



Highlands
Christian College

YEAR 9 & 10
SUBJECT HANDBOOK

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PREFACE

Paul tells us in the book of Romans that we should not be conformed to this world but be transformed by the renewing of our minds (Romans 12:2). As a College it is our desire to develop leaders who will not simply be a part of this world but will rise up to influence it in all areas of life; business, arts, politics, medicine, science. Our hope is that students will leave our College with more than just knowledge or information – but with a sense of Kingdom-mindedness and the skills and abilities to critically think, innovate and create.

The world that our students will lead, influence and be a part of has not yet even been imagined. So we must endeavour to prepare our students not just with information, but with skills, ethics and morals. We aim to prepare them with a sense of service and a passion for life-long and life-wide learning. We pray that they will learn for life and have a living, vibrant faith that is active in the world in which they live.

While students may not yet know what path the future holds for them, we encourage them to take every opportunity to give their best effort in all that they do. The purpose of this Curriculum Handbook is to assist students and parents in gaining some background information to the options available in subject selection.

“Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.” Albert Einstein

USING THIS BOOKLET

This booklet is designed to give students and their parent's direction as they undergo the task of choosing a learning pathway for Years 9 and 10. It is the first time that students have had the opportunity to choose some of the subjects they will be studying. For this reason, students at this point often begin to process the question of "What do I want to do when I grow up?" for the first time. It is the heart of the College that every student is able to navigate the journey ahead in such a way as to maximise their opportunities to grow, develop and prepare for the life that awaits them in the senior phase of learning and their life beyond Highlands Christian College.

As with any major decision, knowledge is power. Whilst the information within these pages is a great place to begin, be sure to explore other sources of information along the way. For subject specific information, converse with teachers of those subjects; they will be more than happy to unpack the curriculum and assessment requirements with you. The Careers & VET Coordinator can provide advice of a more general nature and are happy to discuss the advantages of different subject choices. Remember also, to commit your decisions to the Lord in prayer. It is our sincere belief that God has a unique and special plan for each of His people and the sooner students discover what that plan is and align their vision with His, the sooner God given potential is realised in the life of our students.

It is most likely the case that students are yet to discover what they believe they are to do in life. Let's face it, few of us as a thirteen year old had a clear picture of what we wanted to do the following month, let alone have our vocation sorted. It is important to remember that the pathways to career goals are becoming more numerous and varied all the time.

Students without clearly defined career goals should choose subjects that they are passionate about (or at least enjoy) or subjects with which they have experienced success previously. It is also useful to choose a variety of subjects from different disciplines that enable students to keep their options open.

Finally, we encourage students and parents to work together, along with the College to develop a plan for the exciting journey ahead.

