Rochedale State High School

Performers for every stage expressing talents in every field

Grit, Growth and Gratitude

Junior Secondary Subject Selection Book 2023

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CONTENTS

ELECTING SUBJECTS FOR YEARS 9

In Year 7 and 8 all students are exposed to a wide range of subject offerings. In Year 9 students study both **core** and **elective** subjects. The core subjects are studied by all students and ensure that a wide range of future pathways are possible for all. Elective choices enable students to pursue their individual interests and support their senior studies.

NOTE: All subjects are selected for a minimum of 12 months study.

This booklet aims to help each student make an appropriate and informed decision.

SUBJECT OFFERINGS – Year 9 Curriculum – 2023

	SUBJECT OFFERINGS (for 2023 Year 9 students)
CORE	- English - History or Geography *(student choice)* - Mathematics - Science - Health and Physical Education - Sport/Co-curricular
ELECTIVES	**Select two (2) from the following** - Agricultural Science - APEX – Performance Arts - Chinese - Dance - Design Technology - Digital Technologies (IT) - Drama - Economics and Business - Film and Media Technologies - Food Studies - Metal Trade Skills - Music - STEM Excellence - STEM UAV - Timber Trade Skills - Visual Art

It should be noted that **no Year 9 electives are prerequisites for Year 10 studies.**

ELECTING SUBJECTS FOR YEARS 9

CORE SUBJECTS

All students in Year 9 study the core subjects so that they are able to keep their options open for later studies in Years10, 11 and 12. This gives students a further one year to mature before they are required to focus more closely on those areas of study they will need for future employment or educational opportunities.

CHOOSING ELECTIVES

There are several factors students should consider when choosing school subjects and courses.

Select subjects that you enjoy, that you know you can do well in and that will help keep your career options as open as possible.

This may sound easy but it should involve a lot of thought, discussion and research. Never assume you know all about a subject at a higher level because you have done that subject before.

In addition to what is taught (content), it is important that you investigate how each subject is taught (textbook, practical work, fieldtrips, experiments, ICTs etc.) and how it is assessed (exams and/orassignments, theory and/or practical work, written and/or oral work,etc.)

Teachers, Heads of Department, Guidance Officer, Dean of Students and Administration staff of the school will assist as much as possible in helping students and parents choose the most suitable subjects for Year 9.

From the constructed subject lists two elective must be selected and a reserve choice.

Each student's selections will be examined by school personnel in consultation with teaching staff, and if necessary a recommendation for change of subjects will be made. It is important that the choice of subjects be realistic and that the student be able to cope with the standard of work that will be covered.

Students' choices will be confirmed before the end of the school year.

ELECTING SUBJECTS FOR YEARS 9 AND 10

OTHER ASSISTANCE

It may be helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Year 9. If you need any assistance, an interview with the School Guidance Officer may be beneficial. The following sources of information on subjects, courses and careers may also help:

- *Other career information* such as literature from industry groups whichshow the various pathways to jobs in these industries
- *The booklet QTAC Guide* – for occupations requiring university study or study in full-time TAFE diploma and advanced diploma courses
- TAFE Queensland at *www.tafeqld.edu.au*
- The National Career Information Service website *'myfuture'* at *www.myfuture.edu.au*
- Australian government website Job Outlook at *joboutlook.gov.au*

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and occupations that are of interest.

CHANGING SELECTIONS

Changes to original selections can be carried out in the last month of Term 4, 2022, via consultation with Administration.

CORE

SUBJECTS

ENGLISH

COURSE ORGANISATION

The English Key Learning Area is based on the Australian Curriculum. This subject involves students developing their language skills across two modes.

- **Receptive Mode (listening, reading and viewing)** - Students analyse text structures and language choices in order to understand how texts function and how they are being influenced by texts.

- **Productive Mode (speaking, writing and creating)** - Students use a variety of text structures and language features to create theirown texts, including both analytical and imaginative responses. Students produce both written and spoken texts and present these appropriately.

Year 9

Throughout the course students develop their communication skills, their knowledge of language and their confidence to write and speak for a variety of purposes and audiences.

Course Outline:

Year 9
Narrative & Persuasive Writing
Drama Study
Novel Study
Film Study

ASSESSMENT

Assessment will cover a range genres. Written tasks will be completed under a variety of conditions, ranging from assignments to unseen exams. Spoken tasks will include both individual and group presentations.

