding and analysing design factors which include technological knowledge and conceptual understandings. Students apply design factors to develop ideas and produce products along with having exposure to the latest technology such as 3D printers and 3D modelling software. Students will also be exposed to many of the traditional hand skills and processes, which provide students with appropriate foundational knowledge when manipulating materials to produce their ideas. Products are made by students to confirm that their ideas have solved the design problem. Students complete the design process by critically evaluating their ideas and products in response to the original design problem.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td><strong>Ideation and Design Processes for Personal Habitat Space.</strong> The Design Folio includes a design element applicable to a scenario as featured in the Australian Subs in Schools program, and construction of a scale model. <strong>Engineering, aerodynamics and fabrication of CO2 Racing Cars.</strong> Includes 2D illustration, detailed 3D rendering; colouring techniques; 3D printing and workshop skills. A comprehensive testing and evaluation stage featuring wind tunnel analysis and actual racing DBE. Students’ cars may be selected to participate in the RACQ Technical Challenge.</td>
<td>Design Folio &amp; Practical Product &amp; Racing</td>
</tr>
<tr>
<td>Sem 2</td>
<td><strong>Ideation and Design Processes for a Water Rocket.</strong> Students design and build two water rockets to meet two operationally diverse requirements – a rocket that can accurately strike a target, and a payload launching rocket that can safely launch and recover launching system to propel a table tennis ball to reach distance goals. <strong>Engineering principles of a Gantry Crane:</strong> Students design and build a gantry crane to carry a suspended load from the boom. Students use a variety of materials and fabrication techniques to create a viable structure capable of supporting the suspended load</td>
<td>Design Folio &amp; Practical Product &amp; Flight Tests</td>
</tr>
</tbody>
</table>
Future Pathways

**Junior Secondary**

**Senior Secondary**

**Post School**

- **University**
  - Engineering
  - Aerospace
  - Design
  - Architecture
  - Landscape Architecture
  - Project Management
  - Town Planning
  - Industrial Design

- **TAFE**
  - Trade Certificates
  - Diploma or Associate Diploma

- **Work**
  - Trades paraprofessionals
  - Built Environment paraprofessionals
  - Engineering paraprofessionals
  - Electrotechnology paraprofessionals

- **Design & Built Environment Excellence (7-9)**
- **Design & Built Environment Excellence (10)**
- **Aerospace Studies (11-12)**

*Corinda State High School RTO #30464*
Digital Design Studies involves students developing their knowledge of how ideas and intentions are communicated in and through Design Concepts. They will build on and refine their knowledge, understanding and skills through visual arts practices using technology.

Students will identify and analyse how other artists use visual arts practices, visual conventions and viewpoints to communicate ideas and apply this knowledge in their Digital art making. They will evaluate how they and others are impacted and influenced by artworks and practice from different cultures, times and places.

By the end of Year 9, students will be able to conceptualise their representational ideas to realise a personal style in their art making and display practices. They will manipulate and adapt different representational elements to enhance meaning in their artworks using the program Photoshop CS5.

At Corinda State High School, elective subjects in The Arts are 3 x 70 min lessons for one semester, comprising of either term 1 / 2, or term 3 / 4.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in Year 9 will study two units, covered over one Semesters.</td>
<td>Students will be assessed across both the making and appraising criteria. The following is a guide as to the number of assessment items per Term/Semester.</td>
</tr>
</tbody>
</table>
| Unit 1: Introduction to Digital Design using the design program Photoshop CS5. Unit 2: Design problem solving extension tasks. | **Making Tasks**:  
Term 1: 5 x Tasks  
Term 2: 5 x Tasks  
**Appraising Task**  
Self Evaluations for each task completed: assignment (approx. 50-75 words)  
Students will also keep a Visual Journal which will be marked throughout the Term in conjunction with their practical and written work. |

Future Pathways:

- **Junior Secondary**
- **Senior Secondary**
- **Post School**

**University**
- Graphic Designer
- Art Teacher
- Landscape Architect
- Industrial Designer

**TAFE**
- Photography
- Diploma or Associate Diploma of Fine Arts
- Illustrator

**Work**
- Product Designer
- Landscaper
- Store window dresser
- Animator
- Digital Graphic Designer

**Digital Design Studies**

**Visual Arts**

**VCI-Year 10 VCM -Year 11&12.**
**Brief Description of Subject**

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others’ stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comedy- Commedia dell'Arte and satire</td>
<td>Pair performance</td>
</tr>
<tr>
<td>Comedy element</td>
<td>Analytical essay</td>
</tr>
<tr>
<td>Analysis of comedy elements</td>
<td></td>
</tr>
<tr>
<td>Teen issues</td>
<td>Group performance</td>
</tr>
<tr>
<td>Collage drama conventions</td>
<td>Script writing</td>
</tr>
<tr>
<td>Analysis of dramatic meaning</td>
<td></td>
</tr>
</tbody>
</table>

**Future Pathways**

- **University**
  - Bachelor of Fine Arts (Drama), Bachelor of Creative Industries, Film & T.V. Degrees, Education, Musical Theatre, Theatre Production, NIDA, VCA, Festival & Events, Advertising

- **TAFE**
  - Diploma of Arts, Arts – Acting
  - Theatre Lighting & Sound
  - Production, Community Theatre

- **Work**
  - Theatre Professionals, Media Industry, Drama Teaching, Events Coordinator, Production Assistant, Lighting & Sound, Community Theatre, Critic, Dramaturgy
9 ENGLISH

Brief Description of Subject / Outline

The language, literature and literacy strands of the Australian Curriculum: English provide students with the opportunity to:

