Junior Subject Handbook

PLEASE KEEP THIS HANDBOOK UNTIL THE END OF 2017.

Years 9 & 10

2016/2017
Courses of Study in Year 9 and Year 10

At St John’s College, the Year 9 and Year 10 learning program is designed to enrich the learning experiences of students by offering a combination of Core and Elective Subjects. Core Subjects are areas of learning central to the curriculum.

Complementing Core Subjects, each semester students choose three (3) Elective Subjects. Elective Subjects are designed to broaden students’ learning and develop and extend their skills, interests and abilities.

These offer students the opportunity to experience learning in areas they might find interesting and enjoy and wish to explore. Electives also expose students to learning in areas in which they have no experience, thus extending their knowledge and developing their skills and competencies. In some instances, Elective Subjects provide a link with more specialised studies in years 11 and 12.

Programs of Study:

Year 9

In Year 9, students participate in a course of study that includes the common Core Subjects of:

- Religious Education
- Mathematics
- Humanities (History / Geography)
- English
- Science
- Health and Physical Education

Students then also study three (3) Elective Subjects from those detailed in this handbook, making a total of 9 subjects.

Year 10

In Year 10, students participate in a learning program which includes the Core Subjects of:

- Religious Education
- Mathematics (Mathematics A or Mathematics B)
- Humanities (History / Geography)
- English
- Science
- Health and Physical Education

Students also study three (3) Elective Subjects, making a total of 9 subjects.

In Year 10, there is some opportunity provided for students to prepare for studies in Senior Mathematics by offering specific classes which focus on Core and Extension elements. Students who have ability in this field will be identified and encouraged to study the Extension elements throughout Year 10.

Choosing Elective Subjects

Students may choose the same or a similar combination of Elective Subjects in both Years 9 and 10. They are encouraged, however, to keep their options open and experience a range of subjects to ensure that the important choices that are made in Years 11 and 12 are based not only on a chosen career path but a broader understanding of the curriculum offered.

Before making any decisions regarding the choice of Elective Subjects, please consider carefully the information that is presented in this Handbook. More specific information is available from the respective Learning Coordinator and student’s subject teachers.

We recommend that students select subjects that they enjoy and in which they have a genuine interest. Students should also consider subjects that they might wish to study in years 11 and 12.
The Subject Selection Process

Students are required to choose six (6) preferences for their Elective Subjects each semester.

Every effort is made to accommodate students’ subject choices, however, some subject combinations may not be possible. It is for this reason that we ask students to nominate three extra choices as reserves.

Although all subjects are offered, on occasions there may not be viable numbers for a class (or a second class) to run within the timetable structure of the College. In such instances, we will refer to students’ fourth, fifth and sixth preferences – as such, it is important to only choose subjects as preferences which you wish to be considered for.

Students will generally be provided with their allocated Elective Subjects before the end of the previous semester. There will only be a limited amount of change possible after these are distributed, so students do need to think very carefully when selecting their choices.

At the start of Term 2 each year, Year 9 and Year 10 students will be offered the opportunity to select three ‘new’ Elective Subjects for study during Semester 2. They may choose to continue studying in the areas they have been in the past, or look to sample a wide variety of options throughout this two year period in preparation for Years 11 and 12 and their future endeavours.

Contact People:

- **Mr. Mark O’Connor (Assistant Principal)**
  - For all general enquiries about this process and subject changes throughout Years 9 and 10

- **Learning Coordinators**
  - For any subject specific questions about what is involved in the study of a particular elective and any other information about those subjects

- **Mrs. Bernadette Natoli (Careers and VET Co-ordinator)**
  - For assistance in career advice, VET training options, University prerequisites and all assistance relating to future study and work options

- **Mrs. Maria Cross and Mrs. Debra Barrett (Learning Enhancement)**
  - For assistance in making suitable subject choices for students who may require learning support or have needs which need to be catered for within a specialised learning framework

- **Year Coordinators**
  - For any questions or concerns about student well-being, general issues which affect student participation in school programs, extended absences etc
### Years 9 and 10 Elective Subjects (Summary) – commencing 2016

Students and Parents / Carers are encouraged to use this page to plan their study program throughout both Years 9 and 10.

