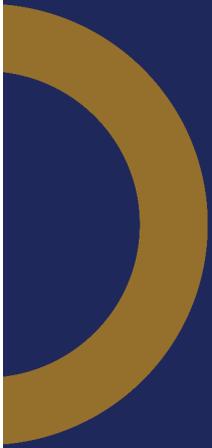




**2022 - Year 9 & 10  
Subject Handbook**



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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 think critically, 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 parents 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 the advantages of different subject choices. Remember to also commit your decisions to the Lord in prayer. It is our sincere belief that God has a unique and special plan for each human person, and the sooner students discover what that plan is and align their vision with His, the sooner God-given potential can be 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 thirteen-year-olds have a clear picture of what they want to do next month; it is unlikely that they will have their career paths worked out at this stage. It is also important to remember that 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, alongside the College, to develop a plan for the exciting journey ahead.

# CURRICULUM OVERVIEW

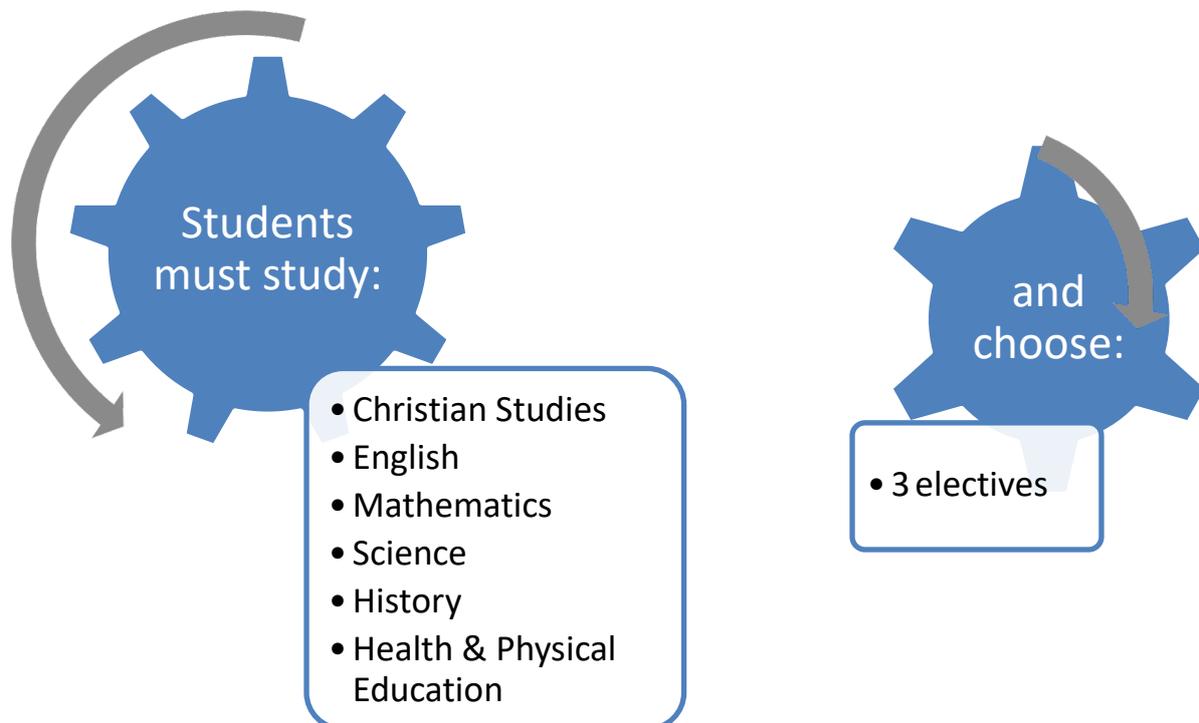
The implementation of the Australian Curriculum has seen changes in the structure of the Year 9 and 10 curriculum, most notably the inclusion of compulsory History through to Year 10. Some of the other changes are more subtle but have still had an effect on the shape of the final curriculum offering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

S.E.T. planning in Year 10 begins with a broad consideration of choices. Students consider questions that highlight the options that are available and appropriate to their individual strengths and interests. This process leads students through decision-making processes so that they consider a range of possibilities, the suitability of these possibilities 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 S.E.T. 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 <sup>1</sup>

## Overview

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 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.

Students will have the opportunity to explore making art works using a variety of materials, such as:

- Drawing and Painting
- Printing and Collage
- Sculpture
- Digital Media

## 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.

<sup>1</sup> Offering subject to change

# 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 that 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	Theology of the Trinity	Theology and Teaching of Christ	Heroes of the Faith	Salvation
10	Spiritual Warfare	Overview of the Old Testament	Worship and Relationships	Christian Character and Values

## Assessment

Students are assessed on an ongoing basis, in 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 only academically, but also spiritually. The course develops the student's personal worldview as well as encouraging the development of the higher-order-thinking skills they may use to defend it.