CURRICULUM OVERVIEW

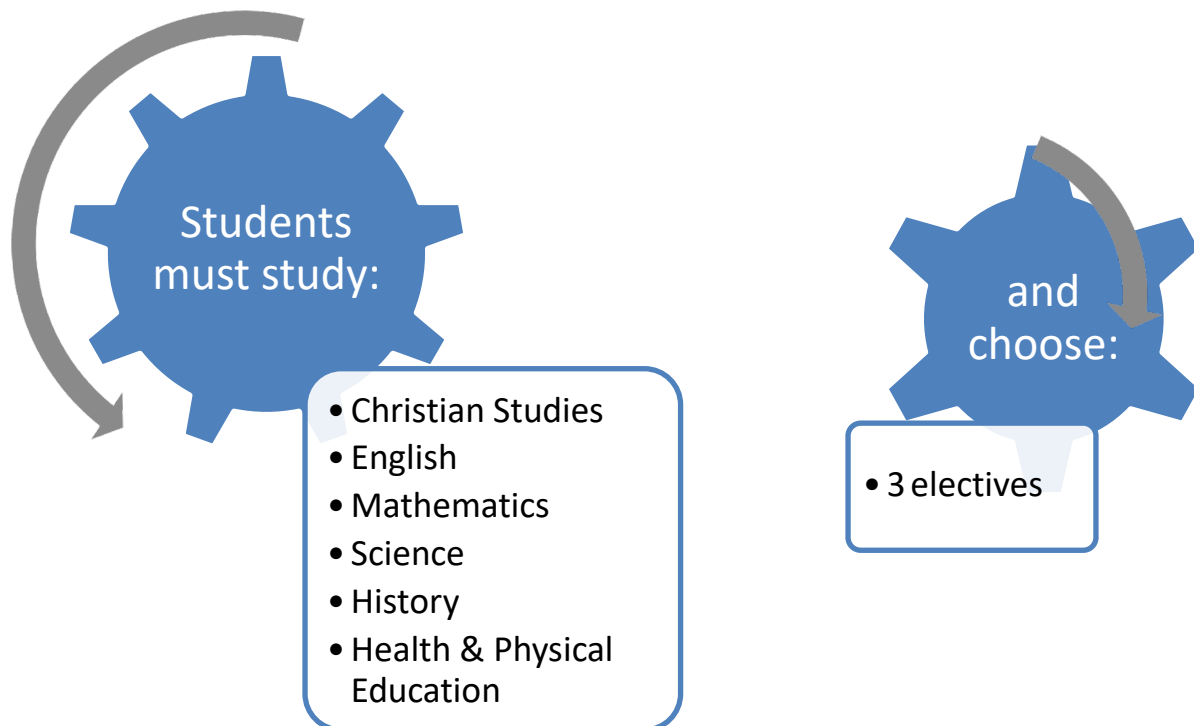
The implementation of the Australian Curriculum has seen changes in the structure of the Year 9 and 10 curriculum, most notably the inclusion of compulsory History through to Year 10. Some of the other changes are more subtle, but have still had an effect on the shape of the final curriculum offering at Highlands.

Year 9 and 10 is a two year program that will see students study subjects that continue over both years. The subjects studied will serve the dual purpose of completing and consolidating all that has been learnt in the Primary and Middle years, as well as preparing students for the senior phase of learning in Year 11 and 12.

All students will take courses in Christian Studies and Physical Education in addition to English, Mathematics, Science and History. Students then choose three elective subjects. Students should choose elective subjects with a view to studying them for the duration of the two years; however, changes at strategic points along the way are negotiable.

It is important to note that students do not necessarily need to have studied a subject in Year 9 and 10 in order to study the subject at a senior level. Whilst it would obviously be advantageous to have experience in a subject before embarking on study in Year 11, to mandate prerequisites is to force students to specialise at a stage of their development where they are perhaps not ready to do so. Please feel free to discuss such matters with individual subject teachers.

In summary:



CAREERS – Senior Education and Training (S.E.T) Programs

During the course of Year Ten students will undertake a number of Career workshops, Work Experience and a consolidation meeting, in order to develop their S.E.T. Plan. A Senior Education and Training (SET) Plan helps students structure their learning in their senior years around their abilities, interests and ambitions.

The plan is developed by the end of Year 10 and is agreed between the student, their parents or guardians and the school. It encourages students to think about their future, consider their abilities and investigate their options for careers and further education. Through this process Year 10 students will make informed decisions about completing the senior phase of learning and about their future. It also helps them to make career and learning choices and to lay the foundations for lifelong learning and career development.

SET planning in Year 10 begins with a broad consideration of choices. Students consider questions that highlight the options that are achievable and appropriate to their individual strengths and interests. It leads students through decision-making processes so that they consider a range of possibilities, the suitability of these choices to their abilities, beliefs and aspirations, and the likelihood that they are opting for a pathway which, in the long term, is going to be rewarding and sustainable.

At the end of the process, students are likely to have settled upon a few firm options for completing the senior phase of learning that will also contribute to their learning beyond school. In many cases students will want to keep their options open, deciding simply that their next step is to enrol in a course suited to their needs, abilities and interests and which allows them time to further consider their career pathways.