<table>
<thead>
<tr>
<th>Year 9 Semester 1</th>
<th>Year 9 Semester 2</th>
<th>Year 10 Semester 1</th>
<th>Year 10 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management 1</td>
<td>Business Management 2</td>
<td>Business Management 3</td>
<td>Business Management 4</td>
</tr>
<tr>
<td>Information and Communications Technology 1</td>
<td>Information and Communications Technology 2</td>
<td>Information and Communications Technology 3</td>
<td>Information and Communications Technology 4</td>
</tr>
<tr>
<td>Indonesian 1 - Travel</td>
<td>Indonesian 2 - Sports and Hobbies; Entertainment</td>
<td>Indonesian 3 - Celebrations and Ceremonies; Student Exchange</td>
<td>Indonesian 4 - Visiting the Doctor; City versus Village Living</td>
</tr>
<tr>
<td>Food Studies 1</td>
<td>Food Studies 2</td>
<td>Food Studies 3</td>
<td>Food Studies 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hospitality 1</td>
<td>Hospitality 2</td>
</tr>
<tr>
<td>Graphics 1</td>
<td>Graphics 2</td>
<td>Graphics 3</td>
<td>Graphics 4</td>
</tr>
<tr>
<td>Wood Technology 1</td>
<td>Wood Technology 2</td>
<td>Wood Technology 3</td>
<td>Wood Technology 4</td>
</tr>
<tr>
<td>Metal Technology 1</td>
<td>Metal Technology 2</td>
<td>Metal Technology 3</td>
<td>Metal Technology 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outdoor Education 1</td>
<td>Outdoor Education 2</td>
</tr>
<tr>
<td>Drama 1 – Improvisation and Comedy</td>
<td>Drama 2 – Movement, Mask, Ritual and Storytelling</td>
<td>Drama 3 – Let’s get Technical</td>
<td>Drama 5 – Directing and Collage Drama</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drama 4 – Theatresports and More</td>
<td></td>
</tr>
<tr>
<td>Music 1 - Music and Style</td>
<td>Music 2 - Stories Told Through Music Part 1</td>
<td>Music 3 - Stories told through Music Part 2</td>
<td>Music 4 - Music in the Age of Technology</td>
</tr>
<tr>
<td>Media Arts 1</td>
<td>Media Arts 2</td>
<td>Media Arts 3</td>
<td>Media Arts 4</td>
</tr>
<tr>
<td>Dance 1</td>
<td>Dance 2</td>
<td>Dance 3</td>
<td>Dance 4</td>
</tr>
</tbody>
</table>
HUMANITIES AND SOCIAL SCIENCES

Contact Person: Ms Kerry Doblo

YEAR 10 ELECTIVES AVAILABLE IN HUMANITIES AND SOCIAL SCIENCES:

Students may select Legal Studies as an elective for Semester One (it is not offered in Semester Two), and the Individual Learning Project [ILP] as an elective in Semester Two (it is not offered in Semester One).

LEGAL STUDIES 1 (Year 10 Semester 1)

The study of Legal Studies helps students understand how the political and legal processes operate within Australia. It provides a pathway to the continued study of Legal Studies throughout Years 11 and 12.

The learning areas which may be focused on could include:

- The Australian Legal and Political Systems – structure, legislature and foundations
- The Court Process, including a visit to a courthouse
- Criminal Law
- How the Law is portrayed in the Media
- Moot Court
- Inquiry into an area of special interest.

Students can expect to undertake a range of assessment pieces, including examinations, extended writing tasks, multi-modal presentations, media analysis tasks and a moot court.

A keen interest in current affairs would benefit students studying this subject. As such, students are encouraged to read widely, including keeping up to date with cases and legal areas which are constantly in the news.
INDIVIDUAL LEARNING PROJECT [ILP] (Year 10 Semester 2)

**School Mission:** to offer opportunities to develop an area of interest or excellence; encourage students to be reflective learners; to provide the building blocks to ownership and pride in their own learning so that they can take risks and articulate challenges.

An ILP is entirely student directed but facilitated by teachers, specialists and mentors. Students must apply for admission into this course and be accepted. Numbers are limited.

In Semester 2 there is the opportunity to make an individual difference to your experience of school. You are invited to be one of the students who can nominate to do a special, significant piece of learning for yourself that allows you to improve in some area of interest.

**What are individual learning projects?**
- One-off, unique and independent programs of learning
- Designed, negotiated and implemented by you, the learner
- Taken instead of an elective in Semester 2 (3 lessons per week)
- Some parts you do out of school as required

**How does the individual learning project work?**
You decide what type of learning you want and then you:
- Choose the learning activity and learning experience you want to do
- Show how your learning will be demonstrated
- Complete and submit the proposal. If accepted:
  - Complete the learning project
  - Prepare and submit evidence of learning

**Why do a learning project?**
- There is great value in exploring some facet of the world that interests you and stretches you beyond your normal learning.
- There is magic discovering more about something that you're passionate about.
- There's a great deal of worth, stepping outside the boundaries of the school room to become a self-directed learner: you'll learn not only more about the subject but about your organisational and negotiation skills and about yourself.