ADDITIONAL COSTS

On occasion, students may have the opportunity to view outside performances related to the course. Notice of these events will be given in advance and a small cost would be involved.

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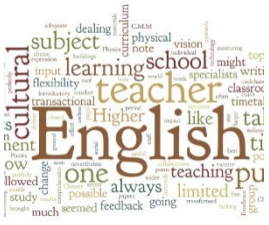

HISTORY

(Students must select from either History or Geography)

COURSE ORGANISATION

In Year 9, students undertake historical studies designed to foster *Historical Knowledge and Understanding* and develop *Historical Skills*.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Year 9

1. Making a Better World? - Progressive ideas and movements (1750 - 1918)

The emergence and nature of key ideas in the period, with a particular focus on capitalism and socialism.

2. Australia's involvement in World War I

Students investigate key aspects of World War I including the nature and significance of the war in world history. They examine the Australian experience of the war and its impact on Australian identity and culture.

3. Australia and Asia

Students investigate the history of an Asian society and its relationship with Australia.

4. Crime and Punishment

Students investigate the development of the legal system over time.

STUDENTS WILL

- learn how to use common historical terms for dealing with chronology and time-related historical concepts and acquire a sound grasp of the sequence of events.
- ask and explore inquiry questions in detail, finding relevant and comprehensive answers and provide sound explanations and conclusions for historical events.
- use a wide range of different forms of evidence in providing historical explanations, recognising how these forms of evidence may vary in their value.
- develop a range of appropriate techniques of organisation and communication.

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GEOGRAPHY

(Students must select from either Geography or History)

COURSE ORGANISATION

In Year 9 and continuing on to Year 10, students have the opportunity to select Geography as an elective. Studies in Geography will provide a pathway for future studies at the senior level of Education and beyond.

A study of Geography develops students' curiosity and wonder about the diversity of the world's places and their peoples, cultures and environments. Students examine why places have their particular environmental and human characteristics, explore the similarities and differences between them, investigate their significance and meanings to people, explain how they change over time, and evaluate their futures.

Through the study of Geography students develop Knowledge and Understanding and the Inquiry Skills of observing, collecting, interpreting, communicating, reflecting and responding.

Year 9

Unit 1: Changes in places and environment

Study of the various types of environments and their distinctive climates, vegetation and productivity. Students will examine the human changes to environment in order to produce food and the impact of these changes.

Unit 2: Connections to our World

Students investigate the ways in which people are connected to places with a focus on the effects of the production and use of goods on places and environments, the impact of lifestyle and the implications for the future management of these places.

STUDENTS WILL

- Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts
- Collect, select, record and organise relevant geographical data and information
- Evaluate sources for their reliability, bias and usefulness
- Present findings, arguments and explanations in a range of appropriate communication forms, using relevant geographical terminology, and digital technologies as appropriate
- Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge

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MATHEMATICS

COURSE ORGANSIATION

Rochedale State High School offers the Australian Mathematics Curriculum from Years 7 to 10. The Australian Curriculum is organised into two sets of strands. Proficiency Strands describe the skills, or "how" of Mathematics and Content Strands describe the knowledge or "what" of Mathematics.

Proficiency Strands:

- Understanding
- Fluency
- Problem Solving
- Reasoning

Content Strands:

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

Year 9

Year 9 Maths is further divided into ability levels. Students will be placed in

- Foundation
- Core
- or Extension

Class based on their results in year 8.

ASSESSMENT

A range of assessment tasks will be used to judge student work against set standards. These may include tests, Problem Solving and Modelling Tasks (PSMTs) and assignments. There will be at least two assessment items per

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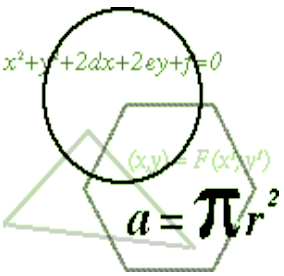

SCIENCE

COURSE ORGANISATION

The Science Key Learning area is based on an adapted Australian Curriculum that has three interrelated strands: *Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.*

Together, the three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore Science, it's concepts, nature and uses through clearly described inquiry processes. Enrichment and extension opportunities are an integral part of refining scientific skills.

Year 9

In **Year 9**, Science focuses on the broader aspects of chemical processes, biological systems, earth and space sciences, and the nature of energy and forces in the physical world.