- understand and use Standard Australian English in its spoken and written forms and in combination with other non-linguistic forms of communication
- develop a sense of the capacity of Standard Australian English to evoke feelings, and to organise and convey information and ideas
- use language to inform, persuade, entertain and argue
- understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings
- develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature, and an understanding of literary criticism, heritage and values
- develop proficiency in the increasingly specialised written and spoken language forms of schooling.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Persuasive reading, speaking and writing and the Australian Identity</td>
<td>formative on-demand writing task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Panel discussion – What does it mean to be Australian?</td>
</tr>
<tr>
<td>Term 2</td>
<td>Creating Other Worlds: The speculative fiction novel study</td>
<td>Reading comprehension test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short story</td>
</tr>
<tr>
<td>Term 3</td>
<td>Representations of Youth in Literary Texts</td>
<td>Exam essay comparing a scene from a play to a scene from a film</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group dramatic performance</td>
</tr>
<tr>
<td>Term 4</td>
<td>Pitch me a magazine</td>
<td>Spoken pitch to magazine executive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formative essay (audience: Year 10 teacher)</td>
</tr>
</tbody>
</table>

Students will also complete 2 language conventions tests per year, linked to their Skills Builder homework.

Future Pathways

Corinda State High School RTO #30464
**9 ENGLISH FOUNDATION**

**Brief Description of Subject**

Foundation English offers students with an Individual Education Plan (IEP) through Learning Support an opportunity to work on and consolidate the language and literacy skills required in English. Students in these classes benefit from the smaller and highly supportive class environment and closer teacher assistance.

**Brief Description of Subject / Outline**

Students will access the Australian Curriculum: English alongside their peers in English (above). Adjustments to accommodate their Individual Education Plans might include:

- More heavily scaffolded assessment
- More time for developing essential skills
- Fewer texts studied in more depth
- An emphasis on in-class reading

At Corinda State High School, the Year 9 English Foundation course consists of three 70 minute lessons per week. Students in the Foundation course will also participate in a reading intervention program.

**Future Pathways**

![Future Pathways Diagram](image-url)
Brief Description of Subject / Outline

The Football Program of Excellence is an elective subject that may be studied by Year 7, 8 and 9 students who have displayed an aptitude and commitment to improve their Football skills. The Football Program of Excellence is embedded in the Health and Physical Education key learning area. Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities.

For students in this subject the teaching and learning is linked to Football so students can develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others’ health and wellbeing.

This subject is studied by all students in Year 7, 8 and 9. Previous experience is required and acceptance is dependent upon performance at trials.

Knowledge and understanding in Health and Physical Education is organised into two strands. These two strands are:

- Strand One: Personal, Social and Community Health
- Strand Two: Movement and Physical Activity

In Year 9 students will understand the range of factors influencing their personal identities, relationships, and their own and others’ health safety and wellbeing. They evaluate and refine specialised movements as they perform complex movement tasks across a range of physical activities.

Brief Course/Assessment Outline:

Student studying FEX will cover topics from each of the two strands, these will include:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Theoretical Outline</th>
<th>Practical Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
</table>
| Sem 1    | Mental Health and Wellbeing | Health Related Physical Activity  
- Football and Futsal specific  | Assessment Folio including  
- Analytical Essay  
- Stimulus Response  
Observation of Performance |
| Sem 2    | Relationships and Sexual Health | Rhythmic and Expressive Activities.  
- Football and Futsal specific  | Assessment Folio including  
- Multimodal Presentation  
- Open Book Exam  
Observation of Performance |

* This overview is a guide only and may change as ACARA requirements are finalised.
Future Pathways

Students may continue to pursue Football in the senior years in conjunction with a Certificate III in Fitness qualification. Students may also choose to study Health Education Studies (HES) and Physical Education Studies (PES) as electives in Year 10.

Students with a particular interest in Dance may choose to participate in the Dance Excellence Program in year 7, 8 and 9. They may continue to pursue Dance in the senior years through the Arts Faculty.

Students with a particular interest in Tennis may choose to participate in the Tennis Excellence Program in year 7, 8 and 9. They may continue to pursue Tennis in the senior years in conjunction with a Certificate III in Fitness qualification.
9 FOOD TECHNOLOGY

Brief Description of Subject / Outline

Design and Technologies

This year 9 elective provides students with the opportunity to develop an understanding of the design and technology processes while encouraging them to build sound practical skills. Students will explore the role of technology and food in society from a range of perspectives.

This subject is designed to put theory into practice so students can become more independent and innovative using technological and practical food skills.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1/3</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Breakfast on the run</td>
<td>Practical assessment</td>
</tr>
<tr>
<td></td>
<td>Creation of food solutions based upon own and other’s needs.</td>
<td>Practical Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2/4</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sustainable and ethical marketing of foods.</td>
<td>Practical assessment</td>
</tr>
<tr>
<td></td>
<td>The great adolescent tuckshop or snack food challenge.</td>
<td>Practical Project</td>
</tr>
</tbody>
</table>

Future Pathways

Junior Secondary

Senior Secondary

Post School

Textiles Technology

- Fashion
- Home Economics
- Hospitality

Food Technology

- Trade work
- Diploma or Associate Diploma
- Hospitality and tourism
- Laboratory technician
- Counselling
- Health related courses

TAFE

- Laboratory Operations & skills
- Hospitality
- Tourism
- Early childhood education

University

- Nutrition and Dietetics
- Food science and technology
- Creative industry
- Applied Public health
- Psychology
- Social work

Certificate options

- Food testing and analysis
- Fashion retail
- Early Education industry
- Merchandising