**Examples of Self-Directed Learning Projects**
- You choose something that you're passionate about or interested in.
- You can study something and/or create something
- Photography, clowning, environmental study, fashion design, weather patterns, another language, sculpture, better language skills, public speaking skills, graphic novel writing, write a book of poetry, avionics, science, robotics, make a film, website or game, write music, studying for pilots licence, share market competition.
- The possibilities are limited only by your interest, effort and skills.

**Would an Independent Learning Project suit you?**
It will if you:
- want to extend your knowledge about something you love in a flexible learning way,
- are looking for a different type of learning,
- can work for periods on your own.

**How long does it take?**
The ILP goes for one semester instead of an elective subject.
BUSINESS AND LOTE (INDONESIAN)

Contact Person: Mrs Sharon Punter

BUSINESS MANAGEMENT

What is Business Management?
The world of Business encompasses many areas which impact on our everyday lives. As consumers in an increasingly sophisticated global economy, it is important for students to gain knowledge so that they are able to make informed purchasing decisions in life. Areas which will be covered throughout this course included innovation, entrepreneurial creativity, strategic planning, management, marketing and business communication.

Why Study Business Management?
Business Management focuses on a “hands on” approach to help students become responsible citizens in our worldwide commercial community. It is a very interesting subject area, and something which will be useful in everyone’s life as they grow. Students should develop an awareness of business activities and how these impact within their school, local, national and international communities.

What do students learn?
Students will study a variety of units which are specifically designed to give students exposure to a wide range of business activities and skills. The topics are targeted towards areas of student lives which are relevant to their ages and abilities, and aim to provide them with knowledge that will be useful in their real world environment.

Topics which may be studied throughout these courses include:

(a) Business Management 1 (Year 9 – Semester 1)
- Becoming Enterprising
- Business Venture 1 – Planning a Business Venture
- Consumerism

(b) Business Management 2 (Year 9 – Semester 2)
- Business Venture 2 – SJC Market Day/Other Venture
- Managing Money (including the Essi Money Modules)
- Elective Units: Socially Responsible Management/E-Business/Business Communication

Elective Units aim to prepare students for both future studies in Business Management in Senior School and provide skills for after-school life.

(c) Business Management 3 (Year 10 – Semester 1)
- Business Venture 3 - Feasibility Study – Product Development and Market Research
- Field Study – Operations Management
- International Business/Business Goes Global

(d) Business Management 4 (Year 10 – Semester 2)
- Events Management - Planning and Running an Event
- Reality Check – True Cost of being on your own!
- Elective Units – Topics may be chosen from areas including Personal Finance, Insurance, Buying a Property, Running a Small Business, Planning a Holiday and Business-Unique Special Interest Project (BUSI Projects)

Elective Units aim to prepare students for both future studies in Business Management in Senior School, and provide skills for after-school life.
**How do students learn?**
Students undertaking this course will learn within real-life business environment. These may be actual business locations (visited through excursions and field trips) or simulated work environments (within the school environment). The focus of learning is very much a “hands on” approach, and students will be encouraged to plan and run their own business ventures throughout the course.

**How are students assessed?**
Students will be assessed using a variety of methods including examinations, written assignment work, oral presentations, computer-generated submissions, field reports and business ventures.

**How can parents/families help?**
Parents can assist students by involving them in business related roles which are important in life, including budgeting, banking and purchasing experiences. It would be helpful to encourage students to watch or read the news to follow current events within the business community, and discuss these events in the context of everyday life and future decisions which will be made by students.

**Pathways to future learning**
The study of Business Management in Years 9 and 10 can lead to further study in this area throughout Years 11 and 12. Business Management is an elective subject in the Senior years, and by studying this subject area in Years 9 and 10 may assist students who are looking to pursue a career in this area.

Students may also like to consider the benefits of this subject in terms of further study and training in a variety of Vocational Education and Training (VET) areas relating to the Business area. In addition to this, the course will provide a wide variety of useful skills which can be utilised by those seeking to run their own business or follow a career path involving management, marketing, accounting and/or finance aspects.
LOTE (INDONESIAN)

It is hoped that during their course students can engage in the Lombok Immersion study tour.

Why learn a second language?
Indonesian is a valuable language for Australians to learn. It enhances:
- problem solving skills
- sensitivity to, and understanding of English
- insights into another culture
- career paths and opportunities

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**Indonesian 1 – Travel (Year 9 - Semester 1)**
Travel – with particular emphasis on describing the Sunshine Coast

**Indonesian 2 – Sports and Hobbies; Entertainment (Year 9 - Semester 2)**
Sports, Hobbies and Entertainment – focussing on describing both Indonesian and Australian activities

**Indonesian 3 – Celebrations and Ceremonies; Student Exchange (Year 10 - Semester 1)**
Celebrations & Ceremonies; Student Exchange – including being a good guest and celebratory food.