# DANCE <sup>2</sup>

## Overview

Dance engages the mind, body, and spirit, and provides opportunities for the development of physical, expressive, critical, imaginative, appreciative and perceptive abilities. Students develop as creative, complex thinkers, effective communicators, reflective and independent learners, and participants in an interdependent world.

## Course Outline

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

**Unit 1** Introduction to Dance

**Unit 2** Narrative Dance

**Unit 3** Choreographers and Intent

**Unit 4** Dance for Fun - Evolution of "Fad dances" and street dance culture

**Unit 5** History of Dance

**Unit 6** Dance as a voice for Culture

**Unit 7** Where's the Line? Music Clips

**Unit 8** Australian Choreographers

Students learn in Dance through:

- exploring movement, responding to and making judgments about their experiences
- manipulating dance components and skills
- performing danceworks, learning and developing technical and expressive skills
- 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 number of tertiary institutions. Careers in the Performing Arts may include Human Resource Management, Television, Sport Facilitation and Exercise Science.

<sup>2</sup> Offering subject to change

# DESIGN AND TECHNOLOGIES <sup>3</sup>

## Overview

Design and Technologies builds on concepts, skills and processes developed in earlier years. In Years 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 at a grand 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 provide an advantage for entry into 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.

<sup>3</sup> Offering subject to change

# DIGITAL TECHNOLOGIES <sup>4</sup>

## Overview

Digital technologies are having profound impact on our society, in the workplace, schools, 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.

The aims of this course are to:

- Provide students with deep understanding of, and proficiency with using various digital technologies
- Foster students' curiosity, confidence, persistence, innovation, creativity, respect and cooperation
- Participate as active, informed and technologically competent citizens in society

## Course Outline

Knowledge and Understanding	
<ul style="list-style-type: none"> <li>• Data compression</li> <li>• Encryption</li> <li>• The inner workings of computers</li> </ul>	<ul style="list-style-type: none"> <li>• Issues in digital technologies brings</li> <li>• Mobile devices and wireless technologies</li> </ul>
<ul style="list-style-type: none"> <li>• Data and the binary system</li> <li>• How networks transmit and encode data</li> <li>• Dealing with big data</li> </ul>	<ul style="list-style-type: none"> <li>• Foundational thinking and processes used with programming</li> <li>• Key aspects of project management</li> </ul>
Key Concepts and Technologies	
<ul style="list-style-type: none"> <li>• Programming with Python &amp; Visual Basic</li> <li>• Creation and modification of web pages, both static and dynamic</li> </ul>	<ul style="list-style-type: none"> <li>• Databases with Excel and SQL</li> <li>• Cyber Security</li> </ul>

## Assessment

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 software and programming language.

<sup>4</sup> Offering subject to change

# DRAMA & MEDIA STUDIES <sup>5</sup>

## Overview

The Drama & Media course for Years 9 and 10 takes elements of both the General 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 underpinned by theoretical frameworks 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

Year Level	Term 1	Term 2	Term 3	Term 4
9	Melodrama	Radio Drama	From Page to Stage	Moral Theatre
10	Theatre Styles Every Drama Kid Should Know	You Too Can YouTube!	Cinematic Theatre and Realism	Screen Acting

## Assessment

Students are assessed in two core ways: making and responding. Making includes performances and devising work whereas responding requires written academic responses.

## 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 vocation. 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.

<sup>5</sup> Offering subject to change

# ECONOMICS AND BUSINESS & CIVICS AND CITIZENSHIP <sup>6</sup>

## Overview

A course of study in Economics and Business & Civics and Citizenship encourages students to become active and informed citizens. Students are given the opportunity to further develop their understanding of economic and legal concepts through the study of contemporary issues and challenges that face our society. By building a greater understanding of these disciplines, students are able to develop appropriate Christian responses to societal challenges such as poverty, inequality, discrimination, and human rights issues.

## Course Outline

Year Level	Economics & Business	Civics & Citizenship
9	Understanding the economy. Managing financial risks and rewards. The changing work environment.	Government, democracy and the citizen. Australia's legal system. Diversity and identity in Australia.
10	Measuring Australia's economic performance. Living standards. The business environment.	Australia's democracy and the global context. The Australian Constitution and the High Court. Threats to Australia's democracy.

## Assessment

In Year 9 and Year 10 there is an increased focus on preparing students for the expectations of senior assessment within the disciplines, and students will therefore be assessed through combination response exams, research essays and research reports.

## Pathways

This subject equips students with a variety of transferable skills including analytical thinking, evaluation and argumentative writing, and prepares students for further studies in such subjects as Business Studies, Economics, and Legal Studies.