ASSESSMENT

A range of assessment tasks will be used to judge student work against set standards. These may include:

- Written tests
- Research tasks
- Field study excursion booklet
- Experimental investigations.

There will be at least two assessments tasks each term.

ASSOCIATED COSTS

- Field study excursion occurs during the unit on ecosystems which contributes to assessment. Costs associated with transport are kept to a minimum.
- Competitions are offered and recommended for students intending to study Senior Science subjects.

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Science
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HEALTH & PHYSICAL EDUCATION

COURSE ORGANISATION

Health and Physical Education enables children and young people to promote their own and others' health, wellbeing, safety and participation in physical activity across their lifespan. The knowledge, understanding and skills in this area underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

Year 9

More specifically, Health and Physical Education in Year 9 aims to develop the knowledge, understanding and skills to ensure that individually and collaboratively students:

- Learn to access, evaluate and synthesise information, make decisions, seek help and take actions to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity
- Develop and use personal and social skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
- Acquire, apply and evaluate movement skills, concepts and strategic awareness in order to respond creatively, competently and safely in a variety of physical activity contexts and settings
- Are provided with regular opportunities to enjoy developmentally appropriate movement experiences, and understand and appreciate their significance to personal, social, cultural and health practices and outcomes
- Analyse how personal, social, cultural, economic, technological and environmental factors shape understanding of and opportunities for health and physical activity locally, regionally and globally.

ASSESSMENT

Students will be assessed in both the theoretical and practical components of this subject:

- Theory assessments will consist of class tests, written assignments and reports, and oral presentations.
- Practical elements are assessed within simple and complex performances in a range of authentic sporting environments.

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Physical Education
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Rochedale Rhinos

SPORT/CO-CURRICULAR

Year 9

Year 9 students will be given the opportunity to participate in physical activity during Tuesday afternoon sport in the following activities:

- Interschool sporting competitions in a variety of sports, competing against schools in South District.

OR

- Co-curricular activities geared towards leisure, fitness, social sport or community service.

Mr C Thompson
A/Head of Department
Physical Education

Rochedale Rhinos

ELECTIVE SUBJECTS

AGRICULTURAL SCIENCE

COURSE ORGANISATION

Agricultural Science is an Applied Science which aims to expose students to a range of field-based learning experiences with plants and animals.

Year 9

The course is divided into units:

- Local Agriculture
- Plant Production
- Animal Husbandry
- Plant Propagation
- Beekeeping
- Agriculture Economics

Agricultural Science would be of value to students hoping to find a vocation or tertiary course in the agricultural or horticultural fields. Students could also use the knowledge in leisure activities or as an aid to homemaking.

Examples of practical learning experiences include:

- Growing a variety of vegetables and flowers
- Extracting honey and management of beehives
- Animal husbandry practices eg drenching, vaccinating etc.
- Propagation of plants
- Flower growing
- Feeding and care of sheep and poultry
- Field and laboratory trials

ASSESSMENT

Involvement in practical work forms an integral part of the assessment.

- Exams
- Assignments
- Practical work

ASSOCIATED COSTS

$30 Excursion to RNA Animal Pavilions.

OPTIONAL

Ag Show Team

Students who study Agriculture Science are encouraged to participate in the Ag Show Team. This involves weekend feeding, attending events outside of school hours and selecting Ag Show Team as an option for sport.

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APEX – PERFORMANCE ARTS

COURSE ORGANISATION

"The future belongs to young people with an education and the imagination to create."

- **President Barack Obama**

Year 9

This is a performance-based subject that explores themes and productions through rich tasks that encompass Dance and/or Drama. Students will study core content through theme or task-based projects replicating aspects of the Performing Arts environment where artists meet to create, develop and perform works.

This course may give students the opportunity in the following experiences: Performance nights; APEX workshops; Dance/Drama Eisteddfod; XLD; Creative Generation and school musicals.

PROJECT IN DANCE/DRAMA	DANCE/DRAMA IN MUSICAL THEATRE
Students are able to develop an understanding of the elements of Dance/Drama through a performance project exploring the topic or theme explored for the school-wide performance. E.g. XLD Junior School Musical / Production	Students study the world of Musical Theatre through the performance of Dance/Drama. Student learn about the narrative of this genre, the exploration of acting style and Musical Theatre dance genres.
COLLAGE/THEME DEVELOPMENT	**DANCE/DRAMA ON SCREEN**
Students will explore Drama conventions and/or Dance genres to explore a social issue. They will adapt their technical and expressive skills in Dance to interpret and develop the theme. They will use conventions like internal monologue or talk show to explore the world around them.	Students will explore youth scripts and themes to develop a short screen production. Students study how Dance/Drama is developed for screen. They will then write/choreograph a work, filming the work for assessment.