**Indonesian 4 – Visiting the Doctor; City versus Village Living (Year 10 - Semester 2)**
Visiting the doctor, and City versus Village Living – highlighting expressing yourself

In all units of Indonesian students gain and develop language **comprehension** skills (listening and reading) and **composing** skills (speaking and writing). It is also essential that they establish a solid grasp of the **vocabulary** (language building blocks).
These elements are reflected in the assessment tasks which are all done in class.
There are no research tasks for assessment.

Students will also be able to communicate in Malaysia as the two languages are very similar and share a common spelling.

It is strongly recommended that students planning to continue with Indonesian in Senior (years 11 & 12) at least undertake Semester 2 Year 10.

**Other important information**

Successful study of Indonesian entitles a student to two bonus points towards their **QTAC selection at ACU, Griffith University, QUT, USC and UQ**.
FOOD AND HOSPITALITY STUDIES

Contact Person: Mrs. Julie Dowling

Students in Years 9 and 10 can choose subjects from two areas within this department:
(a) Food Studies (offered in both Years 9 and 10)
(b) Hospitality (offered in Year 10 only)

FOOD STUDIES

The course comprises both practical and theoretical components. Students will participate in a double lesson of practical work most weeks and a single lesson of theory, related to their practical work.

Prerequisite: Demonstrated previous commitment in Food Studies in Year 8.

It is strongly recommended, but not a compulsory prerequisite, that students interested in studying within the area of Hospitality in Years 10, 11 and 12 undertake at least one semester of Food Studies in either Year 9 and/or Year 10.

Students are required to provide their own main ingredients and apron (available from the Uniform shop) when participating in any of these courses.

YEAR 9 FOOD STUDIES 1 - SEMESTER 1

This course is designed to provide students with opportunities to develop, reinforce, increase and/or demonstrate their skills, knowledge and understanding of:
- Sensory analysis of food
- Reasons and methods for cooking food
- Functional properties of food
- Celebration in the Christian calendar
- Safety and hygiene practices in the kitchen environment
- Food preparation and presentation skills
- Reflective work practices

Assessment comprises practical food preparation tasks and formative and summative written tasks.

YEAR 9 FOOD STUDIES 2 - SEMESTER 2

This course is designed to provide students with opportunities to develop, reinforce, increase and/or demonstrate their skills, knowledge and understanding of:
- Sensory analysis of food
- Fast food (including highly processed food and convenience food)
- Packaging and labelling
- Advertising
- Safety and hygiene practices in the kitchen environment
- Food preparation and presentation skills
- Reflective work practices

Assessment comprises practical food preparation tasks and formative and summative written tasks.
YEAR 10 FOOD STUDIES 3 - SEMESTER 1

This course is designed to provide students with opportunities to develop, reinforce, increase and/or demonstrate their skills, knowledge and understanding of:

- Sustainable food choices and practices
- Nutrition analysis and meal planning
- Safety and hygiene practices in the kitchen environment
- Food preparation and presentation skills
- Reflective work practices

Assessment comprises practical food preparation tasks and formative and summative written tasks.

YEAR 10 FOOD STUDIES 4 - SEMESTER 2

This course is designed to provide students with opportunities to develop, reinforce, increase and/or demonstrate their skills, knowledge and understanding of:

- Global food equity
- Health and wellbeing of ‘at risk groups’ in the local community
- Safety and hygiene practices in the kitchen environment
- Food preparation and presentation skills
- Reflective work practices

Assessment comprises practical food preparation tasks and formative and summative written tasks.
The course is a pathway to Certificate II in Hospitality or Hospitality Studies in Years 11 and 12 and comprises both practical and theoretical components. Students will participate in a double lesson of practical work most weeks and a single lesson of theory. Assessment comprises practical, written and oral tasks and is competency based.

Students are required to provide their own main ingredients and apron (available from the Uniform shop) when participating in any of these courses.

Prerequisite: Demonstrated previous commitment in Food Technology in Years 8 and/or Year 9.