Careers SET Plan Program for Year Ten

English – World of Work Unit – Resumes and Mock interviews

Unit One – Personal Awareness

Unit Two – Learning and Work exploration – *The Job Guide* orientation

Unit Three – Work Experience workshop – compulsory work experience

Unit Four – Career Building – S.E.T. Plan meeting with parents

Visits from university representatives, TAFE Open Day

Online careers assessment - simple psychometric quizzes

Subject Information Evening

ART

Overview

Art as a form of communication has existed since the beginning of creation. God the creator made us in His image and blessed us with the ability to communicate both aurally and visually through our own creativity. It is essential, therefore, that we learn the visual language taught through Art, so that we can become more effective communicators.

Art education teaches students to be both subjective and objective through the development of perpetual awareness. Art affects the body, mind and soul while encouraging critical thinking, creative problem-solving and offering a new language through which students can express themselves.

Course Outline

For students selecting Visual Art as an elective in Year 9 and Year 10, the units of work are divided into themes and concepts. Each unit develops students' knowledge of and experience with a variety of Art media, with an emphasis on one or more of the elements of art, principles of design and art processes.

A study of particular artists, art movements and history related to the units of work is also undertaken in connection to the concept, media and elements being covered.

Assessment

Students will be assessed in the following areas:

1. Visual Literacy
2. Making Tasks
3. Appraising

These areas are assessed by the completion of a process journal, resolved art work and research/writing tasks.

Pathways

Art can develop many skills in young people, including creating, composing, designing and visualising, which are essential for a workforce that is rapidly evolving in the digital age. Art can lead into specialist teaching (Secondary and Tertiary) and is always an integral element in Primary Teaching. For the dedicated Art student, careers in graphic design, interior design, photography, animation, fashion design, advertising and artwork exhibition can be realised.

BUSINESS & LEGAL STUDIES

Overview

We all live in a world with a business orientation and it is important that our students learn to understand and function in this world. At the same time it is important to remember that 'everything belongs to the Lord' and that He has ordained the manner in which we are to conduct ourselves in business.

This course introduces our students to God's Principles in business, the interaction of private individuals with the world of business and the impact of technology. As consumers and global citizens, it is essential we gain the knowledge, understanding, processes and skills that enable us to be active participants and ethical decision makers.

Course Outline

The areas of study include:

- Entrepreneurial Creativity
- Contemporary Business Environments
- Developing a Business Idea
- Business Plan Production and Evaluation
- Financial Documents
- Economic Systems
- Introduction to Law

Assessment

These areas are assessed by means of supervised assessments, research assignments, practical assessment and oral presentations.

Pathways

This subject prepares students for further studies in such subjects as Business Communication & Technologies, Business Organisation Management, Economics, Accounting and Legal Studies.

CHRISTIAN STUDIES

Overview

The Christian Studies program provides an overview of the Christian faith including biblical studies, theology, world religions, ethics, apologetics, philosophy and Christian character. This subject is about ensuring students graduate from the College with a well-developed understanding of the Christian faith and how it applies to life. Years 9 and 10 provide a solid foundation which is built on throughout Years 11 and 12.

Course Content

Year Level	Term 1	Term 2	Term 3	Term 4
9	The Parables of Christ	Theology of God Christian Character	Imitating Christ	Heroes of the Faith
10	Overview of the Old Testament	Theology and Teaching of Christ	Ethics	Worship and Relationships

Assessment

Students are assessed on an ongoing basis by both written tests and regular journal style reflections. Whilst assessment is not the main priority of the Christian Studies program, it gives students the opportunity to demonstrate what they have learnt and provides a scaffold for students to apply their learning to their own lives.

The following two criteria are used to determine Levels of Achievement:

- Knowledge and Understanding (ability to recall explicit information about religion, and comprehend and apply information in familiar and unfamiliar contexts)
- Reflection (ability to reflect critically and apply their understanding in their personal context)

Pathways

Christian Studies provides students with holistic learning as it creates depth not just academically but also spiritually. The course develops the student's personal worldview as well as encouraging the higher order thinking skills with which to defend their view.

