



Subject Guide

Year 9

YEPPOON STATE HIGH SCHOOL

Together we succeed

PRINCIPAL'S WELCOME

Dear parents and carers

Thank you for choosing our school for your child's secondary education. At Yeppoon State High School, we have established expectations which support every child's improvement, be that academic, social or emotional.

These expectations are known as our "STARS":



We recognise the importance of an effective transition between primary school and high school. As such, our school provides a broad range of experiences to enable informed choices as each student progresses into each phase of learning; junior, middle and senior secondary.

Regards

Ruth Miller
Principal



TABLE OF CONTENTS

PRINCIPAL’S WELCOME	2
MANAGEMENT AND SUPPORT STRUCTURE	4
EXECUTIVE	4
HEADS OF DEPARTMENT	4
SUPPORT STAFF	4
AT YEPPPOON STATE HIGH SCHOOL	5
EXPECTATIONS ARE CREATED BY	5
RELATIONSHIPS ARE CREATED BY	5
HIGH QUALITY TEACHING IS CREATED BY	5
SUBJECT SELECTION PROCESS	6
COMPULSORY SUBJECTS	6
ELECTIVE SUBJECTS	6
ENGLISH	7
SCIENCE	7
HEALTH & PHYSICAL EDUCATION	8
HISTORY	8
MATHEMATICS	9
AGRICULTURAL SCIENCE.....	10
DIGITAL TECHNOLOGIES (DIG09)	10
DRAMA	11
ECONOMICS AND BUSINESS - GENERAL	11
ECONOMICS AND BUSINESS – TOURISM	12
FOOD STUDIES	12
GEOGRAPHY	13
GRAPHICS	13
HEALTH AND PHYSICAL EDUCATION (<i>EXTENSION</i>) – <i>SEMESTER 2 ONLY</i>	14
HEALTH & PHYSICAL EDUCATION RUGBY LEAGUE	14
INDUSTRIAL TECHNOLOGY (METAL)	15
INDUSTRIAL TECHNOLOGY (WOOD)	16
JAPANESE.....	16
MEDIA ARTS.....	17
MUSIC	17
VISUAL ARTS	17

Management and Support Structure

EXECUTIVE

Principal	Mrs Ruth Miller
Deputy Principal Year 7-8	Mr Dylan Kussrow
Deputy Principal Year 9-10	Mr Patrick Coe
Deputy Principal Year 11-12	Ms Dani Pozzetti
Deputy Principal Diversity and Inclusion	Mrs Kerri Wellspring
Business Manager	Mrs Jo Strohfeldt

HEADS OF DEPARTMENT

The Arts.....	Mr Tom Black
Business & Information Technology	Mrs Sandra Byrt
English	Mr Shane Dwyer
Health & Physical Education	Mr Ben Parker
Technologies.....	Ms Amanda Cole
Dean of Junior Secondary (Years 7 and 8).....	Mrs Sam West
Dean of Middle Secondary (Years 9 and 10).....	Mr Christopher Thompson
Dean of Senior Secondary (Years 11 and 12).....	Mr Matthew Shields
Senior Secondary (Years 11 and 12).....	Mr Brian Fisher
Mathematics.....	Mr Steve Griffin
Science	Mr Bob Day
Social Sciences & Languages	Miss Melissa Lindsay-Park

SUPPORT STAFF

Guidance Officer (Years 7-9).....	Mrs Peta Thomas
Guidance Officer (Years 10-12).....	Mrs Lisa St James
International Student Program Coordinator.....	Mrs Justine Cooms
International Homestay Coordinator	Mrs Natalie Salisbury
School Chaplain	Mr Pat Eastwood
School Chaplain	Mrs Cherril Sell
School Nurse.....	Mrs Sally Minto-Stewart
School Transitions Officer	Mrs Heather Sanders
Youth Support Coordinator	Mrs Kerrie McDonald
Youth Support Worker.....	Mrs Deb Heron

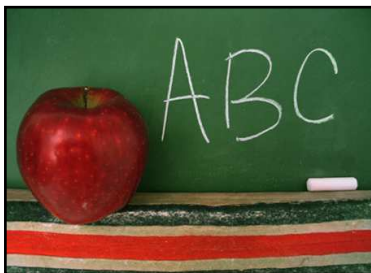
AT YEPPON STATE HIGH SCHOOL

EXPECTATIONS ARE CREATED BY

- Engaging students in a developmental program of authentic and real-life learning experiences.
- Preparing students for the structural, social and cultural changes brought about by the Primary to Secondary school transition. This includes such items as academic rigour and specialist subjects.
- Being familiar with the YSHS setting. Students are equipped to play an active role in the organisation and planning of the school.
- Providing wide and varied subject choices where students are expected to investigate and plan while continuing to develop reading, writing and arithmetic skills.