<sup>6</sup> Offering subject to change

# 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 the study of 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, national, and global contexts.

These contexts are as follows:

1. Poems that Tell Stories: transforming a poem into a narrative.
2. *Rabbit Proof Fence*: exploring the experiences of the Stolen Generation through a non-fiction account and film; presenting a persuasive speech in response.
3. The Hero's Journey - *The Lion, the Witch and the Wardrobe* & *The Hobbit*: analysing and responding to the writings of C.S. Lewis and J.R.R Tolkien.
4. The Human Cost – Sustainability & the Developing World: creating a magazine article suitable for a Christian magazine.
5. World of Work: focusing on our gifts and God's plan for our lives in preparation for entering the workforce; creating a letter of application and resume.
6. Totalitarianism, Dystopias & Utopias: examining how literary texts (films and novels) represent the use (and abuse) of power; presenting a protest speech as a character.
7. Romeo and Juliet – Who (or what) is to Blame? Examining the ways in which the free choices of characters, fate and cultural assumptions play a part in the protagonists' deaths.
8. Classical Plays: analysing the role of Satire in critiquing Victorian society through the plays *Pygmalion* and *The Importance of Being Earnest*.

## Assessment

Students are assessed in two areas:

- Receptive Modes (reading, listening & viewing)
- Productive Modes (writing, speaking & creating)

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

## Pathways

A Satisfactory Achievement in General 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 <sup>7</sup>

## 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 period, they reflect on their learning, evaluate the suitability of their own and others' products and processes, and recommend improvements.

Across Years 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. Given the Hospitality Industry is the single biggest employer of young people, students will investigate employability and business skills necessary within the Hospitality Industry.

As Food Technology is a practical subject, students will be given practical experience. They will be involved in organising and serving at school functions, as well as weekly cookery tasks, in which basic to intermediate food preparation, cookery and presentation skills will be 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 Level	Term 1	Term 2	Term 3	Term 4
9	Healthy Eating & Food Selection for Health	Food for Specific Needs	Designing with Food & Food Equity	Food Trends & Food Sustainability
10	Food Product Development	Food in Australia!	Food Service & Catering	Food for Special Occasions

## 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.

<sup>7</sup> Offering subject to change

# 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 past and present have shaped and continue to shape the world we live in today.

## Course Outline

### Year 9

- Biblical Stewardship [Biomes, Food Security and Geographies of Interconnections]
- Greed and Exploitation [Industrial Revolution]
- Our National Mythology [The Making of Australia and World War One]

### Year 10

- Rise of Evil [World War II]
- Where was God? [Holocaust]
- Living for a Cause [The Freedom Movement in United States of America]
- Conflicting Ideologies [The Cold War and the Vietnam War]

## 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 <sup>8</sup>

## 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 Years 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 through orals, exams and some assignments. Some assessment will be practical and in authentic situations e.g.: 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 in digital communication and representation, which are increasingly core components 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)*

<sup>8</sup> Offering subject to change

# 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, good stewardship of resources and wise decision-making. In order to achieve this, students study Number & Algebra, Measurement & Geometry, and Statistics & Probability. Real-life situations aim to help students become more informed citizens and to participate in life-long learning.

## Course Outline

The strands address the following learning areas:

<b>Number &amp; Algebra</b>	<ul style="list-style-type: none"> <li>• Real numbers (proportion, index laws, scientific notation)</li> <li>• Money &amp; financial mathematics</li> <li>• Patterns and algebra</li> <li>• Linear &amp; non-linear relationships</li> </ul>
<b>Measurement &amp; Geometry</b>	<ul style="list-style-type: none"> <li>• Using units of measurement</li> <li>• Geometric reasoning</li> <li>• Pythagoras &amp; trigonometry</li> </ul>
<b>Statistics &amp; Probability</b>	<ul style="list-style-type: none"> <li>• Chance</li> <li>• Data representation &amp; interpretation</li> </ul>

## Assessment

Students are assessed in the following areas:

- Understanding and Fluency
- Problem Solving and Reasoning

These areas are assessed by means of supervised examinations and problem-solving and modelling tasks.

## Pathways

The mathematical knowledge obtained through this course of study will assist students towards most career paths that require a general grasp of Mathematics. It will also assist students in developing skills and knowledge for higher levels of study next year and for career paths that require aptitude in this subject.

# MUSIC <sup>9</sup>

## Overview

The study of music allows for expression of the intellect, imagination and emotion along with an exploration of values. It contributes to the holistic development of an individual through the integration of ideas from many other subjects, including English and Mathematics. The key focus in Music is to develop as a musician through performance, composition and musicology. Therefore, the core aim is to promote a lifelong engagement with music, in both personal, and community-based, practices. Key skills and foundations will be taught that will assist students if they desire a career in Music beyond their schooling years.