DANCE

Overview

Dance engages the mind, body and spirit and provides opportunities for the development of physical, expressive, “critical, imaginative, appreciative and perceptive abilities” (Bannon & Sanderson 2000). Students develop as creative, complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world as they study and participate in various dance contexts, genres and styles.

Course Outline

Students critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical aspects of dance.

Term 1	-	Introduction to Dance-Performance.
Term 2	-	Narrative Dance-Own Choreography
Term 3	-	Australian Choreographers and intent.
Term 4	-	Dance for Fun- Evolution of “Fad dances” and street dance culture.

Students learn in Dance through:

- exploring movement, responding to and making judgments about their experiences
- manipulating dance components and skills
- structuring danceworks
- performing danceworks, learning and developing technical and expressive skills
- developing physical and sensory awareness, while exploring and strengthening their personal aesthetic
- examining differing contexts, genres and styles, fostering a critical awareness of the aesthetic values of others, within and across cultures and social groups.

Assessment

Students are assessed in three areas:

1. Choreography
2. Performance
3. Appreciation

Pathways

Dance leads into many Creative Arts, Health and Recreational Sporting courses and Education courses at a large number of tertiary institutions. Careers in the Performing Arts may include ballet, musical theatre, television, sporting events.

DESIGN AND TECHNOLOGIES

Overview

Design and Technologies builds on concepts, skills and processes developed in earlier years. In Year 9 and 10 students will use Design and Technologies knowledge and understanding, design thinking and production skills to design and produce and design solutions to identified needs or opportunities. They will work individually or collaboratively to develop and communicate design ideas using a range of graphical techniques including sketching and Computer-aided design (CAD).

Students are encouraged to be active participants in invention and innovation by first looking at God and what he has created, and what He has already done in a grandeur scale. They are exposed to a range of intellectual challenges across the whole canvas of nature, while developing practical skills associated with hand and power tools, machinery and equipment.

Course Outline

Design and Technologies covers four main themes of redesign or manufacture, sustainable living, workplace health and safety and the development and evaluation of a product. These themes are addressed in the following areas:

- Skill development in industrial applications
- Skill development related to sketching, rendering and working drawings
- Use of computers as a drawing tool, using CAD programmes and 3D printers
- Implementation of the design process to produce prototypes and products
- Workplace health and safety

Assessment

Students are assessed in three areas:

- Design folios
- Practical/ research assignments
- Project construction

Pathways

Design and Technologies is highly desirable for a range of engineering and trade related fields, and also an advantage for tertiary courses in Industrial Design, Architecture, Graphic Design, Civil, Mechanical and Mining and also computer science, mathematics, all health related fields and all science courses.

DIGITAL TECHNOLOGIES

Overview

Digital technologies are having profound impact on our society, in the workplace, school, in leisure and in the home. They can be used creatively and positively to enhance our lives, and they are also changing the type and amount of work available. This subject is designed to help best equip students for the changes ahead with digital technology.

The aim of this course is to:

- Provide students with deep understanding of and proficiency with using various digital technologies, so they can develop into creative and discerning decision-makers with how best to use data, information, processes and digital systems to solve current and future real-world problems
- Foster students' curiosity, confidence, persistence, innovation, creativity, respect and cooperation; vital skills that are needed in development information systems and for students to make sense of complex ideas and relationships in all areas of learning
- Participate as active, informed and technologically competent citizens in society, using digital technologies to communicate and collaborate with others in an ethical and Biblically wise manner

Course Outline

Knowledge and Understanding	
<ul style="list-style-type: none"> • Data compression used with images, text, audio, and video • Various forms of encryption • How computers work 	<ul style="list-style-type: none"> • Issues with the changes digital technologies brings • Mobile devices and wireless technologies
<ul style="list-style-type: none"> • Data and the binary system • How local networks and the Internet transmit and encode data • Dealing with big data 	<ul style="list-style-type: none"> • Understanding the foundational thinking and processes used with programming • Key aspects of project management needed for this course
Key Concepts and Technologies	
<ul style="list-style-type: none"> • Programming with Python • Image editing with Photoshop • Web pages using web-design tools and coding 	<ul style="list-style-type: none"> • Modelling and simulations using Excel • Flat-file databases using Excel • Relational databases using SQL • Robotics

Assessment

Both the learning experiences and the assessment will be carried out primarily through project work.