This might be demonstrated through:

- Project-based real life learning which has been developed through collaborative planning and community involvement.
- Problem-based real life learning.
- Effective profiling of primary students, linking this to the high school setting. Year 8 subjects must be carefully structured to lead into the senior school curriculum.
- Students playing an active role in leadership at the school, for example, the Student Parliament.
- Students working towards developing individual learning pathways that will lead to an exit strategy from the school.
- Teachers modelling excellence and quality.



RELATIONSHIPS ARE CREATED BY

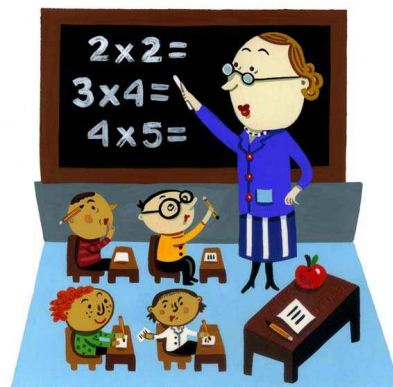
- Students knowing about the school before they arrive eg. Showcase Evening.
- Students and teachers working together on longer-term and deeper relationships.

This might be demonstrated through:

- Ensuring teachers have fewer students and therefore have more time to develop better relationships.
- Students spending more time in collaborative learning in the same classroom.
- A pastoral care program that leads students to become well-rounded, more resilient citizens.

HIGH QUALITY TEACHING IS CREATED BY

- Providing more time for each subject so that students develop skills and knowledge at greater depth.
- The delivery of clearly-explained tasks and assessment processes.
- Using motivational content presented, wherever possible, in a real world context.
- Designing student learning around what is relevant and useful to the middle phase learner.
- A dedicated teaching staff willing to support students to lift achievement.



SUBJECT SELECTION PROCESS

In the following pages, you will find a brief description of the compulsory and elective subjects. The compulsory subjects in Year 9 include English, Mathematics, Science, History (one semester), and Health and Physical Education (one semester). In addition to the compulsory subjects, students need to choose four elective subjects, with at least one from each of The Arts and Technology Strands. The only exception to this is that of Languages - Japanese can be selected instead of either an Arts or Technology subject. With the exception of Music, Rugby League and Japanese (which are year long electives), each other elective will run for one semester.

During 2019, all Year 9 students will complete an online subject selection through their One School My Education Plan. Please take the time to read the following pages to learn about the Yeppoon State High School subject offerings.

COMPULSORY SUBJECTS

English
Health and Physical Education (HPE)
History
Mathematics
Science

ELECTIVE SUBJECTS

Humanities

Economics and Business – General
Economics and Business - Tourism
Geography
Japanese

Health and Physical Education

Rugby League Program

Technology

Agricultural Science (Technologies)
Digital Technologies
Food Studies
Graphics and Design
Industrial Technology (Metal)
Industrial Technology (Wood)

The Arts

Drama
Music
Visual Art
Media Arts

An Instrumental Music Program operates within the existing subjects by students going to specialised lessons.

ENGLISH

Subject Description / Course Outline

The Year 9/10 English program is designed to provide a link between junior studies and senior studies. Throughout each year, teachers will be continually consolidating many aspects of grammar, punctuation and spelling. Students will further develop their skills in speaking, reading, writing and viewing in a wide range of genres. They will be encouraged to read widely.

Unit 1 – Examining representations of Australia’s peoples, histories and cultures

In this unit, students listen to, read and view a variety of information and literary texts featuring different representations of Australia's peoples, histories and cultures to produce close readings of excerpts selected from these texts.

Unit 2 – Representations of Australia

In this unit, students create two transformations based on literary and information texts they have listened to, read and/or viewed to persuade the audience to adopt a particular point of view. One is a written transformation of a visual image, the other a multimodal presentation regarding transforming the national flag.

Unit 3 – Speculative Fiction

In this unit, students listen to, read and view a variety of information texts and speculative fiction texts to produce close readings of excerpts selected from these texts.

Unit 4 – Stranger in a Strange Land:

A unit which explores the consequences of moving across and between cultures. Students will be asked to complete and be assessed on reading texts, as well as writing a personal response to issues raised.

Unit 5 - Novel Study:

The class study of a novel will focus on construction, description and motivation, and their relationship to influencing the reader to accept narrative and ideology.