Corinda State High School RTO #30464
9 FRENCH

Brief Description of Subject / Outline

Students use their developing understanding of French to explore the relationship between language and culture in France and Francophile countries. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>At the doctors</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td>Term 2</td>
<td>At home</td>
<td>Comprehending and Composing Exam (including Intercultural Competence) Reflection</td>
</tr>
<tr>
<td>Term 3</td>
<td>Where are we going?</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td>Term 4</td>
<td>Shopping</td>
<td>Comprehending and Composing Exam (including Intercultural Competence) Reflection</td>
</tr>
</tbody>
</table>

Future Pathways

- Junior Secondary
- Senior Secondary
- Post School

University
- Dual Degrees – Law / Business / Engineering / Economics / Science
- Arts Degree
- Communications
- Marketing

TAFE
- Tourism
- Hospitality
- Marketing

Work
- Diplomat
- Language Teacher
- Interpreter
- Flight Attendant
- Foreign Affairs Officer
- Defence Force Officer
- Tour Guide
- Customs Officer
- International Lawyer/Engineer/
- Business Person
- International Aid Officer
9 GEOGRAPHY

Brief Description of Subject / Outline

Among the most important challenges facing human society today include how people interact with the natural environment and how this can be made more sustainable. Geography directly addresses such issues. It is the study of human and natural characteristics of places and the interactions between them.

Geography prepares students for adult life by developing in them an informed perspective, developed across a range of local, regional, national and global scales. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgements to improve their community, state, country and the world.

In Year 9 students:
- Biomes and Food Security
- Geographies of Interconnections

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3</td>
<td></td>
</tr>
<tr>
<td>Biomes and Food Security</td>
<td>Practical Exercise</td>
</tr>
<tr>
<td>Feeding the world</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td></td>
</tr>
<tr>
<td>Interconnections</td>
<td>Field Report</td>
</tr>
<tr>
<td>Tourism and communication</td>
<td></td>
</tr>
</tbody>
</table>

Future Pathways

- Junior Secondary
- Senior Secondary
- Post School
  - University
    - Surveying
    - Teaching
    - Town Planning
    - International Environmentalism
    - Design
  - TAFE
    - Parks and environmental studies
    - Diploma or Associate Diploma
  - Work
    - Qld Public Service
    - Defence Force
    - Tourism
    - Park ranger

Corinda State High School RTO #30464
9 GERMAN

Brief Description of Subject / Outline

Students are introduced to the language and culture of Germany, Switzerland and Austria. They use their developing understanding of German to explore the relationship between language and culture in Germany and other German speaking countries. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clothes and descriptions</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td>Term 2</td>
<td>Houses</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection</td>
</tr>
<tr>
<td>Term 3</td>
<td>Weekend activities</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td>Term 4</td>
<td>Holidays and travel</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection</td>
</tr>
</tbody>
</table>

Future Pathways

- University: Dual Degrees – Law / Business / Engineering / Economics / Science - Arts Degree - Communications - Marketing
- TAFE: Tourism - Hospitality - Marketing
- Work: Diplomat - Language Teacher - Interpreter - Flight Attendant - Foreign Affairs Officer - Defence Force Officer - Tour Guide - Customs Officer - International Lawyer/Engineer/Business Person - International Aid Officer
Brief Description of Subject

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.

Graphics develops students’ understanding of design factors and design processes in graphical contexts. Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences, including corporate and end-user clients. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design).

Brief Course / Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1 Industrial Design - Sketching &amp; CAD Fundamentals</td>
<td>Design Folio, Exam</td>
</tr>
<tr>
<td>Sem 2 Built Environment – Architecture</td>
<td>Design Folio</td>
</tr>
</tbody>
</table>

Future Pathways

- **University**
  - Graphic design
  - Industrial design
  - Built environment design
  - Engineering
  - Urban and regional planning
  - Surveying and spatial sciences,
  - Building paraprofessionals

- **TAFE**
  - Diploma or Associate Diploma
  - Graphic Design

- **Work**
  - Architecture
  - Landscape architecture
  - Interior design
  - Engineering
**9 HISTORY**

**Brief Description of Subject / Outline**

Students explore historical perspectives from the Modern World. Environmental, cultural, economic and political ideologies and systems across a range of settings and periods of time are investigated. With the implementation of the Australian History Curriculum this subject incorporates the traditional disciplines of History as well as various elements involving environmental education, global citizenship and civics.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>World War 1</td>
<td>Research Report</td>
</tr>
</tbody>
</table>

**Future Pathways**

- **Junior Secondary**
  - History
    - Ancient History
    - Modern History
      - University
        - Archaeology
        - Curator
        - Teaching
        - Arts
        - Political Science
        - International Studies
      - TAFE
        - Librarian
        - Diploma or Associate Diploma
      - Work
        - Qld Public Service
        - Defence Force
        - Tourism
        - Research Assistant
- **Senior Secondary**
- **Post School**

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Corinda State High School RTO #30464
9 HEALTH AND PHYSICAL EDUCATION

Brief Description of Subject / Outline

Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities.

In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others’ health and wellbeing.

This subject is studied by all students in Year 7, 8 and 9.

Knowledge and understanding in Health and Physical Education is organised into two strands. These two strands are:

- Strand One: Personal, Social and Community Health
- Strand Two: Movement and Physical Activity

In Year 9 students will understand the range of factors influencing their personal identities, relationships, and their own and others’ health safety and wellbeing. They evaluate and refine specialised movements as they perform complex movement tasks across a range of physical activities.