Pathways

This subject prepares students for further studies in Senior subjects such as Digital Solutions (General) and Information and Communication Technology (Applied), as well as providing real world experience in a variety of commonly used pieces of software and programming languages.

DRAMA & MEDIA STUDIES

Overview

The Drama & Media course for Year 9 and 10 takes elements of both the QSA Senior subjects of Drama and Film, TV and New Media and combines them into one course of study for younger year levels. The beauty of this approach is that students are then given the opportunity to have exposure to both areas of the Arts, rather than having to choose one or the other.

The arts have long been compared to a mirror that reflects the values and state of the society for which it was created. The study of Arts based subjects allows students to explore, critique and express the worldview and philosophy of others, which is crucial to citizenship in an intensely media saturated world.

Course Outline

This is a highly practical course that will look at aspects related to further study in both Senior Drama and Senior Film, TV and New Media.

"Creativity is not some exotic, optional extra. It's a strategic issue." Sir Ken Robinson

Term 1	-	Improvisation
Term 2	-	Radio (Media) Playwriting (Drama)
Term 3	-	Photography
Term 4	-	Verbatim Theatre and Monologues.

Assessment

Students are assessed in a variety of ways relevant to both Drama and Media. Whilst it is a very practical subject, there will be written assessment components also.

Pathways

Drama & Media is a course that is desirable in a vast range of fields. In particular it is useful for future studies in theatre, creative industries, film and arts. However, the skills and thinking developed throughout the course lend themselves to a broad scope of studies including such areas as communications, journalism, politics, and education. Additionally, the practical skills of working with media suites, speaking and confidence that are developed are beneficial in any future avenue. Other pathways would include fields of study relevant to the occupations of Camera Operator, Graphic Designer, Photographer, Film and Television Editor, Multimedia Developer, Actor, Desktop Publisher, Film and Television Producer, Lighting Operator, Sound Technician, Arts Administrator and Stage Management.

English

Overview

Language is a crucial part of thought, learning, knowledge and culture. It is language that enables people to communicate and share experiences. This ability to express thoughts and ideas, give instructions, question, or enjoy the beauty and subtlety of various forms of expressive communication enriches our lives and helps us to be capable and productive members of society.

Our English course seeks to develop students' abilities to:

- read and listen with discernment for enjoyment and information
- critically analyse the literary and artistic merit and worth of various texts
- learn from and emulate worthwhile features of various forms of communication
- write and speak skilfully for various purposes
- apply the wisdom and standards of a Biblical Christian Worldview to their thoughts and communication
- appreciate our cultural heritage through literature

Course Outline

The English program is built around three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of text types including media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts. In Years 9 and 10, students experience a range of situations and audiences including local community, vocational and global contexts.

The course covers three main dimensions:

Understanding how text types, audiences, selection and organisation of subject matter work together to create meaning.

Understanding how the control of textual features such as grammar, cohesive devices including paragraphing, vocabulary, spelling and punctuation is important in making meaning.

Creating and evaluating meaning by understanding that: values, attitudes and beliefs underpin texts; different perspectives are found in different texts; aesthetic features characterise texts.

These dimensions are addressed in eight contexts:

1. Film and Visual Literacy: understanding how visual representations of concepts, individuals and groups position audiences to respond in particular ways.
2. Writing Persuasively: considering how issues can be represented in literary and non-literary texts to persuade audiences.
3. Magazines: creating a magazine suitable for a College audience; understanding the values, attitudes and beliefs behind particular media texts.
4. Novel Study: *The Lion, the Witch and the Wardrobe*: analysing and responding to different interpretations of this novel; constructing a dramatic scene.
5. Power and Authority: *The Wave* and *Boy in Striped Pyjamas*: comparing and contrasting how two literary texts represent the use (and abuse) of power.
6. The World of Work: focussing on our gifts and God's plan for our lives in preparation for entering the workforce.
7. Introduction to Shakespeare: enjoying one of William Shakespeare's plays, as both written and cinematic text.
8. Classical Plays: analysing how values, attitudes and beliefs have changed over time as revealed through literature, for example, *Pygmalion* or *The Importance of Being Ernest*.