YEAR 10 HOSPITALITY 1 – SEMESTER 1

Study areas
Content may include:

- Hygiene
- Safety
- Types and service of coffee

Practical
Café society

YEAR 10 HOSPITALITY 2 – SEMESTER 2

Study areas
Content may include:

- Hygiene
- Safety
- Preparation and use of equipment for simple dishes

Practical
Take away

Note: There may be future opportunities for students undertaking these courses to complete some elements of competency towards Vocational Education and Training (VET) qualifications. Details of these units will be provided to students once they have been approved for delivery by the College.
INDUSTRIAL TECHNOLOGY AND DESIGN

Contact Person: Mr. Timothy Jones

Industrial Technology and Design courses at St John’s College comprise three main areas of study:
- Graphics
- Wood Technology/Plastics Technology
- Metal Technology

These provide students with a wide cross section of learning experiences. The aim of the Industrial Technology and Design at St John’s College is to develop essential life skills and knowledge that will give students, both boys and girls, the opportunity to reach their full potential.

GRAPHICS

Student skills and knowledge are developed in the areas of
- Sketching
- 3D Modelling
- Component Drawing, Packaging and Animation
- Architectural Drawing (Domestic and Commercial)
- Business Graphics (Logos, Business cards and Marketing)

Semester units may be studied individually to meet the different needs and interest of students.

A strong emphasis will be placed on using Computer Aided Drafting (CAD) programs to produce drawings. Students will also be required to develop hand skills, using a variety of sketching techniques.

Graphics 1 (Year 9 – Semester 1)
- Introduction
- Sketching
- Production Graphics (AutoCAD and Inventor)

Prerequisite: None

Areas of study:
- 2D and 3D Modelling

Graphics 2 (Year 9 – Semester 2)
- Built Environment (REVIT Architecture)
- Business Graphics (Inventor)

Prerequisite: None

Areas of study:
- House design
- Logos, Business Cards and Marketing
Graphics 3 (Year 10 – Semester 1)
- Sketching
- Production Graphics (AutoCAD, Inventor)

Prerequisite: None

Areas of study:
- 2D and 3D Modelling

Graphics 4 (Year 10 – Semester 2)
- Built Environment (Revit Architecture)
- Business Graphics (Inventor)

Prerequisite: None

Areas of study:
- House design
- Logos, Business Cards and Marketing

WOOD TECHNOLOGY
The content of Wood Technology units is structured around practical projects and their design. They are aimed at extending the students' knowledge and skill in the areas of technology and design.

Semester units may be studied individually to satisfy the different needs and interests of students.

Wood Technology 1 (Year 9 - Semester 1)

Prerequisite: None

Course Outline:
Students will study some initial safety in the workshop. A number of small and simple projects will be constructed to introduce students to basic skills and equipment.

Wood Technology 2 (Year 9 - Semester 2)

Prerequisite: None

Course Outline:
Students will study safety in the workshop; design factors; workshop graphics; surface finishing; using woodworking tools and equipment; methods of joining timber and timber-turning. Students will also be given the opportunity to investigate and provide solutions to design challenges.
Wood Technology 3 (Year 10 - Semester 1)

Prerequisite: None

Course Outline:
Students will develop new skills and knowledge in relation to timber panels. Students will study the planning and designing of projects; the use of power tools; methods of joining timber; manufacturing processes and fastening techniques. Students will also be given the opportunity to investigate and provide solutions to design challenges. Advanced students will also be given the opportunity to develop wood turning skills.

Wood Technology 4 (Year 10 - Semester 2)

Prerequisite: None

Course Outline:
This course is highly recommended for those students wishing to select Senior Industrial Skills or Technology Studies in Years 11 &12.

This unit introduces the students to advanced wood joining and design and how they are used in industry. In addition, the unit introduces students to car design as students will build and race their own CO\textsubscript{2} powered racer.

METAL TECHNOLOGY
The content of Metal Technology units are structured around practical projects and their design. The areas of study cover the following topics: Motor Mechanics, Sheet Metal Fabrication, Basic Electronics, Art Metalwork and Welding. Integrated where appropriate is Surface Finishing.

Semester units may be studied individually to satisfy the different needs and interests of students.

Metal Technology 1 (Year 9 - Semester 1)

Prerequisite: None

Course Outline:
Students will study some initial safety in the workshop. A number of small and simple projects will be constructed to introduce students to basic skills and equipment.

Metal Technology 2 (Year 9 - Semester 2)

Prerequisite: None

Study Areas:
- Electronics and basic circuits
- Metal Scrolling and forging
- Metal Turning (Elective)

Course Outline:
This unit is designed to provide a sound knowledge of electronic motors basic circuits and components and will involve building their own sheet metal race car.
Metal Technology 3 (Year 10 - Semester 1)

Prerequisite: None

Study Areas:
Sheet Steels / Aluminium, Metal Turning

Skill Areas:
Design, cutting, bonding, folding and joining of materials using both simple hand and sophisticated machine techniques; surface finishing using both brush and spray painting equipment.

Course Outline:
This unit is project-based and involves the use of sheet metal as a construction material.