Unit 6 - Literature Opposed:

This unit will ask students to consider the real world consequences of accepting the ideologies of text: literary and film. They will be asked to challenge the dominant ideology of the text, and explore real world reasons and exemplars of why this is dangerous or unacceptable.

Assessment Possibilities

1. Reading Comprehension Test (2 each semester)
2. Persuasive Speech
3. Short Story
4. Memoir – in response to novel
5. Feature article

Homework Requirements

It is expected that students complete at least 20 minutes English homework three times per week. This will include tasks set by the teacher, spelling from the YHS Student Planner and wide reading.

Excursions / Camps

There are no set excursions for this subject.

SCIENCE

Science develops students' curiosity and sense of wonder as they gain skills in working in a scientific way and use them to explain, predict and model their understandings of the physical and living worlds. The Middle School Science pathways lead to the many senior subjects needed for employment in and enjoyment of, our rapidly changing scientific and technological world.

Year 9 Science topics covered are directed by the National Curriculum. Units include:

- Energetic Moves – electricity, heat, light and sound – all types of necessary radiation. What makes them so useful?
- Being a Chemist – exploring a more powerful radiation – how and why it occurs and the uses we put it to.
- The Changing Earth– dynamic systems that shape the planet we live on.
- Life in the Balance – respiration, circulation, digestion and excretion systems in the body and the study of eco-systems and how organisms respond to change.
- Everyday chemistry for life – acids, food preparation, bushfires, detoxifying food and remedies for indigestion.

Assessment Summary

Students will demonstrate their understanding and skills in Science by completing exams, reports, investigations and constructing models and charts.

Homework Requirements

Homework is given after each lesson to reinforce the lessons, prepare for the next lesson (safety and pre-reading) or research and construct assignments. It is usually due the following day (lesson).

Excursions / Camps

A field study may be completed in the “Changing Earth” or “Life in the Balance” unit to investigate the concepts discussed in the classroom.

HEALTH & PHYSICAL EDUCATION

Core subject for 1 semester per year

Subject Description / Course Outline

Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of contemporary Australians. HPE students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Unit 1 – Healthy & Active Living

In this unit students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern.

As part of their exploration of cultural influences on participation in physical activity, students will be exposed to a range of recreational and cultural activities

Unit 2 – High Performing Teams

In this unit, students explore factors that influence behaviour and how to manage challenging emotional situations. Students investigate and implement strategies to create positive emotions and cohesive, high performing teams. Students explore the impact of team culture and motivational climate on participation and performance. Students analyse movement strategies in gameplay to evaluate team performance. Students apply movement concepts and refine strategies to suit different movement situations.

Homework Requirements

Homework involves revising for progressive exams, completion of workbooks if incomplete during class time and completion of assessment.

HISTORY

Subject Description / Course Outline

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

Depth Study 1: Industrial Revolution

In this depth study of the Industrial Revolution, we analyse evidence to determine the causes and effects of what has been called “probably the most important event in world history” (Hobsbawm, 1962). We explore the unique situation in Britain which led to momentous technological innovations that brought about the Industrial Revolution. We also discover how these innovations positively and negatively impacted on the working men, women and children who lived through such momentous change.

Depth Study 2: World War I

In this depth study of World War I, we analyse evidence to identify the causes of the Great War. The deaths of young Australian men and women in famous conflicts such as at Fromelles, on the Somme, and of course at Gallipoli revealed to Australians at home the horrors of an increasingly drawn out, and some would say, senseless war. We see how this led to heated debate over the conscription question back home.

Assessment Summary

Students will complete a Content/Response to Stimulus Exam, an individual Research Assignment and a Portfolio Task.

Homework Requirements

Each week, students will be given two homework tasks. Task one will be a historical vocabulary crossword. Task two will require students to write a historical paragraph answering that week's Historical Inquiry question.

Excursions / Camps

Students may participate in voluntary field trips if an opportunity arises.

MATHEMATICS

The curriculum framework for the junior school aims to be part of an effective transition for P-12 Curriculum Framework. The three content strands of the Australian Curriculum are: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

The four proficiency strands are: Understanding, Fluency, Problem Solving and Reasoning.

Curriculum development is on-going with teachers working in teams to adopt and adapt the planning that has been provided by Education Queensland through the Curriculum into Classroom materials. Each team has leaders who coordinate the implementation across several subject areas, including assessment.

Prominent features of the mathematics curriculum in the junior school are:

- Student-centered learning
- Acquisition and integration of knowledge
- Strong emphasis on the application of higher-order thinking
- Effective use of technology across the curriculum
- High, but manageable, expectations
- Culture of respect and enthusiasm for learning

Teachers work closely together to provide learning activities that occur both within and outside the classroom. The junior school also offers extension and enrichment programs to provide more challenging learning experiences for students.