Brief Course/Assessment Outline:

Student studying HPE will cover topics from each of the two strands, these will include:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Theoretical Outline</th>
<th>Practical Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>Mental Health and Wellbeing</td>
<td>Health Related Physical Activity Challenge and Adventure Games</td>
<td>Assessment Folio including Analytical Essay, Stimulus Response, Observation of Performance</td>
</tr>
<tr>
<td>Sem 2</td>
<td>Relationships and Sexual Health</td>
<td>Rhythmic and Expressive Activities. Challenge and Adventure Games</td>
<td>Assessment Folio including Multimodal Presentation, Open Book Exam, Observation of Performance</td>
</tr>
</tbody>
</table>

* This overview is a guide only and may change as ACARA requirements are finalised.
Future Pathways

Students may choose to study Health Education Studies (HES) and Physical Education Studies (PES) as electives in Year 10.

Students with a particular interest in Dance may choose to participate in the Dance Excellence Program in year 7, 8 and 9. They may continue to pursue Dance in the senior years through the Arts Faculty.

Students with a particular interest in Football (soccer) or Tennis may choose to participate in the Football or Tennis Excellence Program in year 7, 8 and 9. They may continue to pursue Football or Tennis in the senior years in conjunction with a Certificate III in fitness qualification.
Brief Description of Subject / Outline

This is an accelerated program specifically designed for high flyers. Students will participate in core Australian Curriculum units of study in History and Geography, however the program is more challenging and rigorous, which will focus on developing the knowledge and skills associated with historical and geographical learnings. Environmental, cultural, economic and political ideologies and systems across a range of settings and periods of time are investigated. With the implementation of the Australian History and Geography Curriculum this subject incorporates the traditional disciplines of History and Geography as well as a various elements involving environmental education, global citizenship and civics.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
</table>
| Progressive Ideas and Movements | • Activity Choice – tiered tasks  
  • Student Centred  
  • Digital source analysis - Promote richness and independence with student choice of historical sources  
  • Creative/critical | Short Response Test |

<table>
<thead>
<tr>
<th>Term 2</th>
<th>World War 1</th>
<th>Research Report</th>
</tr>
</thead>
</table>
| • Negotiated project eg podcast, models, dioramas  
  • Premier’s Anzac Prize  
  • RSL Publications  
  • Specialised Excursions- State Library | |

| Term 3 | Biomes and Food Security | Field Booklet  
  Practical exercise |
|--------|--------------------------|-------------------|
| • Varied groupings and cooperative learning  
  • Field primary data collection – specialised excursion - Biome assessment of Gold Coast | |

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Geographies of Interconnections</th>
<th>Geography Report</th>
</tr>
</thead>
</table>
| • Varied groupings  
  • Reflective – specialised excursion MacArthur museum | |

Future Pathways

Junior Secondary

Senior Secondary

Post School

History

Ancient History  
Modern History

University
- Archaeology  
- Curator  
- Teaching  
- Arts  
- Political Science  
- International Studies

TAFE
- Librarian  
- Diploma or Associate Diploma

Work
- Qld Public Service  
- Defence Force  
- Tourism  
- Research Assistant
### Brief Description of Subject / Outline

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. They consider the privacy and security implications of how data are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

Students will interact with a range of software especially that contained in the Microsoft Office and Adobe suites.

Please note: Activities may change to reflect student interest and teacher expertise.

### Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Desktop Editing using Microsoft Products</td>
<td>Assessable elements of technology are knowledge and understanding, investigating and designing, producing, evaluating and reflecting.</td>
</tr>
<tr>
<td></td>
<td>Netiquette</td>
<td>Assessment will be based on projects (individual and collaborative) done in class.</td>
</tr>
<tr>
<td></td>
<td>Investigation of a contemporary issue (e.g. mobile phone usage)</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td>Game creation and development</td>
<td>Assessable elements of technology are knowledge and understanding, investigating and designing, producing, evaluating and reflecting.</td>
</tr>
<tr>
<td></td>
<td>Website functionality and formatting</td>
<td>Assessment will be based on projects (individual and collaborative) done in class.</td>
</tr>
</tbody>
</table>
Future Pathways

Junior Secondary

Senior Secondary

Post School

Robotics & Software programming

Information Communication

Cert II or III in Information, Media and Communication Technologies

Information Processing Technology

University
- Engineering Degree
- Science Degree
- Mathematics Degree
- Information Technology Degree

TAFE
- Trade work
- Diploma or Associate Diploma

Work
- network/system administration
- technical support
- Software engineer
- Systems Architect
- IT operations manager

Corinda State High School RTO #30464

Year 9 Curriculum Handbook 2016
Publication: 24 August 2015
**9 JAPANESE**

**Brief Description of Subject / Outline**

Students are introduced to the language and culture of Japan. They use their developing understanding of Japanese to explore the relationship between language and culture in Japan. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Family</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td>2</td>
<td>Descriptions Home and Neighbourhood</td>
<td>Comprehending and Composing Exam (including Intercultural Competence) Reflection</td>
</tr>
<tr>
<td>3</td>
<td>Shopping</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td>4</td>
<td>Travel</td>
<td>Comprehending and Composing Exam (including Intercultural Competence) Reflection</td>
</tr>
</tbody>
</table>

**Future Pathways**

- **University**
  - Dual Degrees – Law / Business / Engineering / Economics / Science
  - Arts Degree
  - Communications
  - Marketing

- **TAFE**
  - Tourism
  - Hospitality
  - Marketing

- **Work**
  - Diplomat
  - Language Teacher
  - Interpreter
  - Flight Attendant
  - Foreign Affairs Officer
  - Defence Force Officer
  - Tour Guide
  - Customs Officer
  - International Lawyer/Engineer/
  - Business Person
  - International Aid Officer

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*Corinda State High School RTO #30464*
9 JUNIOR CONSTRUCTION STUDIES

Brief Description of Subject / Outline

Junior Construction Studies is a woodworking course aimed at developing students’ skills in working with timber products, associated tools and machinery, as well as gaining a knowledge and an understanding of the timber products themselves.