Assessment

Students are assessed in three areas:

- Understanding and responding to contexts
- Understanding and controlling textual features
- Creating and evaluating meaning.

These areas are assessed by means of supervised examinations, assignments and oral presentations.

Pathways

A Sound Achievement in English is required for almost all university courses as effective communication underpins all human endeavour. Specialisation in English leads to such disparate careers as journalism, public relations and communication, political speech writing, publishing, teaching and creative writing.

FOOD TECHNOLOGY

Overview

Students explore the role of food technology in society from a range of perspectives. They use their imagination and creativity to develop recipes within the production process. Students also analyse the role of food and its impact and possible consequences for people, their environment and their communities in personal and global contexts. At the end of each assessment, they reflect on their learning and evaluate the suitability of their own and others' products and processes and recommend improvements.

Across Year 9 and 10, students will complete eight units with the focus of each slowly moving from food as human necessity through to food and service skills as a commodity that can be monetised. Students will learn fundamental cooking skills, as well as ongoing service and event planning skills, each with consideration given to future part time employment opportunities. With the hospitality industry being the single biggest employer of young people, students will investigate employability and business skills necessary within the hospitality industry, preparing them for potential future part-time employment in the industry, or even perhaps one day starting their own business.

As Hospitality Studies is a practical subject, students will be given practical experience, being involved in organising and serving at school functions as well as weekly cookery tasks where basic to intermediate food preparation, cookery and presentation skills are applied. Students will have opportunity to participate in four functions across the two years, one of which they will plan entirely, managing all facets of the function including the menu, guest care, budget, décor and service. Students will consider the needs of guests, with a focus on being truly hospitable to those attending their function.

Course Outline

	Year 9	Year 10
Term 1	Food and Nutrition	My Café – Food and service as a business
Term 2	Healthy Eating - meal and menu design	The Chemistry of food
Term 3	Multicultural Cuisine - Fusion Foods	Event Planning – Year 12 Luncheon
Term 4	Food as a commodity for gifting and sale	Employability in the Hospitality Industry

Assessment

Each semester assessment is as follows:

- 1 major practical assessment task with accompanying research assignment
- 1 other assessment item – either a further research piece, an exam or an oral presentation.

HISTORY/GEOGRAPHY

Overview

When studying History and Geography, as in everyday life, we ask meaningful questions, collect evidence, sift through it, analyse it and evaluate it in a Christian context, to produce satisfactory answers to problems of living. Through the study of History and Geography, we can understand how the peoples and achievements of the distant past have influenced the modern world.

Course Outline

Year 9

- Greed and Exploitation [Industrial Revolution]
- Biblical Stewardship [Environmental Issues]
- Making of Australia and World War One

Year 10

- Rise of Evil [World War Two]
- Where was God? [Holocaust]
- Living for this Cause [Freedom Movement in United States of America]
- A Geographies of human well-being

Assessment

Students in both year levels are assessed in three areas:

1. Planning and using an Historical Research Process
2. Forming Historical Knowledge through Critical Inquiry, and
3. Communicating Historical Knowledge

These areas are assessed by means of creative tasks, supervised exams, oral presentations and research assignments.

Pathways

Students have found positions for themselves in education, publishing, entertainment, tourism, writing, libraries, archives, museums, information technology, planning, journalism and many other areas.

JAPANESE

Overview

Learning an additional language not only develops communicative competence and intercultural understanding but also develops skills which have broad educational applications. These skills increase cognitive flexibility and the interpersonal ability to respond positively to difference. They also have a positive and significant effect on the student's first language, particularly in the areas of reading, vocabulary, grammar and communication skills. The Japanese course for Year 9 and 10 enables students to build these skills and broaden their understanding of themselves and others.