Subject Description/Course Outline:

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Assessment Summary:

A variety of assessment instruments will be used and these will cater for the different learning styles of the students.

Tasks used to gather information may include:

- Assignments/Projects
- Short answer questions
- Examinations
- Reports

All assessment items are assessed against three criteria:

- Understanding & Fluency
- Problem Solving & Reasoning

Homework Requirements:

Regular homework and study is essential for successful completion of Year 9 and 10 Mathematics. Generally, homework is a consolidation of what was learned in class that day and is given to reinforce the lesson, prepare for the next lesson or to research and construct assignments. It is usually due the following lesson.

When students are not given set homework, they should read class notes before attending the next class.

Resources/Stationery Requirements

Two exercise books exclusively for Mathematics, red and blue biros, lead pencil(s) and eraser, **scientific calculator**, ruler and protractor.

Excursions/Camps:

The school is an active annual participant in both the Maths Teams Challenge (contested in Year Levels and generally held in Rockhampton) and the Australian Maths Competition.

AGRICULTURAL SCIENCE

Agriculture studies provides students with a wide range of supportive learning experiences where individual ideas are valued and encouraged. Students develop knowledge and skills in environmentally sustainable practices aligned to industry standards and agricultural enterprises. A range of practical orientated activities allows students to participate in the planning, design, production and evaluation of real world scenarios. Activities include livestock nutrition and feeding, live weight monitoring, livestock handling techniques, plant production, infrastructure management and agribusiness. Farm produce is utilised for cross-curricular activities with students involved in the preparation of food products made on the farm

The course leads on to senior agricultural studies.

Unit Descriptions

Unit 1: The Australian Meat Industry

- Beef, Pork, Poultry and Aquaculture
- Animal husbandry practises-introduction
- Breeding and nutrition-chickens and piglets
- Weigh and record data for cattle and pigs
- Safety on the farm

Assessment 1: Farm Safety Exam

Assessment 2: Multi-modal Meat Marketing Poster

Project: Introduction and safe handling of new stock

Unit 2: Paddock to Plate

- Beef, Pork, Poultry, Aquaculture
- Plant production and small crops
- Animal husbandry-handling cattle
- Utilising data-cattle and pig weights
- Production of red claw, fish and small crops



Assessment 1: Written Exam

Assessment 2: Create a Board Game

Project: Aquaponics plant production

Assessment Summary

A range of practical and written tasks relating to activities conducted throughout the semester

Homework Requirements

Homework supports the practical aspects of the course and is set according to unit requirements and progressive completion of theory components

Excursions / Camps

Opportunities include visits to local retail outlets and Gracemere Sale Yards to investigate sales and marketing strategies



DIGITAL TECHNOLOGIES (DIG09)

Term 1

Game Development

In recent years, money spent on development and earnings from sales of interactive games have exceeded that spent on blockbuster movies. Programming and designing games helps in the development and enhancement of the student's critical thinking, logic and problem-solving skills, while learning the importance of attention to detail. Computer programming requires the student to analyse a task, then take well-defined logical rules and apply them in a creative and unique way to meet a specific objective.

Term 1 focuses on:

- The game design industry
- Designing, developing and evaluating games
- Game design theory - the genre of the game, features, audience, learning purpose and the application
- Game Development
- Social and ethical considerations related to gaming

Term 2

Code Like A Ninja

Programming (also known as coding) is how sites like Facebook and apps like Instagram are made. Knowing how to program is like having a computing super power.

Steve Jobs, Mark Zuckerberg and Bill Gates have all said that students should learn how to code. It's a skill that not only teaches you how to work with computers, but also teaches you how to think about solving problems with systems.

Term 2 focuses on:

- Introduction to computer science
- Computational thinking
- Programming concepts
- Programming languages (focus on Python)
- Code.org – Hour of Code
- Grok Learning
- NCSS Computer Challenge

Assessment Summary

A variety of techniques is used, including digital portfolios, design challenges and an exam.

Homework Requirements

Students will be expected to complete a range of weekly homework tasks.

Compatible Courses

Students can study

- **BOTH** ECB and DIG in Year 9

DRAMA

Subject Description / Course Outline

This subject focuses on the ability to create roles and dramatic action, and communicate ideas and feelings in the active mode. Students select, sequence, and structure their work to build and shape dramatic action. They interpret, rehearse and perform their own scripts as well as existing texts. Students reflect on their own drama and the drama of other people, times and places. The significant components of drama are:

- Elements, conventions, forms and styles of drama;
- Forming dramatic action; e.g. scriptwriting, improvisation
- Presenting dramatic action; e.g. scripted plays
- Responding to dramatic action; e.g. journals, research assignments

Unit Topic:

Identity – What does being Australian mean? How do teens create their own identity?