Along with exposure to many contemporary processes, students will still be exposed to many of the traditional hand skills which this school maintains have significance in the fostering of quality workmanship. Junior Construction Studies is aimed at preparing students for entry into senior subjects, as well as offering a subject for enjoyment.

Practical skills will be developed through the production of a series of articles.

A unit of design will be incorporated at the end of the program allowing students to influence outcomes based on their own tastes and values.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Joints</td>
<td></td>
<td>Practical Product</td>
</tr>
<tr>
<td>Beach Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td>Book Ends</td>
<td>Design Folio &amp; Practical Product</td>
</tr>
</tbody>
</table>

Future Pathways

[Diagram showing pathways for Junior Secondary, Senior Secondary, and Post School, including subjects like Design & Technology, Industrial Technology, Junior Construction Studies, Graphics, Construction, Furnishing, Engineering, Electrotechnology, University pathways, TAFE trade certificates, and Work trade certificates.]
**9 JUNIOR ENGINEERING STUDIES**

**Brief Description of Subject / Outline**

Junior Engineering Studies is a metalworking course aimed at developing students’ skills in working with metal products, associated tools and machinery, as well as gaining a knowledge and an understanding of the metal products themselves.

There is stronger emphasis on the use of machinery than in previous years but this school still values the development of hand skills for their significance in the fostering of quality workmanship. This subject is open to any student wishing to learn for future careers or for leisure pursuits.

Practical skills will be developed through the production of a series of articles.

A unit of design will be incorporated at the end of the program allowing students to influence outcomes based on their own tastes and values.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ipod Caddy</td>
<td>Practical Product</td>
<td></td>
</tr>
<tr>
<td>Card Box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brass Whistle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coat Hooks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue Coat Hooks</td>
<td>Design Folio &amp; Practical Product</td>
<td></td>
</tr>
<tr>
<td>Designing Bug/Animal out of Aluminium</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Future Pathways**

- **Junior Secondary**
  - Junior Engineering Studies (9)
  - Junior Construction Studies (9)
  - Introduction to Engineering
  - Introduction to Furnishing

- **Senior Secondary**
  - Construction
  - Furnishing
  - Engineering
  - Electrotechnology
  - Graphics

- **Post School**
  - University
    - Engineering
    - Design
    - Architecture
    - Landscape Architecture
    - Project Management
    - Electronics
  - TAFE
    - Trade Certificates
    - Diploma or Associate Diploma
  - Work
    - Trades paraprofessionals
    - Built Environment paraprofessionals
    - Engineering paraprofessionals
    - Electrotechnology paraprofessionals
Mathematics

Brief Description of Subject / Outline

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems.
- recognise connections between the areas of mathematics and other disciplines.

The mathematical content of Year 9 mathematics is organised by three content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

The actions in which students can engage when learning and using the content are organised into four proficiency strands describe:

- Understanding
- Fluency
- Problem Solving
- Reasoning

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probability – Theoretical and experimental probability, Tree, lattice and Venn diagrams, two-way tables.</td>
<td>Student progress will be checked / assessed at the completion of each unit of work.</td>
<td></td>
</tr>
<tr>
<td>Indices – Index laws including negative indices, scientific notation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra – formulas and substitution, distributive law, binomials</td>
<td>Data may be gathered using short tests, activities or worksheets</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td>Right-angled triangles – Theorem of Pythagoras, calculating sides, area of irregular shapes</td>
<td></td>
</tr>
<tr>
<td>Trigonometry – Trigonometric ratios, calculating sides and angles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surface Area and Volume – nets, surface area and volume of prisms and cylinders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Geometry - Congruency, similarity and scale factor</td>
<td></td>
</tr>
<tr>
<td>Linear Equations - solving equations, problem solving, transposing formulas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linear Relationships – Plotting graphs, finding rules from tables, gradient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinate Geometry – Midpoint, distance between points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>Percentage and Interest – Percentage calculations, simple interest</td>
<td></td>
</tr>
<tr>
<td>Statistics –Classifying and displaying data, centre and spread, histograms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Future Pathways

Junior Secondary

Mathematics

Foundation Mathematics

Mathematics A, B and C

Prevocational Mathematics

University

- Engineering
- Design
- Teaching
- Maths and science
- Medical
- Commerce

TAFE

- Trade work
- Diploma or Associate Diploma

Work

- Qld Public Service
- Defence Force
- Tourism

Corinda State High School RTO #30464
9 MATHEMATICS FOUNDATION

Brief Description of Subject / Outline

Mathematics Foundation is a numeracy intervention bridging program for students with an Individual Curriculum Plan (ICP) through Learning Support. Student in this program work on and consolidate the basic numeracy skills required by the Australian Mathematics Curriculum through the Elementary Math Mastery (EMM) program and course work that individually targets the students learning needs.