Metal Technology 4 (Year 10 - Semester 2)

Prerequisite: None

Study Areas:
- Metal Fabrication
- Electric MIG Welding
- Oxygen / Acetylene Welding
- Metal Turning
- Electronics. (elective)

Skill Areas:
- cutting
- arc welding
- oxygen-acetylene
- Gas brazing
- bending, fitting, tapping, joining metals
- spray painting and finishing techniques
- hot air welding

Course Outline:
This unit is designed to give students a sound knowledge in the application of tubular and flat steels as construction material.

Students will be involved in the design, fabrication and surface - finishing of various projects.
INFORMATION AND COMMUNICATIONS TECHNOLOGY

Contact Person: Mr. Timothy Jones

Information Communication and Technology (ICT) covers a number of subjects. Technology and multimedia provides students with an opportunity to explore aspects of multimedia design and creation, using computer based tools. We live in a visually rich and stimulating world, Technology and Multimedia will work at developing the student’s critical understanding of this visual culture and enhance their skills in digital communication. Students will be introduced to a variety of fundamental skills, useful for manipulating a range of media (images, sound etc.), as well as learn the basic skills and techniques in designing simple computer games.

Assessment
Students will be assessed through a folio of theoretical and practical tasks and projects in all subjects.

Information and Communications Technology (ICT) 1 – (Year 9 Semester 1)

In year 9, students have the option to study ICT over two semesters and aims to effectively and appropriately empower students to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school.

Units of Study:
This semester students will be studying the following units:
Unit 1: Introduction to Computers (8 weeks)
- Hardware and Software
- Basic web development
Unit 2: Technology Integration (4 weeks)
Unit 3: Game Development (6 weeks)

Information and Communications Technology (ICT) 2 – (Year 9 Semester 2)

This ICT course is aimed at providing students with the knowledge and understanding of web tools to enhance user interaction and experience.
Students will learn about the importance of:
- implementing
- using Adobe Flash Professional to create unique and interactive flash animations, games and applications
- using Adobe Dreamweaver to create website templates and modifications
- intermediate level of HTML coding languages through Dreamweaver
- writing a reflective reporting on use of technologies

Units of Study:
- Flashy Business World (Adobe Flash Professional)
- DIY Web Design (Adobe Dreamweaver)
- Flash to Application (Adobe Flash Builder)
**Information and Communications Technology (ICT) 3 – (Year 10 Semester 1)**

This ICT course is aimed at providing students with the knowledge about using technologies safely and using design techniques to plan their work. 

Students will learn about the importance of:

- implementing Digital Citizenship
- using Photoshop to create unique images
- creating a website using HTML coding
- writing a reflective report for each assignment

**Units of Study:**

- Digital Citizenship
- Design (Photoshop)
- Webpage design (HTML coding)

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**Information and Communications Technology (ICT) 4 – (Year 10 Semester 2)**

This ICT course is aimed at extending students with the knowledge and understanding of web tools to enhance user interaction and experience.

Students will learn about the importance of:

- implementing
- using Adobe Flash Professional to create unique and interactive flash animations, games and applications
- using Adobe Dreamweaver to create website templates and modifications
- intermediate level of HTML coding languages through Dreamweaver
- writing a reflective reporting on use of technologies

**Units of Study:**

- Flashy Business World (Adobe Flash Professional)
- DIY Web Design (Adobe Dreamweaver)
- Flash to Application (Adobe Flash Builder)
HEALTH AND PHYSICAL EDUCATION

Contact Person: Ms Kristen Medveczky

In Year 10, students are required to do Health & Physical Education for the whole year. On top of this, students may select Outdoor Education (OED) and/or Fitness as an elective unit in Semester One and Semester Two. The units explored in these subject will be different each semester and provides students with an insight in to what they will be studying if they elect to do these subjects in Year 11 and 12.

YEAR 10 OUTDOOR EDUCATION

Student Learning:
The main focus of OED is on teamwork, personal development and resilience.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics</th>
<th>OED is on development and</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Surf Survival</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Orienteering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Environmental awareness</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• Leadership Games</td>
<td></td>
</tr>
<tr>
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<td>• Snorkelling</td>
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<tr>
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<td>• Environmental impact</td>
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Course Organisation:
During each week, the students will participate in one theory lesson and one practical lesson.

Future Planning:
Students are also exposed to some of the topics and skills studied in Senior Recreational Studies, which is a board registered subject that they can choose for Year 11 & 12.

Selecting 10 OED, along with future study, may lead to jobs such as:
- Outdoor adventure instructor
- Outdoor adventure guide
- Tour guide
- Recreational officer
- Outdoor Education leader
- Lifeguard

Safety:
The nature of the subject and the demands of some units of work require students to demonstrate a commitment to safety, responsible behaviour and maturity during both practical and theory lessons.