Assessment Summary

During each unit students will:

- Create script work in groups
- Create student-devised performances
- Respond to dramatic elements and analyse drama works
- Reflect on performances critically

Homework Requirements

Homework is the completion of class activities, extension work, script writing, personal reflection and learning lines.

Excursions / Camps

Nil.

ECONOMICS AND BUSINESS - General

Students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace

Term 1

FINANCIAL RESPONSIBILITY, RISK AND REWARD

- Financial Rewards
- Financial Risks
- Investments
- Insurance
- Scams
- Debt
- Workplace Roles and Responsibilities

COMPETING AS A BUSINESS IN THE GLOBAL ECONOMY

- Global Economy
- Overseas Manufacture
- Australian Made
- Ethical Decisions
- Profit Margins
- Marketing

Assessment Summary

Assessment in ECB will be continuous across the semester. A variety of techniques is used, including digital portfolios, in-class collaborative projects, research projects and multimodal presentations.

Homework Requirements

Homework requirements in ECB will vary depending upon assignment tasks, practical work and class work. Students will be expected to complete weekly homework.

Excursions / Camps

Possible opportunities for local excursions and competitions may arise over the course.

ECONOMICS AND BUSINESS – Tourism

Tourism is one of the world's largest industries and fastest growing economic sectors. It is increasing in value globally as a source of expanding employment opportunities. Employment in the tourism industry is facilitated through training and education in response to client and employer requirements.

Term 1

TOURISM AS AN INDUSTRY

Students investigate a variety of investment options as well as the significance of insurance.

WHY PEOPLE TRAVEL

Travel involves the movement by people to selected destinations. This topic focuses on the reasons why people travel, as well as the importance of understanding the place, culture, laws and documents needed.

Term 2

TOURISM AND TECHNOLOGY

This elective focuses on technological developments, the current impact of such developments on the tourism industry and the impact further technological advances will engender.

TOURIST DESTINATIONS

Destinations and attractions are fundamental to the tourism industry and are often central to consumer decision-making. Attractions can be specific places containing natural locations or features, objects or other places that have a special appeal to tourists and local residents such as significant architecture, art galleries, entertainment venues, Aboriginal or Torres Strait Islander cultural festivals and sporting events.

Assessment Summary

Assessment in ECB will be continuous across the semester. A variety of techniques is used, including digital portfolios, in-class collaborative projects, research projects and multimodal presentations.

Homework Requirements

Homework requirements in ECB will vary depending upon assignment tasks, practical work and class work. Students will be expected to complete weekly homework.

Excursions / Camps

Possible opportunities for local excursions and competitions may arise over the course.

FOOD STUDIES

Food Studies is based on the wellbeing of individuals within the broader structure of family and community. Through a variety of curriculum and assessment activities, students are given the opportunity to develop an understanding of the importance of healthy eating, while exploring a range of culinary skills. Students are empowered to think critically and creatively to solve contemporary problems, while ensuring socially and ethically responsible actions to enhance community wellbeing.

Food Studies is primarily a practical subject with students accomplishing a sense of achievement through the preparation and presentation of food products, while following standard kitchen procedures and food safety guidelines. Development of such skills enhance independence, build self-esteem and create a lifelong passion for cooking and healthy eating.

All Food Studies units are based on the Australian Curriculum (ACARA) for Design and Technologies to engage students through authentic design challenges.

Unit Summary

- Trendy Foods – food trends & influence of marketing on consumer choices
- Food Equity – inequitable distribution of food on local & global scale

Assessment Summary

Investigations and practical performances are primarily used to make judgements about student achievement in terms of knowledge and understanding, as well as processes and production skills.

Homework Requirements

It is expected that students complete a range of homework activities, while practicing cooking skills in the home environment.

Excursions / Camps

Nil

GEOGRAPHY

Subject Description / Course Outline

Geography is a study of the Earth and the way humans interact with it. Year 9 Geography includes two depth studies. The first, 'Biomes and food security' examines the biomes of the world, their alteration (GM Foods, mass production) and significance as a source of food and fibre, and the environmental challenges of and constraints on the expanding food production in the future. 'Geographies of interconnections' investigates the way people are connected to the world and includes investigation of things people buy, sell and produce, transport and communication and services and infrastructure.