The school APEX program aims to give all involved students the opportunity to participate in project-based arts experiences. Students are required to complete an assessment task for each unit studied. Assessment is usually in groups and learning experiences will be based around the following assessment descriptors: making, performing and responding.

ARTS ARE CREATIVITY
ARTS ARE COMMUNICATION
ARTS ARE TECHNOLOGY

Problem solving, adaptability, flexibility and working well with others areall important components of 21st century readiness. The arts provide opportunities for our kids to develop these skills.

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CHINESE

COURSE ORGANISATION

Modern Standard Chinese is the official language of the People's Republic of China.

In the western world it is known as Mandarin.

Learning Chinese is an investment in your future. Employers are interested in people with language skills.

We are in a rapidly changing world. Each year, developments in International communications, diplomacy and trade provide new opportunities for Australian business worldwide. Languages learned at school lay a foundation for developing the skills that will be increasingly in demand, as more Australian companies enter this global marketplace.

WHY STUDY CHINESE?

- To understand people whose future is entwined with our own
- To expand your horizons, culturally and intellectually.

Year 9

Chinese runs a course of study involving a variety of topics which are:

- Me and My Family;
- Shopping - Buy, Buy, Buy;
- A Fashion Parade - Clothing;
- Restaurants - What to order?
- Healthy Eating;
- Endangered Animals;
- School Life;
- Directions;
- A Busy Life - So much to do
- The Money Cycle.

How is Chinese Studied?

The major reason for learning a language is to communicate. In order to develop this ability, students are involved in tasks that draw on other curriculum areas for their content. Students have the opportunity to participate in excursions, which are an extension of class work. Technology is used to make the learning of the language fun and interactive.

ASSESSMENT

Students will be able to demonstrate their communicative ability by comprehending and composing a variety of written and spoken text.

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漢 汉
語 语

DANCE

COURSE ORGANISATION

"Studying dance develops creativity, teamwork, confidence, critical thinking, self-discipline, physical health and the ability to work collaboratively – all beneficial in any 21st century career path and quality of life."

Year 9

Dance is an activity of ancient tradition and a fundamental and evolving form of expression. Dance offers students an alternative means of expressing themselves and creating their own meaning

The course may give students the opportunity in the following experiences:

- Dance Eisteddfod, Performances at various school and community events, School musicals, XLD and Awards ceremonies.

ASSESSMENT

UNPACKING DANCE	MOVE TO THE MUSIC
Students are able to develop an understanding regarding the functions of dance and how they interweave into different cultures and societies. Students learn various dances within the different functions, social, artistic and ritual and then explore creating their own dances.	The purpose of this module is to explore dance in musical theatre. It offers students the opportunity to learn about the musical theatre narrative. Students learn musical theatre genre and choreograph dances that focus on the music and the lyrics.
DANCE & TECHNOLOGY	**THEME DEVELOPMENT**
Students study the how dance is choreographed for screen and non-traditional dance spaces. They will explore the genres of pop, hip hop and contemporary. Students will experiment with choreographing dance in a non-traditional space and are given the opportunity to express themselves.	Students will be given the opportunity to perform at a public event performing pieces in various genres. They adapt their technical skills and demonstrate expression and interpretation under a theme. Students work collaboratively to choreograph dances in any genre.

The school Dance program aims to give all involved students the opportunity to participate in a physical Dance program focusing on Dance as an art form. Learning experiences at assessment will be based around the following organisers:

MAKING – making dances and using movement in your own creative way
PERFORMANCE – learning dance techniques such as jazz, hip hop, contemporary and dance fusion
RESPONDING – appreciating and understanding other people's dances

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DESIGN TECHNOLOGY

COURSE ORGANISATION

Are you interested in Lasers? Computer Aided Drafting and Manufacturing, Electronics? 3D printing? Cutting edge technology? Do you have an interest in Engineering and do you have an entrepreneurial mind set? Do you like solving future problems? If you answered yes to any of those questions we have just the subject for you! Design Technology is an ever changing subject that keeps up with the latest technology in computing, manufacturing and problem solving. In this subject you will learn how to solve problems utilising our state of the art design centre.