Course Outline

Students will explore aspects of both the Japanese language and culture through games and interactive activities within the classroom. Students will also have the opportunity to interact with Japanese guests who visit the College as well as experience traditional Japanese cooking, calligraphy, and other festival celebrations. Technology is also integrated into their learning with the Interactive Whiteboard and computers in the classroom. The Japanese Hiragana alphabet is used fully by the students in their learning and they are also exposed to the second alphabet 'Katakana' for recognition.

Assessment

Students are assessed mainly in the four macro-skills of Reading, Listening, Speaking and Writing using orals, exams and some assignments. Some assessment will be practical and in authentic situations eg: restaurant, Interaction with visiting Japanese students and students from the "Sister School" in Japan, videos

Pathways

The world is becoming increasingly diverse, both in the immediate environment and on a more global level. It is because of this that multilingualism increases career and employment opportunities, and improves access to the systems of digital communication and representation which are increasingly a core component of students' lives in and out of school. Studying an additional language opens opportunities in most businesses as well as Tourism, Politics, Journalism, Law, Medical profession, Defence Forces, Technology, Education and Government.

"Language studies serve as a 'passport to the world' of tomorrow – not only for individual students, but also for corporations and nations. Our common future will depend on the degree to which we all become better world citizens, creating the unity within diversity." (Colin Power)

MATHEMATICS

Overview

In acknowledging the richness of God's creation we accept that Mathematics brings order to the sometimes random appearance of the world. Hence, one of the major reasons for studying Mathematics is to equip students with tools for dealing with a changing world. In order to achieve this, students study Financial Maths, Applied Geometry, Statistics and Probability, and Operations Research. The life-related situations aim to help students become more informed citizens and participate in life-long learning.

Course Outline

The Mathematics course covers three content strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. Together, the three strands of the Mathematics curriculum provide students with understanding, knowledge and skills through which they can develop a view of the world. The strands are addressed in contexts including:

- Finance
- Dangers of Gambling
- Landscape Gardening
- Travel
- Construction and Building Industry

These contexts are subject to change due to the implementation of the Australian Curriculum.

Assessment

Students are will be assessed in the following areas:

- Understanding and Fluency
- Problem Solving and Reasoning

These areas are assessed by means of supervised assessments and extended modelling and problem-solving tasks. These areas are subject to change as the Australian Curriculum criteria have not yet been released.

Pathways

The common mathematical knowledge obtained through this course of study will assist most career paths including construction industry, nursing, hospitality and finance related fields.

MUSIC

Overview

The ability to play instruments or sing has long been considered a skill of a high order, and science is now tapping into the connective tissue between musicianship and other skill areas such as maths, languages and design. Music teaches creativity, confidence, problem-solving, perseverance, focus, resilience, collaboration, dedication, and accountability.

Course Outline

For students selecting Music as an elective in Year 9, the units are organised as follows -

- Study of the Styles – exploration through a variety of music genres and styles (Performance)
- Experimental Music – Non-traditional soundscape (Composition)
- Programme Music – using music to tell a story / describe a scene (Musicology and Composition)
- Variations on a theme - arranging and creating music covers (Composition and Performance)
- AMEB Theory Grade 1

Students continuing into Year 10 (or joining) will be invited to study the following -

- Study through the Ages – exploration through a variety of musical eras (Performance)
- Holocaust - Cross-curricular unit. (Composition)
- Music for a Purpose – Benefit concert – (Musicology and Performance)
- Own Choice – exploring music to adapt to personal philosophies and niches (Own choice)
- AMEB Theory Grade 2

Assessment

Students are assessed in three areas:

- Performing
- Composing
- Musicology

Pathways

Music helps develop the necessary skills for occupations such as: music educator, stage performer, session musician, composer, event manager, music therapist, concert promoter, music journalist/critic, sound/recording engineer, talent scout.