Key Inquiry Questions:

- What are the causes and consequences of change in places and environments and how can change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Depth Study 1 – Biomes and food security

Depth Study 2 – Geographies of interconnections

Assessment Summary:

During each depth study students will:

- Observe, question and plan geographical inquiries;
- Collect, record, evaluate and represent various forms of data incl. with use of digital technologies;
- Interpret, analyse and conclude by considering a variety of global perspectives;
- Communicate by presenting findings, debating and making arguments;
- Reflecting and responding by evaluating the findings of an inquiry and taking account of environmental, economic, political and social considerations.

Homework Requirements

Homework includes the completion of class work, research, preparation for class debates.

Excursions / Camps

1 x Field Study



GRAPHICS

Graphics is based on the design process to transform an idea into a final product, using specific graphical communication techniques. All products begin as an initial concept that are sketched, then developed into prototypes, before being manufactured for distribution to consumers. Throughout the program, students are given the opportunity to develop their knowledge of graphical design concepts from hand sketching to computer-aided drawings.

Using a range of technologies, including a variety of graphical representation techniques, students will generate production plans in two and three dimensional representations. They will create a range of technical drawings, applying the concepts of perspective, scale, orthogonal and production drawings with sectional and exploded views. They will produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

All Graphics units are based on the Australian Curriculum (ACARA) for Design and Technologies to engage students through authentic design challenges.

Assessment Summary

A folio of work across the full semester will be used to make judgements about student achievement in terms of knowledge and understanding, as well as processes and production skills.

Homework Requirements

It is expected that students complete a range of homework activities to ensure folios are completed in a timely manner.

Excursions / Camps

Possible opportunities for excursions in local area.

Health and Physical Education (Extension) – Semester 2 Only

Extension Health and Physical Education is a semester-long elective subject that builds on student knowledge and interest in HPE from Junior HPE and prepares students for a pathway to Senior PE. This program supports the Core HPE subject, extending students in complex theoretical areas explored in Year 11 and 12 PE. This enables students to be more prepared and also inform their senior subject selections, leading to a more successful selection. Like our Senior PE program, Extension HPE focuses on learning in, through and about sport with a personalised and integrated approach. This subject is based on term-long units that give the student opportunities to participate in a wide range of physical activities. Assessment of performance occurs in two specific sports, but learning occurs through a range of different sports and physical activities.

Unit Summary

Unit 1 Ethics and Tennis

In this Unit, students will discover how ethics guides the behaviours and choices we make every day and incorporates rules, principles, values and purpose. Students will work forward from thinking about what they believe about sport, it's meaning and it's purpose, to what they think matters in terms of their own values, principles and ethical beliefs. This unit is run off-campus one lesson per week and involves a \$60/term fee to cover professional tuition, bus costs and equipment hire.

Unit 2 – Tactical Awareness and Touch Football

Students study how to improve performance through the application of tactics in play. They will investigate the effectiveness of a variety of movement strategies through the use of primary data.

Assessment Summary

Editorial, Performance Folio and practical performances are primarily used to make judgements about student achievement in terms of knowledge and understanding, as well as processes and production skills.

Homework Requirements

It is expected that students complete a range of homework activities.

Excursions / Camps

Cooee Bay Tennis Courts

HEALTH & PHYSICAL EDUCATION RUGBY LEAGUE

Subject Description / Course Outline

The Rugby League subject has been devised to not only improve players Rugby League ability but more importantly to assist with the development of player's self-awareness. The subject strives to build a culture within the class that allows all students to feel a part of successful program and in turn give back to the program with positive behaviour and attitude.

Students undertaking the subject 2019 will have full use of the Gymnasium two to three times a week. The Grade 9 Fitness Program will have a high emphasis on Core Strength and Stability and overall good Fitness.

Assessment Summary

A variety of techniques are used to gather information about students' performances in Rugby League. This variety of techniques will provide a comprehensive body of information from which teachers can draw valid and reliable conclusions about students' demonstrations of learning outcomes. Assessment formats include:

- Posters
- Brochures
- Folios
- Exams (progressive and end of term)
- Workbooks (progressive)
- All practical based activities



Homework Requirements

Homework involves revising for progressive exams, completion of workbooks if incomplete during class time and completion of assessment.