It is advised that students are both competent and confident to swim 200m in the ocean if they are to select this course.
YEAR 10 FITNESS STUDIES

Student learning:
Students will gain a broad understanding of -

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<th>Semester</th>
<th>Topics</th>
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</table>
| 1        | • Components of fitness  
          | • Principles of training  
          | • Training methods  
          | • Anatomy & Physiology  
          | • Gym safety  
          | • Correct technique when performing exercises  
          | • Cardio equipment  
          | • Resistance equipment |

| 2        | • Training program writing  
          | • Catering for diverse clients  
          | • Workplace Health & Safety  
          | • Fundamentals of being a Health Professional  
          | • Nutrition  
          | • Training methods |

The course will involve both theory and practical lessons. A student's theory mark and practical mark in the subject will hold equal weighting when calculating the overall grade of a student. As a result, students need to be committed to both aspects of the subject.

Future Planning:

Year 10 Fitness will be beneficial for students who wish to study the Certificate III in Fitness in Year 11, as it will equip them with the basic skills and knowledge needed to understand the topics that will be covered.

Selecting Year 10 Fitness, along with future study, may lead to jobs such as:

- Personal trainer
- Gym instructor
- Group Exercise instructor

Safety:

The nature of the subject requires students to demonstrate a commitment to safety, responsible behaviour and maturity during practical and theory lessons. Improper use of gym equipment will not be tolerated as student safety could be compromised. During practical lessons, the full sport uniform must be worn for health and safety reasons.
THE ARTS

Contact Person: Ms. Kathryn Kiernan-Molloy

Students in Years 9 and 10 can choose subjects from five main areas within this department:
(a) Visual Art (offered in both Years 9 and 10)
(b) Drama (offered in both Years 9 and 10)
(c) Music (offered in both Years 9 and 10)
(d) Media Arts (offered in both Years 9 and 10)
(e) Dance (Offered in both Years 9 and 10 from 2016)

VISUAL ART

Rationale:

"Art is a human activity having for its purpose the transmission to others of the highest and best feelings to which men have risen" (Leo Nikolaevich Tolstoi; 1829-1910)

Art has existed since the very beginnings of civilisation and pre-dates language in the written form. It is one of the most important means by which men, women and children express their innate creativity and communicate concepts visually in their daily lives.

Art is often considered an elite area for those who are "talented" in this field. Contrary to this attitude, all students have the capacity for visual development and awareness and this should be encouraged wherever possible.

The Art Programme provides for:
- problem-solving and decision-making activities
- aesthetic and functional design activities involving the built and natural environments
- possible avenues of employment or self-employment or ways to use art in adult life
- opportunities for the expression of social and emotional issues
- development of a sense of achievement, self-confidence, a sense of worth and respect and consideration for others.

At St John’s College several different Art units are offered. These cover a diverse range of topics reflecting the extraordinary breadth of the world of Art.

To prepare for the study of Art in Years 11 and 12, it is recommended students have studied 3 to 4 semesters of Art across Year 8, 9 and 10. It would be advantageous if at least one of the semesters was during Year 10.

The core concepts of Visual Literacy, Creativity, Personal Expression and Image Development are developed through each of the following semester units:
Visual Art 1 – Abstract My World  (Year 9 - Semester 1)

Possible Learning Experiences:
-  Drawing, Painting, Collage
-  Understand and applying design elements/principles to achieve unity
-  Understanding of , Abstract, Abstract Expressionism

Visual Art 2 - Rhythms, Drums and Dreaming (Year 9 - Semester 2)

Possible Learning Experiences:
-  Sculpture, Printmaking, Photomontage
-  Understand and applying design elements/principles to achieve unity
-  Learning to analyse and interpret 2D and 3D artwork in Surrealism and primitive cultures

Visual Art 3 - The Great Pretenders (Year 10 - Semester 1)

Possible Learning Experiences:
-  Painting, Drawing
-  Exploring concepts
-  Analysing artists and their artworks, analysing Art movements such as Pop, Fauvism and Impressionism

Visual Art 4 - Art through the Looking Glass – “A Journey of Transformation” (Year 10 - Semester 2)

Possible Learning Experiences:
-  Learning how to take creative photographs
-  Still-life, portraiture, landscape, capturing movement
-  Making images using computer, photocopier and digital camera
-  Printmaking
-  Painting

Note: Students must be able to access a digital camera for the one day excursion to explore the difference between man-made and natural environments.