Students in these classes benefit from the small and highly supportive class environment, closer teacher assistance and a reduced volume of class work, homework and assessment.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>EMM and Individual Targeted Course Work</td>
<td>Student progress will be checked / assessed at the completion of each 20 lesson block of EMM. Data may be gathered using short tests, diagnostic activities, worksheets and student’s EMM workbook.</td>
</tr>
<tr>
<td>Term 2</td>
<td>EMM and Individual Targeted Course Work</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>EMM and Individual Targeted Course Work</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>EMM and Individual Targeted Course Work</td>
<td></td>
</tr>
</tbody>
</table>

Future Pathways

- Senior Secondary
- Post School
- Mathematics
- University
- Engineering
- Design
- Teaching
- Maths and science
- Medical
- Commerce
- Foundation Mathematics
- Prevocational Mathematics
- Mathematics A, B and C
- TAFE
- Trade work
- Diploma or Associate Diploma
- Work
- Qld Public Service
- Defence Force
- Tourism
- Corinda State High School RTO #30464
9 MATHS SCIENCE EXCELLENCE

Brief Description of Subject / Outline

The three strands of the curriculum Science Understanding, Science Inquiry Skills and Science as a Human Endeavour are interrelated and their content is taught in an integrated way. The Science as a Human Endeavour strand can provide relevant contexts in which science can be taught.

In Year 7 students explore the diversity of life on Earth and develop their understanding of the role of classification. They use and develop models such as food chains and the water cycle to represent and analyse the flow of energy and matter through the ecosystems. They consider the interaction between multiple forces when explaining changes in motion. They explore the notion of renewable and non-renewable resources. They investigate relationships in the Earth, sun and moon system and use models to predict and explain events.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Year 9 Science Excellence</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Focus Depth Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The changing Earth</td>
<td>Waves and particles</td>
</tr>
<tr>
<td></td>
<td>- Structure of the Earth</td>
<td>- Energy of sound and light</td>
</tr>
<tr>
<td></td>
<td>- Analysis of tectonic plates and reasons for their movement</td>
<td>- Methods of energy propagation through different mediums</td>
</tr>
<tr>
<td></td>
<td>- Development in the technology used to study tectonic movement</td>
<td>- Investigate the factors that influence the resistance of a conductor</td>
</tr>
<tr>
<td></td>
<td>- The forces involved in folding and faulting of the Earth and how these lead to earthquakes, volcanoes and mountains</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life in the balance</td>
<td>Patterns of chemistry</td>
</tr>
<tr>
<td></td>
<td>- Human body systems</td>
<td>- Chemical reactions and their applications in daily life</td>
</tr>
<tr>
<td></td>
<td>- Analyse and predict the effects of different environments on body systems</td>
<td>- Investigate endo and exo thermic reactions for ‘heat &amp; eat’ type products</td>
</tr>
<tr>
<td></td>
<td>- Body’s response to disease</td>
<td>- Chemical reactions in food preparation</td>
</tr>
<tr>
<td></td>
<td>- Health based claims and advertising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Differentiation</td>
<td>Extended Experimental Investigation</td>
</tr>
<tr>
<td></td>
<td>Adjust content by using different methods of inquiry</td>
<td>Enquiry based learning.</td>
</tr>
<tr>
<td></td>
<td>Adjust process by using open-ended tasks and problem-based learning</td>
<td>Engage with unfamiliar technology to build proficiency in use and understanding of its operation.</td>
</tr>
<tr>
<td></td>
<td>Adjust environment by using a variety of learning spaces.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrichment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QUT Cube</td>
<td>CSIRO Bronze Technology CREST award</td>
</tr>
<tr>
<td></td>
<td>ICAS</td>
<td>STEM Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optiminds</td>
</tr>
<tr>
<td>Semester</td>
<td>Focus Depth Study</td>
<td>Differentiation</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistics and Probability</td>
<td>Students explore concepts in greater depth using abstract mathematics.</td>
</tr>
<tr>
<td></td>
<td>- Investigating chance</td>
<td>The modelling and problem solving tasks are of increased complexity and require more initiative for their solution.</td>
</tr>
<tr>
<td></td>
<td>- Sampling and analysis</td>
<td>Enrichment tasks broaden scope and depth of mathematical concepts and develop both independent thinking and collaboration with others.</td>
</tr>
<tr>
<td></td>
<td>Number and Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Indices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Algebraic expressions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measurement and Geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pythagoras</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Trigonometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Surface area and volume</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number and Algebra</td>
<td>Teaching and assessment tasks track development of this higher thinking.</td>
</tr>
<tr>
<td></td>
<td>- Linear equations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Linear and non-linear relationships</td>
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</tr>
<tr>
<td></td>
<td>- Coordinate geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Simple interest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measurement and Geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Congruency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Similarity and scale factor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Date interpretation and analysis</td>
<td></td>
</tr>
</tbody>
</table>
### Brief Description of Subject / Outline

Music involves the development of musical knowledge, skills and concepts to be able to create, modify, interpret and play music to an audience. Practical music making skills are enhanced through learning keyboard, ukulele, guitar and drum kit skills. The theory of music is studied and students apply this knowledge when writing original music compositions using Mac Books and the recording studio. A study of music explores diverse rhythmic, melodic and harmonic arrangements, the elements of music and the creation of musical works. Students are provided with opportunities to view and listen to live performance.

### Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1/3</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Music of the Media (Movies, Video Games, Television!)</td>
<td>Composition Analysis (visual and listening) exam</td>
</tr>
</tbody>
</table>

| Term 2/4                  | Folk Music                                                                    | Performance Knowledge exam                   |

### Future Pathways

- **Junior Secondary**
  - Music Excellence
  - Music Extension (Year 12 only)

- **Senior Secondary**
  - Music Industry

- **Post School**
  - Work - Composer - Performer - Manager - Engineer
Brief Description of Subject / Outline

The Music Excellence program gives students the opportunity to develop the skills and knowledge that are vital for success as a modern musician. Students are challenged to develop their performance, composition and analysis skills through working closely with staff and industry professionals. Music Excellence students are encouraged to develop their skills on a main instrument/their voice and are encouraged to try new performance options including learning a second instrument, in solo, small ensemble and larger ensemble performance groups. They are challenged to compose music, as well as listen to and experience music in a range of contemporary and traditional styles. They also develop an excellent knowledge of musical theory that allows them to excel in the study of music through their high school careers.