Program Outline – Practical and Theoretical

Program Outline	
Practical Components	
Term 1	Basic Ball Skills in Rugby League and Tackling/The Ruck Passing, Catching, Play the Ball. Initial Contact, Communication, Slowing the Play the Ball, Marker Movement, Safe Landing and Body Positioning.
Term 2	Defensive and Attacking Concepts in Rugby League Line Speed, Shutting the Gate, Types of Defence, Communication. Hitting the Advantage Line, Pushing up Both Sides of the Ruck, Kicking Game and Chase, Offloads, Running "Smart" Lines.
Term 3	Complex Processes in Rugby League Set Plays on the Line, In/Out Ball, Penalty Process, Kick Blockers, Scrum Set Up, Backing Up, Defending Kicks and Kick Returns.
Term 4	Personal Fitness and Conditioning - Specific Programs Muscular Strength, Muscular Endurance, Cardiovascular Fitness, Body Composition, Balance, Agility, Speed, Flexibility, Power, Co-ordination, Reaction Time.

UNIT SUMMARY

Unit 1 - Training Principles and Living a Physical Lifestyle

This unit will look at how students can live a healthy physical lifestyle through enjoyable and appropriate training methods. Students will become aware of different types of training methods and how they can increase their overall health and fitness. This unit will have a large focus not just on short term physical health but it will cover the importance of maintaining good health on a life-long scale.

Unit 2 - Diet and Nutrition

Students learn about the importance of healthy eating by discovering what a healthy diet looks like how to maintain a healthy diet. This unit starts out quite broad and then looks specifically at how high performance athletes should eat to assist with performance.

Unit 3 - Game Awareness

This unit focuses on the game of Rugby League and how to improve performance. Students will evaluate the performance of themselves and their team through game statistics and game recordings. Students will also learn methods of how to read the game better to help improve performance.

Unit 4 - Sport Psychology

Students look at how performance can be affected (negative or positive) by the thought processes that occur during competition. Students will learn about different methods that can help improve on field performance but also improve general life thought patterns.

Assessment Summary

A variety of techniques are used to gather information about students' performance in RL. This variety of techniques will provide a comprehensive body of information from which teachers can draw valid and reliable conclusions about students' demonstrations of learning outcomes. Assessment formats include:

- Project
- Exam
- Continuous Physical Performances in a range of physical activities (specifically focussed on netball / rugby league if in a speciality HPE class)

Homework Requirements

Homework involves revising for progressive exams, completion of workbooks if incomplete during class time and completion of assessment.

INDUSTRIAL TECHNOLOGY (METAL)

Industrial Technology (Metal) is a practical based subject to give students with the opportunity to generate design concepts and produce quality products for an intended purpose. Units of work incorporate metal design principles, materials technologies, tools and equipment knowledge, manufacturing techniques, communication skills and technical literacy. Students complete a series of practical design projects aimed at developing their knowledge, skills and expertise as a foundation for senior subjects, like Engineering, Furnishing and Construction.

All Industrial Technology units are based on the Australian Curriculum (ACARA) for Design and Technologies to engage students through authentic design challenges.

Unit Summary

- Graphic Design – design and create concepts linked to production
- Neata Nozzles – design, manufacture and test an alloy garden sprayer / hose nozzle
- Right Angle – create engineer square, using light weight and rust resistant materials
- Fishy Business – manufacture and test a food / fish smoker

Assessment Summary

A collection of projects across the full semester will be used to make judgements about student achievement in terms of knowledge and understanding, as well as processes and production skills.

Homework Requirement

It is expected that students complete a range of homework activities to ensure projects are completed in a timely manner.

Excursions / Camps

Possible opportunities for excursions in local area.

INDUSTRIAL TECHNOLOGY (WOOD)

Industrial Technology (Wood) is a practical based subject to offer students the opportunity to generate design concepts to produce quality products for an intended purpose. Units of work encompass wood design principles, materials technologies, tools and equipment knowledge, manufacturing techniques, communication skills and technical literacy. Students complete a series of practical design projects to develop their knowledge, skills and expertise as a foundation for senior subjects, including Furnishing and Construction.

All Industrial Technology units are based on the Australian Curriculum (ACARA) for Design and Technologies to engage students through authentic design challenges.

Unit Summary

- Graphic Design – design and create concepts linked to production
- Let's Race – design, manufacture and race superlight aerodynamic C02 racing vehicles
- Cool Stool – produce the ultimate in camping comfort in a folding camp stool with curved backrest

Assessment Summary

A collection of projects across the full semester will be used to make judgements about student achievement in terms of knowledge and understanding, as well as processes and production skills.

Homework Requirement

It is expected that students complete a range of homework activities to ensure projects are completed in a timely manner.

Excursions / Camps

Possible opportunities for excursions in local area.