## Course Outline

For students studying Music as an elective in Year 9, the units are organised as follows:

- Composition and Your Musical Talent – Students engage in performance practices in various styles and learn key concepts to create and shape original music
- Praise and Worship in History – Exploration of how Praise and Worship has been used by musicians at different points in history along with contemporary society
- World Music – Investigating the different musical cultures from around the globe and how some have helped shape western music
- AMEB Theory Grade 1 & 2 equivalent studies

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

- Rock and Pop Music – Investigating how Rock and Pop has influenced and shaped culture
- Blues and Jazz Music – Looking into the many styles of Blues and Jazz
- Film Music – Looking into the functions of film music
- Integrated Unit – Developing a musicological statement of interest leading into a composition or performance project
- AMEB Theory Grade 3 & 4 equivalent studies

## Assessment

Students are assessed in two key areas:

- Making (performing, composing)
- Responding (analysis, evaluation)

## Pathways

A course of study in Music can establish a basis for further education and employment in the fields of Music Performance, Composition, Research (Ethnomusicology), Sound Technology, Music Theatre, Arts Administration, Education, and Emerging Creative Industries. Many universities and TAFEs offer courses with a strong music focus. The study of music can also be undertaken as combined qualifications or as a creative link in interdisciplinary studies, e.g. Music and Law, or Music and Medicine.

<sup>9</sup> Offering subject to change

# PHYSICAL EDUCATION – EXTENSION <sup>10</sup>

## 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/Athletics	Unit 1- Volleyball
Unit 2- Touch	Unit 2- Netball/AFL
Unit 3- Aerobics	Unit 3- Futsal
Unit 4- Table Tennis	Unit 4- Badminton

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- Analysing Performance	Unit 1- Energy systems
Unit 2- Equity and Ethical Behaviour in Sport	Unit 2- Psychology in Sport
Unit 3- Training and Fitness	Unit 3- Tactical Awareness
Unit 4- Anatomy	Unit 4- Biomechanics

Students will complete ONE assessment each term, and will be assessed in three areas:

- Acquiring Information
- Applying Information
- Evaluating Information

## Pathways

Students studying PE will develop pathways into the following careers: Education, Nutrition, Biomechanics, Sports Science, Sports Medicine, Psychology, Team and Performance Managing, Training, Coaching, and many other areas.

<sup>10</sup> Offering subject to change

# SCIENCE

## Overview

The study of Science encourages an understanding of the way scientists approach the solution of problems. These pertain to both the seen and unseen world, and the processes of Science, which lead to the discovery of new knowledge. Science provides students with a deeper understanding and an enhanced aesthetic appreciation of God's living world. Students learn to engage in scientific thinking, both logical and creative, and then to apply their knowledge and analytical skills to problem solve in practical applications.

There are no contradictions between the Bible and true Science (those things that can be accurately observed and measured). The One who wrote the Bible also created the things that can be scientifically observed. Men can make mistakes in their observations, or they may reach faulty conclusions. The College deliberately teaches students to consider Science information in the light of the Word of God.

## Course Outline

The Science course covers three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. These three curriculum strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. The contexts in which they are addressed include:

- Ecology and Ecosystems
- The Chemistry of Nuclear Power
- Homeostasis – the Integration of Body Systems
- Waves – Light and Sound
- Rates of Chemical Reactions
- The Physics of Car Crashes
- Genetics and Heredity
- Astronomy – the Universe, Creation and Big Bang Theory

## Assessment

Students will be assessed in the following areas:

- Science Understanding
- Science Skills

These areas are assessed by means of examinations (multi-choice and short-answer questions), research tasks, extended experimental investigations and multimodal presentations.

## Pathways

Science is essential for all Health-related fields and all Science courses. It is highly desirable for many Applied Science courses and STEM careers like Engineering. Science is also an advantage for tertiary courses such as Computer Science and Mathematics.

# 2022 TERM DATES

## Term 1

24 January – 1 April 2022

## Term 2

19 April – 17 June 2022

## Term 3

11 July – 16 September 2022

## Term 4

4 October – 25 November 2022

# USEFUL CONTACTS

**Deputy Principal**  
Mrs Mia Patterson

**Assistant Principal Secondary**  
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Mr David Wilcox – [davidw@highlands.qld.edu.au](mailto:davidw@highlands.qld.edu.au)

Mrs Anna Schuller.....Careers Counsellor/Director of Curriculum  
Mr John Werth.....Director of Curriculum/Director of STEM  
Mrs Danielle Hognon.....Vocational Education and Training Coordinator  
Mrs Elisabeth Kirby.....Director of Arts  
Mrs Yolande Willemse.....Director of Sports  
Mrs Gayle Dixon.....Director of Learning Enrichment  
Mrs Belinda Bray.....Director of Wellbeing