Year 9

Design technology is a one year course of study leading into Design Pathways in year 10. The course incorporates all aspects of Design into a program that challenges students to become future thinkers by exposing students to the world of design. Students will learn how to solve problems by working through folio based assessment; they will then see their design prototypes produced using a variety of computer Aided Manufacturing (CAM) machines such as laser cutters, 3D prototype printers and milling machines. Students will also learn how to produce graphical representation of prototypes using Autodesk Inventor software.

Global Aims

- Developing the skills to become future problem solvers
- Focuses on generating skills in using and applying information and computer technology.
- Use of product design to enhance the realistic function of the completed tasks.
- Developing skills to manage, plan and execute tasks effectively and efficiently.

General Objectives

- Knowledge of the various computer programs and machines.
- Application of the implementation model through analysing and evaluating, evaluating own work and application in unfamiliar and complex situations.
- Presentation of tasks and folios with an appreciation of engineering design.

ASSESSMENT

Each semester, student's class work, assignments, homework, folios, minor tests and major tests are included in the accumulated assessment of student progress.

It is highly recommended that students wishing to enrol into Design in Years 11 & 12 complete Years 9 Design and Technology and year 10 Design Pathways supplemented with STEM Excellence as these are the foundation years for this course.

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Head of Department
Technology
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DIGITAL TECHNOLOGIES (IT)

COURSE ORGANISATION

Digital Technologies is a subject that ensures that students benefit from learning about and working with contemporary and emerging technologies that shape the world in which we live. Student will work with general purpose computer languages to code and create applications, games and web designs.

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking. This is a problem-solving method that is applied to create solutions that can be implemented using digital technologies. It involves integrating strategies, such as organising data logically, breaking down problems into parts, interpreting patterns and models and designing and implementing algorithms. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Year 9

AREAS FOR STUDY

Students understand networks and data representation. They plan and manage digital projects to create interactive information. During the course of study, students learn general purpose programming languages such as JavaScript and Python. Examples of digital projects tasks/formats include:

- Interactive web applications
- Mobile applications (apps)
- Simulations, games and quizzes
- Games and animation

ASSESSMENT

Assessment is undertaken through a variety of tasks, including written and digital projects, exams and portfolio work. Students should be able to compile a digital record of their completed tasks throughout the year which becomes a valuable resource for future studies the end of each Semester.

Students will have access to a variety of online learning environments to support their digital technologies education.

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DRAMA

COURSE ORGANISATION

"Play is the highest form of research." Albert Einstein

Year 9

Despite the rapidly changing world we live in, one thing has not changed – the need to communicate effectively. Drama addresses this need by providing students with experiences necessary to deal with real life situations as well as communication on a creative level. The students also learn the basic elements of drama and how to use and manipulate them to shape performance.

UNPACKING DRAMA	CREATING DRAMA	LET'S ACT IT OUT	MIME, MOVEMENT, MASK
Students develop an understanding of the elements of Drama and how they can be utilised in different dramatic styles such as improvisation and role play. They will develop drama and life skills such as confidence, team work and creativity.	Students will use Drama to explore social issues and pop culture. They make and create drama using conventions such as internal monologue and talk show to explore the world around them.	This unit will expose students to scripted drama and how a script can be manipulated to create meaning for an audience. Students will act out a section of the script using skills of characterisation, voice and movement to engage their audience.	Students develop their non-verbal acting skills by designing and creating character masks that reflect a concept/issue of their choosing. They learn how movement, body language and gestures can sometimes say much more than words.

ASSESSMENT

Students are required to complete an assessment task for each unit studied. Assessment is usually in groups, but each student receives an individual rating. This may take the form of either: Responding Tasks (written), Presenting Tasks (practical) and Making Tasks (practical) and Devising Tasks.

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Ms E Hearn
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Economics and Business

COURSE ORGANISATION

The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

Year 9

Economics and business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. This refers to the suite of skills, attributes and behaviours that allow individuals to engage in and contribute to the economic wellbeing of society. Broadly, students are encouraged to be adaptable, demonstrate initiative, solve problems and take on leadership roles in all aspects of life.

Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to:

- Effectively embrace change;
- Seek innovation;
- Work with others;
- Show initiative, flexibility and leadership;
- Use new technologies;
- Plan, organise and manage risk;
- Use resources efficiently.

Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future. Economics and Business is organised in two related strands: economics and business knowledge and understanding, and economics and business inquiry and skills.

YEAR 9
Introduction to Economics – Australia as a trading nation How do participants in the global economy interact?
Competitive Advantage – What is competitive advantage, Vision and Mission Statements, Target markets, Competitors.
Social Enterprise – Entrepreneurial characteristics, social responsibility and impact, social problems and change.
Personal Finance - What strategies can be used to manage financial risks and rewards?

Students will also gain hands-on practical experience in venture and entrepreneurial activities run throughout the school.

ASSESSMENT

Assessment includes, assignments, short answer tests, response to stimulus, multimodal and extended writing tasks.

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Data, Performance and Business
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Film and Media Technologies.

COURSE ORGANISATION

The focus of Film and Media Technologies is on media design and creation, and the development of screen literacy.

Students live in a technological world where media and technologies are integral to everyday life. Film and Media Technologies will allow students to develop a range of media production skills and ensure students are competent users of new and emerging technologies in a period of rapid technological change.

Year 9

The subject will provide students with hands-on experience and student will be given access to industry standard software as they design and create their own media products and applications.

AREAS FOR STUDY

- Photography, image manipulation and graphic design
- Video production and editing
- Animation and interactive screen design
- Web design
- Audio recording and production
- Film television and new media analysis

ASSESSMENT

Assessment is undertaken through a variety of tasks, including written and digital projects, and portfolio work. Students should be able to compile a digital record of their completed tasks throughout the year which becomes a valuable resource for future studies.

Students will have access to specialist software and computer facilities for all their assessment tasks.

Mr P Monsour
Head of Department
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FOOD STUDIES

COURSE ORGANISATION

Food Studies includes the application of nutrition principles and knowledge about characteristics and properties of food to food selection and preparation; and technology related food issues. It focuses on students preferred futures and considers ethics, legal issues, social values, economic, environmental and social sustainability

Year 9

Students will produce food solutions relevant to the needs of individuals and communities. They will develop solutions to a design brief and apply management plans, changing direction where necessary to successfully complete design tasks.

Topics covered in this course include:

- Healthy Eating
- Food Safety/Preservation
- Food Preparation Skills
- Sustainability
- Food Presentation
- Sensory Perceptions of Food

ASSESSMENT

Students will be required to demonstrate their knowledge, understanding, process and production skills to create a designed solution. They will be assessed on their practical performance, and the development of a folio where they will collect, manage and analyse data. Students will also complete exams and assignments.

Students will be required to work collaboratively on some projects.

REQUIREMENTS

- Students will be required to supply their own ingredients each week for their practical cookery workshops.
- Every student MUST wear leather upper joggers (as per Uniform Policy) in the kitchens at all times, due to Workplace Health and Safety requirements.

Mr R Evans
Head of Department
Technology
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Mrs K Brown
Subject Area
Coordinator Hospitality
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METAL TRADE SKILLS

COURSE ORGANISATION

This elective course of study allows students to gain an understanding of the metal trades industries through the completion of simulated real life tasks. The subject gives students a greater understanding of the requirements of design, control systems, assembly techniques, manufacturing and mass productions through the use of the design process to manufacture and produce various projects metal tool box and collapsible shovel.

The course is structured over two years of study and covers a wide variety of material selection and uses, joining techniques and finishing requirements relating to the metal trades industries including sheet metal, steel fabrication, fitting and machining.

Year 9

Students selecting this subject will cover theoretical areas in Years 9 such as safety in the workshop, metal identification and selection, welding: including oxy welding, mig welding, metal cutting and joining techniques and finishing techniques. Year 10 will further advance students awareness as they create more intricate and advanced projects and the utilisation of workshop machines such as metal lathes and welding machines with the focus aimed at allowing students to work towards the attainment of specific competencies required to obtain a Certificate II in Engineering Pathways in the senior course.

Students will also gain the knowledge and understanding to program current and future technologies including computer controlled laser cutters, 3D prototyping routers and milling machines.

ASSESSMENT

Students will be continually assessed throughout the course and a profile of their participation and skill will be kept. Students are required to develop a design folio for some of the projects.

Students are taught to research in a thorough and systematic way, and to identify the specific skills associated with research assignments. These assignments are prepared in class time and then completed for presentation at home.