JAPANESE

Subject Description / Course Outline

Japanese gives students the opportunity to engage meaningfully with people of other cultures and languages, and thereby enhances their understanding of their own language and culture. Intercultural competence is essential in the increasingly diverse and changing contexts in which we live and work. The course also serves as a foundation into the senior phase of learning (Years 10, 11 and 12). It equips students with the learning strategies and study habits which are the foundation for not only life-long learning but also subsequent language learning. As a culminated learning experience, we also run a two – week tour of Japan for students who choose Senior Japanese.

Four units are covered during the course. The learning context is authentic based on our relationship with our sister school in Japan.

- Unit 1: Student Exchange (Term 1)
- Unit 2: Australian Homestay Buddies – School Routine (Term 2)
- Unit 3: Free time (Term 3)
- Unit 4: Discovering the world of entertainment (Term 4)

Assessment Summary

A variety of assessment instruments will be used and these will cater for the different learning styles of the students.

Tasks used to gather information may include:

Listening	Interviews, talks.
Speaking	Role-plays, skits, interviews, reports, dialogues, talks
Reading	Charts, posters, brochures, responses to surveys, questionnaires, responses to stories, letters, advertisements.
Writing	Letters, magazine articles.

Homework Requirements

Students should expect to be given homework. The amount of work to be completed outside the classroom varies. When not given set homework, students should read over class notes before the next class.

Excursions / Exchange Program

Annual Japanese Restaurant Field Trip

Students will have the opportunity to take part in an annual excursion to the Japanese Restaurant at the Mercure Capricorn Resort.

Annual Sister School Visit

Our sister school, Wako Kokusai High School, visits us every year and provides us with an authentic learning opportunity to learn language and develop intercultural competence.

Biennial Japan trip

Students who choose Japanese in senior may have the opportunity to take part in the biennial Japan trip.

MEDIA ARTS

Subject Description / Course Outline

Students are bombarded with hundreds, perhaps thousands of images every day. From their phones, computers, TV's and tablets. To the more traditional forms within magazines, newspapers and billboards. The ability to analyse, interpret and harness information forms the basis for this course. It re-enforces and builds upon skills learnt during the introductory unit offered during year 7/8, whilst challenging students to take their work to the next level.

The significant components of Media Arts are:

- **Responding:** includes exploring, responding to, analysing and interpreting artworks.
- **Making:** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

The following four units will be studied throughout the semester.

Unit 1 – Introduction to Filmmaking

Students explore some of the basic components of film (the visual, lighting, Foley and the score).

Unit 2 – The Art of the Interview

Using their newly developed skills, students work in small groups to develop, film and edit a short interview piece.

Unit 3 – Life Hack

Based upon the current explosion of “how to” clips on YouTube, students develop, sequence, film, edit and score a life hack.

Unit 4 – Video Killed the Radio Star

Music videos offered early media artists the chance to creatively explore green screen, slow motion, time lapse and stop motion techniques. Students create their own music video to accompany their favourite song utilising these methods.

Assessment Summary

During each unit students will develop knowledge of subject specific terminology and techniques via unit based workbooks, whole class activities and small group tasks. iPads are used to film, edit and score all practical work, which forms the basis of a majority of the assessable elements.

Homework Requirements

Homework involves some planning and preparation during storyboarding and filming.

MUSIC

Subject Description / Course Outline

The following two semester units will be studied throughout the year – not necessarily in this order.

Semester 1

Small Screen to Silver Screen

Unit 1 – Small Screen – TV and Advertising

Unit 2 – Film Music

Semester 2

Voice Works

Unit 1 – Sacred Voices

Unit 2 – Secular Voices

Assessment Summary

During each unit students will:

- Create a composer's journal which reflects on pieces created
- Create student-devised performances
- Respond to musical elements and identify genres of music
- Compose genre-specific music

Homework Requirements

Homework is the completion of class activities, extension, work, composition, work, personal reflection and practice.

VISUAL ARTS

Subject Description / Course Outline

This subject focuses on communicating ideas, feelings and experiences through visual expression. The significant components of Visual Art are:

- Making images and objects by applying art forms, materials, and processes
- Appraising images and objects using specialised art language from a variety of historical and cultural contexts
- Experiencing displays and exhibitions

Year 9 is an important year for students as they will learn about and be inspired by the artworks of other artists with an emphasis on learning new techniques and developing skills, confidence and their imagination.

Unit Description

Unit 1 – Look at Us - Drawing and Sculpture

Unit 2– Nature Vs Machine - Print Making

Assessment Summary

During each unit students will:

- Produce a folio of developmental artworks
- Keep an art journal
- Respond to an appraising task
- Produce and present an artwork for display

Homework Requirements

Homework involves folio comments and reflections, artwork activities and notes, research and journal entries.



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Together we succeed