PHYSICAL EDUCATION - EXTENSION

Overview

Physical Education develops relevant knowledge, understanding and skills which will: develop critical inquiry, encourage personalised decision making and problem solving, and improve personal fitness and practical performance. The subject is recommended for students who enjoy physical activity and wish to enhance their academic writing and sporting ability.

Course Outline

Practical

Students will participate in four physical activities throughout the year, with equal time and emphasis given to each activity. This will be combined with theoretical elements to improve personal performance.

Students will undertake the following content areas:

Year 9	Year 10
Unit 1- Swimming	Unit 1- Volleyball
Unit 2- Touch	Unit 2- Netball/AFL
Unit 3- Aerobics	Unit 3- Futsal
Unit 4- Table Tennis	Unit 4- Softball

Students will be graded in the three dimensions of physical activity (Skill Acquisition, Skill Application and Tactical Evaluation) for each of the four sports undertaken throughout the year.

Theoretical

Year 9 and 10 students will have two theory lessons per week. They will study each of the content focus areas listed below:

Year 9	Year 10
Unit 1- Anatomy	Unit 1- Analysing Performance
Unit 2- Fairness in Sport (Equity)	Unit 2- Energy Systems
Unit 3- Training and Fitness	Unit 3- Tactical Awareness
Unit 4- Biomechanics	Unit 4- Figueroa's Framework

Students will complete ONE assignment each term, and will be assessed in the following 3 areas:

- Acquiring Information
- Applying Information
- Evaluating Information

Pathways

Students studying PE develop pathways into the following careers: education, nutrition, biomechanics, sports science, sports medicine, psychology, team and performance managing, training, coaching and many other areas.

SCIENCE

Overview

Between true science (those things that can be accurately observed and measured) and the Bible there are no contradictions. After all, the one who wrote the Bible also created the things that can be scientifically observed. Men, however, can make mistakes in their observations or they may reach a faulty conclusion from what they observe. To this end, the College deliberately teaches students to consider information in the light of the Word of God.

The study of Science provides students with an understanding of the ways scientists approach the solution of problems which pertain to the living world, and the processes of science which lead to the discovery of new knowledge. It provides students with a deeper understanding and an enhanced aesthetic appreciation of God's living world. Participation in Science enables students to engage in creative scientific thinking and to apply their knowledge in practical applications. This will assist them to foresee consequences for the living world of their own and society's responses and hence enable them to make informed decisions which will contribute to the world around them.

Course Outline

The Science course covers 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 understanding, knowledge and skills through which they can develop a scientific view of the world. The strands are addressed in contexts including:

- Plate Tectonics
- Ecology
- Nuclear Power
- Homeostasis
- Waves – Light and Sound
- Chemistry
- Physics – Car Crashes
- Genetics
- Astronomy
- Creation vs Evolution

These contexts are subject to change due to the implementation of the Australian Curriculum.

Assessment

Students are will be assessed in the following areas:

- Science Understanding
- Science Skills

These areas are assessed by means of supervised assessments, extended experimental investigations and extended response tasks. These areas are subject to change as the Australian Curriculum criteria have not yet been released.

Pathways

Science is highly desirable for engineering and many applied science courses. It is also an advantage for tertiary courses such as computer science, mathematics, all health related fields and all science courses.

2019 TERM DATES

Term 1

Mon 29 January – Friday 5 April 2019

Term 2

Mon 23 April – Friday 21 June 2019

Term 3

Mon 15 July – Friday 20 September 2019

Term 4

Mon 8 October – Friday 29 November 2019

USEFUL CONTACTS

Deputy Principal

Mrs Mia Patterson

Director of Middle Years

Mr David Wilcox – davidw@highlands.qld.edu.au

Director of Senior Years

Mr Michael Proellocks – michaelp@highlands.qld.edu.au

Mrs Jane Palmer.....Careers Counsellor/
Vocational Education and Training Coordinator
Mrs Gayle Dixon.....Director of Arts
Mr John Werth.....Director of STEM
Mrs Jennine Laird.....Director of Sports
Mrs Belinda Bray.....Director of Wellbeing