REQUIREMENTS

Students' general requirements are set out in the Subject Requirements Sheet. In keeping with workplace Health and Safety obligations, students must wear substantial foot protection at all times whilst in the workshop. Also clear safety glasses will be provided for work in some sections of the workshop.

Mr R Evans
Head of Department
Technology

MUSIC

COURSE ORGANISATION

"[I] predict that creative, right-brained people will be in great demand in the 21st Century workforce." Daniel Pink, author of "A Whole New Mind"

The study of music fosters social interaction and the development of concentration and memory, physical coordination and self-discipline. Music can help students express themselves in a creative way, often when words fail. Students may develop musical skills for leisure, interest or career, but the development of confidence, teamwork and creativity will serve them in all aspects of their lives.

Year 9

Unit 1 STOMP!	Unit 2 It's Instrumental	Unit 3 Aussie, Aussie, Aussie!	Unit 4 And All That Jazz
Students learn about the fundamentals of what make music, learning about rhythm, ensemble work, performance and analysis.	Students explore the wide variety of instruments within the orchestra, further developing musical skills through pitch and timbre.	Learning about the origins of Australian rock music as well as the role of Indigenous music to tell a message or communicate a position.	Students explore the basics of jazz music through learning about the Blues genre, further developing their understanding of the musical elements.
Assessment: * Performance / Composition * Responding Essay	Assessment: * Performance * Composition	Assessment: * Performance * Compare & Contrast Essay	Assessment: * Performance * Composition

Assessment styles:

Performance – Students will perform as soloists or in an ensemble on any instrument or voice.

Composition – Students will create their own musical ideas and learn how to notate them.

Responding – Students will study general music theory, through guided listening and analysis. Aural perception will be developed. They will learn how to discuss, analyse and evaluate music they and others make and how it can communicate with an audience.

ARTS ARE CREATIVITY
ARTS ARE COMMUNICATION
ARTS ARE TECHNOLOGY

Problem solving, adaptability, flexibility and working well with others are all important components of 21st century readiness. The arts provide opportunities for our kids to develop these skills.

Ms E Hearn
Head of Department
The Arts
Phone: 3340 0454

STEM EXCELLENCE

COURSE ORGANISATION

Innovations and technological advancements in Science, Technology, Engineering and Mathematics (STEM) play a key role in our lives. Not only do they fuel gains in economic productivity, but they also drive improvements to our lives through new inventions and discoveries. The value of STEM to our future is now widely recognised across the globe.

STEM is addressed in the Australian Curriculum through the learning areas of Science, Technologies and Maths, and through 21st Century skills like Numeracy, Information and Communication Technology (ICT) capability, and Critical and Creative Thinking.

Students will develop the following Knowledge, Understanding, Values, Attitudes and Skills.

1. Inquiry and project based learning skills appropriate to STEM practice and using a cross disciplinary approach.
2. Knowledge and understanding of scientific and mechanical concepts through Investigations of Technology and Engineering.
3. Knowledge and understanding of STEM principles and processes.
4. Skills in solving STEM based problems and meeting STEM challenges using mechanical, graphical and scientific methods.
5. Skills in communicating and critically evaluating.
6. Problem solving skills in a range of STEM contexts.
7. An appreciation of the role and potential of STEM in the world in which they live.
8. An understanding of the contribution of STEM disciplines to theeconomic well-being of nations.

Year 7- 2023	Year 8 - 2023
Filtration Prototype Sustainable Future Prototype Lego Robotics Mining	Reptile Incubator Prototype Tunnel Model Rube Goldberg and Simple Machines Cell and Organ Models for Medical Enhancement
Year 9 - 2023	
Aerodynamics and Forces Introduction to UAV Projectile Motion UAV challenge	

ASSESSMENT

Each semester the students are assessed using Australian Curriculum Standards and Queensland Curriculum Assessment and Reporting Framework (QCAR) compiled from Science, Technology and Maths. Their projects are also assessed against competition specific regulations.

It is highly recommended that students who complete the STEM program continue in the senior schooling in Physics, Chemistry, Biological Science, Mathematical Methods, Specialist Mathematics, Engineering Technology, Design or Digital Solutions.

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STEM Coordinator
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Phone: 3340 0481

Ms C Winter
Innovation HOD
Phone: 3340 0476

STEM UAV

COURSE ORGANISATION

At Rochedale we will be offering a UAV elective course for Year 9. The program is focussed on making students industry ready to move to certification in UAV in senior subjects. We work closely with industry partners such as CASA (Civil Aviation Safety Authority).