Students learning music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing. Learning through Music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

Throughout the Music Excellence Program, students benefit from working with guest performers and composers, as well as gaining quality feedback and support from Griffith University Mentors. Music Excellence students are expected to specialise on one or more instruments and have access to small group or individual lessons on Brass, Percussion, Strings, Woodwind, Guitar, Voice and Piano.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th></th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>“Live Under Lights” - Performance Skills 2</td>
<td>Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analytical Writing</td>
</tr>
<tr>
<td>Sem 2</td>
<td>“Finding Your Sound” - Composing Skills 2</td>
<td>Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AMEB theory of music exam. Grade 3 minimum.</td>
</tr>
</tbody>
</table>

Future Pathways

[Diagram showing pathways from Junior Secondary to University, TAFE, Work, Post School]
**Brief Description of Subject / Outline**

The Australian Curriculum: Science provides the opportunity for students to consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with the knowledge, understanding 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.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td></td>
</tr>
<tr>
<td>Biological Science</td>
<td>During the course, students’ performance will be assessed on two criteria:</td>
</tr>
<tr>
<td>• Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment</td>
<td>• Science Understanding</td>
</tr>
<tr>
<td>• Earth &amp; Ecology</td>
<td>• Science Inquiry</td>
</tr>
<tr>
<td>• The theory of plate tectonics explains global patterns of geological activity and continental movement</td>
<td>Assessment items will be integrated into the course of study and include:</td>
</tr>
<tr>
<td>• Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems</td>
<td>• written tests</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
</tr>
<tr>
<td>• Energy transfer through different mediums can be explained using wave and particle models</td>
<td></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td></td>
</tr>
<tr>
<td>Chemical Science</td>
<td></td>
</tr>
<tr>
<td>• All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms</td>
<td></td>
</tr>
<tr>
<td>• Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed</td>
<td></td>
</tr>
</tbody>
</table>
Future Pathways

- Year 7-9 Core Science
- Year 7-9 Science Excellence (optional)
- Year 10 Science
- 10 Adv. Maths and Science (optional)

- Physics
- Earth Science
- Biology
- Chemistry

- University
  - Environmental Sciences
  - Medical Sciences
  - Nursing
  - Pharmacology
  - Engineering (Chemical, Mining, Electrical, Civil)
  - Medical Physics
  - Veterinary Science
  - Optometry, Chemist
  - Botany; Biochemistry
  - Agricultural Studies
  - Education

- TAFE
  - Dental assistant
  - Emergency Services
  - Mechanic
  - Medical receptionist
  - Safety inspector
  - Automotive electrician
  - Civil Engineering
  - Drillers, Miners

- Work
  - Support Services
  - Food and Catering industry
  - Sports and Health Services
  - Agricultural industries
Brief Description of Subject / Outline

Students use their developing understanding of Spanish to explore the relationship between language and culture in Spain. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language. Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Health</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td>Term 2</td>
<td>Food</td>
<td>Comprehending and Composing Exam (including Intercultural Competence) Reflection</td>
</tr>
<tr>
<td>Term 3</td>
<td>Tourism</td>
<td>Comprehending and Composing Exam (including Intercultural Competence)</td>
</tr>
<tr>
<td>Term 4</td>
<td>Hobbies</td>
<td>Comprehending and Composing Exam (including Intercultural Competence) Reflection</td>
</tr>
</tbody>
</table>

Future Pathways

- **Junior Secondary**
  - Spanish

- **Senior Secondary**
  - Spanish

- **University**
  - Dual Degrees – Law / Business / Engineering / Economics / Science
  - Arts Degree
  - Communications
  - Marketing

- **TAFE**
  - Tourism
  - Hospitality
  - Marketing

- **Work**
  - Diplomat
  - Language Teacher
  - Interpreter
  - Flight Attendant
  - Foreign Affairs Officer
  - Defence Force Officer
  - Tour Guide
  - Customs Officer
  - International Lawyer/Engineer/Business Person
  - International Aid Officer
Brief Description of Subject / Outline

The Tennis Program of Excellence is an elective subject that may be studied by Year 7, 8 and 9 students who have displayed an aptitude and commitment to improve their Tennis skills. The Tennis Program of Excellence provides eligible students with an alternative school based learning experience that supports students at an elite level.

For students in this subject the teaching and learning is linked to Tennis so students can develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.

In partnership with Pure Tennis Academy, students will be exposed to coaching of the highest quality to support exceptional Tennis performance.

Previous experience is required and acceptance is dependent upon performance at trials.