The STEM Excellence UAV elective course in Automation and Robotics provides inspiring future innovators and leaders in STEM (Science, Technology, Engineering and Maths).

Students will develop the following Knowledge, Understanding, Values, Attitudes and Skills.

1. Safety and Regulations
   Operation, safety legal and ethical issues
   Indoor practice and observation
2. Aerodynamic Principles
   Drone speed, wind velocity and obstacle avoidance
   Outdoor observation and practice
   Straight fight path, take-off and landing (Automatic and manual control)
3. Waypoints and rout-planning
4. Payload release – Introduction to air-delivery and package dropping for search and rescue.
5. Flying practice and consolidation
6. Targeted package dropping competition.
7. Problem solving skills in a range of STEM UAV contexts.

Year 9 - 2023
Projectile Motion **UAV challenge**

ASSESSMENT

Drone Technologies

Design using UAV

- definition and decomposition of complex problems in terms of functional and non-functional requirements
- design and evaluation of user experiences and algorithms
- testing and prediction of results and proficient implementation of digital solutions
- Use coding for automated drone flight to address the mission

It is highly recommended that students who complete the STEM UAV program continue in the senior schooling in **AVI30316 – Certificate III in Aviation (Remote Pilot)**

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TIMBER TRADE SKILLS

COURSE ORGANISATION

This elective course of study allows students to gain an understanding of the timber trades industries through the completion of simulated real life tasks. The subject gives students a greater understanding of the requirements of design, control systems, assembly techniques, manufacturing and mass production through the use of the design process to manufacture and produce various projects including - toy trucks, coffee table, clocks, cabinets etc.

The course is structured over two years of study and covers a wide variety of material selection and uses, joining techniques and finishing requirements relating to the building and construction, cabinet making and furnishing industries.

Year 9

Students selecting this subject will cover areas in Year 9 such as safety in the workshop, materials and their uses, timber joint selection and construction and furniture finishing techniques. Year 10 will further advance students' awareness as they create more intricate and advanced projects, with the focus aimed at allowing students to work towards the attainment of specific competencies required to obtain a Certificate I in Furnishing in the senior course.

Students will also gain the knowledge and understanding to program current and future technologies including computer controlled laser cutters, 3D prototyping routers.

Workshop safety and safe working procedures are an integral part of this program and at all stages the importance of safety and safe working habits are reinforced.

ASSESSMENT

Students will be continually assessed throughout the course and a profile of their participation and skill will be kept. Students are required to develop a design folio for some of the projects.

Students are taught to research in a thorough and systematic way, and to identify the specific skills associated with research assignments. These assignments are prepared in class time and then completed for presentation at home.

WORKPLACE HEALTH & SAFETY REQUIREMENTS

In keeping with Workplace Health and Safety obligations, students must wear substantial foot protection at all times whilst in the workshop. Also clear safety glasses will be provided for work in some sections of the workshop.

Mr R Evans
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VISUAL ART

COURSE ORGANISATION

"Daniel Pink, author of A Whole New Mind, predicts that creative, right-brained people will be in great demand in the 21st century workforce."

Society has always made images and objects using materials available in the world around them. Visual Art works have the capacity to represent stories, to evoke ideas and feelings and to embellish our lives with decoration.

Year 9

Through the study of Visual Arts in Year 9, students learn to represent ideas and feelings, drawing from their experience of the real and imaginary or constructed world. Through describing, analysing, interpreting and making judgements about art works from a range of past and present contexts students recognise that art works have the capacity to convey ideas, communicate, evoke response and even persuade. Students will study a variety of visual arts media such as drawing, printmaking, painting, sculpture and design.

Specifically students undertake studies in:

Wearable Art	Windows	Connections
Students explore the concept of wearable art in all its forms as fashion garments, accessories and body adornment. Students are required to create a group wearable artwork focusing on a social issue that is relevant to their generation, that educates the public and shows awareness of the issue.	Students explore the concept of physical and emotional interiors. They experiment with a variety of drawing media and techniques to produce a folio of work.	Students explore Aboriginal and Torres Strait Islander artworks to gain an understanding of how symbolism is used to create meaning. Students produce mixed media works to explore connections to people, place and memory.

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