Brief Course/Assessment Outline:

Student studying TEX will cover topics from each of the two strands, these will include:

<table>
<thead>
<tr>
<th></th>
<th>Theoretical Outline</th>
<th>Practical Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>Food and nutrition</td>
<td>Health Related Physical Activity</td>
<td>Assessment Folio including</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tennis specific</td>
<td>• Analytical Essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Stimulus Response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation of Performance</td>
</tr>
<tr>
<td>Sem 2</td>
<td>Health benefits of physical activity</td>
<td>Rhythmic and Expressive Activities. Tennis specific</td>
<td>Assessment Folio including</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Multimodal Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Open Book Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation of Performance</td>
</tr>
</tbody>
</table>

* This overview is a guide only and may change as ACARA requirements are finalised.
Future Pathways

Students may continue to pursue Tennis in the senior years in conjunction with a Certificate III in Fitness qualification. Students may also choose to study Health Education Studies (HES) and Physical Education Studies (PES) as electives in Year 10.
9 Textiles Technology

Brief Description of Subject / Outline

Design and Technologies

Students will explore the role of the textile industry in society from a range of perspectives as well as investigating the techniques used to produce textile items. They will explore fibre and fabric uses, embellishments and environmental impacts.

Students will develop and practice skills using a range of fabrics and techniques to make decisions and produce textiles products. They will apply design thinking, creativity and skills to create textile design solutions.

Future Pathways

**Certificate options**
- Laboratory Operations & skills
- Hospitality
- Tourism
- Early childhood education

**Junior Secondary**

**Senior Secondary**

**Post School**

**Textiles Technology**

**University**
- Nutrition and Dietetics
- Food science and technology
- Creative industry
- Applied Public health
- Psychology
- Social work

**Food Technology**

**TAFE**
- Trade work
- Diploma or Associate Diploma
- Hospitality and tourism
- Laboratory technician
- Counselling
- Health related courses

**Work**
- Food testing and analysis
- Fashion retail
- Early Education industry
- Merchandising
**9 VISUAL ART**

**Brief Description of Subject / Outline**

Visual Art involves students developing their knowledge of how ideas and intentions are communicated in and through the Visual Arts. They will build on and refine their knowledge, understanding and skills through visual arts practices.

Students will identify and analyse how other artists use visual arts practices, visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They will evaluate how they and others are impacted and influenced by artworks and practice from different cultures, times and places.

By the end of Year 9, students will be able to conceptualise their representational ideas to realise a personal style in their art making and display practices. They will manipulate and adapt different representational elements to enhance meaning in their artworks.

At Corinda State High School, elective subjects in The Arts are 3 x 70 min lessons for one semester, comprising of either term 1 / 2, or term 3 / 4.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
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</thead>
<tbody>
<tr>
<td>Students in Year 9 will study two units across a semester from the following:</td>
<td>Students will be assessed across both the making and appraising criteria. The following is a guide as to the number of assessment items per semester.</td>
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<tr>
<td><strong>Drawing Unit – “Making Marks”</strong></td>
<td><strong>Making Tasks</strong> – two practical unit per term</td>
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<tr>
<td><strong>Collage Unit – “Fractured”</strong></td>
<td><strong>Appraising Task</strong> – “Analysis of an Artwork” written assignment (approx. 350-400 words).</td>
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<tr>
<td><strong>Painting Unit – “That’s not Real!”</strong></td>
<td>Students will also keep a Visual Journal which will be marked throughout the Semester in conjunction with their practical work.</td>
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<tr>
<td><strong>Ceramic Unit – “Hybrid”</strong></td>
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**Future Pathways**

- **University**
  - Graphic Designer
  - Art Teacher
  - Landscape Architect
  - Industrial Designer

- **TAFE**
  - Photography
  - Diploma or Associate Diploma of Fine Arts
  - Illustrator

- **Art**

- **Work**
  - Product Designer
  - Landscaper
  - Store window dresser

**Corinda State High School RTO #30464**
9 VISUAL ART EXCELLENCE

Brief Description of Subject / Outline

Art Excellence involves students developing their knowledge of how ideas and intentions are communicated in and through the Visual Arts. They will build on and refine their knowledge, understanding and skills through visual arts practices. Students will identify and analyse how other artists use visual arts practices, visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They will evaluate how they and others are impacted and influenced by artworks and practice from different cultures, times and places.

By the end of year 9, students will be able to conceptualise their representational ideas to realise a personal style in their art making and display practices. They will manipulate and adapt different representational elements to enhance meaning in their artworks.

At Corinda State High School, we offer the chance to study Art at the highest level for 3 years (by invitation only) in year 7-9, 3 periods per week 70 minutes long.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
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<tbody>
<tr>
<td></td>
<td>Students in Year 9 Art Excellence students will study three units Terms 1, 2 &amp; 3 and in term 4 Students will engage in a self-directed independent folio in a medium of their choice.</td>
<td>Students will be assessed across both the making and appraising criteria. The following is a guide as to the number of assessment items per semester.</td>
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<tr>
<td></td>
<td>• Ceramics Extension.</td>
<td>• Making Tasks – two practical unit per Semester</td>
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<td></td>
<td>• Digital Photography</td>
<td>• 2 x Appraising Task – “Analysis of an Artwork” written assignment (approx. 400-500 words).</td>
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<td>• Printmaking Extension.</td>
<td>• Art Essay 400-500 words</td>
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<td>• Thematic Based Folio of Resolved Works: Independent Studio Practice working towards graduating exhibition.</td>
<td>• Students will also keep a Visual Journal which will be marked throughout the Semester in conjunction with their practical work.</td>
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<td>• Students will be expected to attend excursions throughout the year and actively participate in Artist workshops.</td>
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<td>• Students will have a final Art exhibition term 4 attended by parents/guardians, staff and students.</td>
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</table>

Future Pathways

- University
  - Graphic Designer
  - Art Teacher
  - Landscape Architect
  - Industrial Designer
  - Architect
  - Interior Design

- TAFE
  - Photography
  - Diploma or Associate Diploma of Fine Arts
  - Illustrator
  - Interior Design

- Work
  - Product Designer
  - Landscaper
  - Store window dresser

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