Assessment:
Assessment for all units may include a combination of:

(a) Major practical outcomes resulting in a body of work.
(b) Art Journal
(c) One or two minor assignments per semester - analysis of contemporary artists working in these fields
(d) Either an assignment or exam at the end of the semester – a comparative essay or an analysis of artworks
DRAMA

Drama offers students a range of skills within a learning environment which stimulates the imagination, promotes critical thinking and reflection, communication, creativity and problem-solving and helps build self-confidence. The collaborative nature of drama enhances teambuilding skills.

If students intend to study Drama in Years 11 and 12, it is recommended that they have studied 3 to 4 semesters of Drama across Year 8, 9 and 10. It would be advantageous if at least one of the semesters was during Year 10.

Drama 1 - Improvisation and Comedy (Year 9 - Semester 1)

In Term 1, the students learn basic improvisational skills.
In Term 2, they learn a variety of comic devices for appreciation and performance.

Drama 2 - Movement, Mask, Ritual and Storytelling (Year 9 - Semester 2)

In Term 3, the students learn about Ritual and its place in society as well as in the theatre, both past and present through a selection of movement based activities. Students will make a mask for their performance.
In Term 4, students will learn storytelling techniques for performance.

Drama 3 - Let’s Get Technical (Year 10 - Semester 1)

Prerequisite: It is recommended that students have completed 1 semester of Drama in Years 8 or 9.

This very practical unit gives students a “hands-on” opportunity to learn about the technical/backstage aspects of theatre including: lighting, sound effects, special effects make-up, design and prop making. The students will culminate the semester with a Sound and Light Experience Assessment.

Drama 4 - Theatresports and more (Year 10 - Semester 1)

Prerequisite: It is recommended that students have completed a minimum of 2 semesters of Drama in Years 8 or 9.

In Term 1, students will extend their improvisational skills through a variety of Theatresports activities.

In Term 2, they will learn the basics of scriptwriting and how to write a review. They will perform a selection of their own scripts.
**Drama 5 - Directing and Collage Drama (Year 10 - Semester 2)**

**Prerequisite:** It is recommended that students have completed a minimum of 2 Semesters of Drama in Years 9 or 10.

Students will be concentrating on the role of the director. They will respond to and work with scripts, music, sound and lighting, to present a short performance they have directed. Students will also be creating and performing in a whole class Collage Drama. This challenging unit is offered as a preparation for Senior Drama.

**MUSIC**

**Overview:**

Music aims to introduce students to the study of music that, like the other arts, is an important part of our way of life.

They have the opportunity to play and sing music of all types, to create their own compositions and to learn to listen to and understand a variety of musical styles.

As well as providing the opportunity for the acquisition of musical skills, the study of music also enables students to develop personally in many ways, in particular, the five broad areas of human development: intellectual, emotional, physical, social and spiritual.

Many students will find music most enjoyable and a subject that assists in balancing their overall academic program.

**Assessment:**

Students will be assessed in the following areas:

- Practical Music Making - playing and singing music
- Creating Music - composing music
- Listening and Understanding Music - becoming aware
- Knowing about Music - discussing and writing music

If students are intending to continue their Music studies into the Senior School, they are advised to study at least three (3) units of Music in Years 9 and 10, as well as be studying a musical instrument (including voice).

Knowledge of Music through study outside of school may also be considered to be a prerequisite for Junior Music Electives.

**Music 1 - Music and Style (Year 9 - Semester 1)**

**Prerequisite:** It is recommended that students complete Year 8 Music.

**Music 2 - Stories Told Through Music – Part 1 (Year 9 - Semester 2)**
**Prerequisite:** It is recommended that students complete Year 8 Music and Semester 1 Year 9.

**Music 3 - Stories Told Through Music – Part 2 (Year 10 - Semester 1)**

**Prerequisite:** It is recommended that students complete Year 8 and 9 Music (or gain approval from the music teacher) to successfully undertake this course.

**Music 4 - Music in the Age of Technology (Year 10 - Semester 2)**

**Prerequisite:** It is recommended that students complete Year 8 and 9 Music, and preferably Semester 1, Year 10 Music (or gain approval from the music teacher) to successfully undertake this course.

**MEDIA ARTS**

**Media Arts 1 (Year 9 - Semester 1) and Media Arts 2 (Year 9 – Semester 2)**

**Overview:**

In Media Arts, students will develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences.

Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries. Digital technologies have expanded the role that media play in every Australian’s life.

Media Arts explore the diverse cultural, creative, social and institutional factors that shape communication and contribute to the formation of identities. Through Media Arts, individuals and groups participate in, experiment with and interpret the rich culture and communications practices that surround them.

**What do students learn?**

Due to the fast changing nature of technology the topics of study will change from year to year.

As a guide, students could have the opportunity to study the following elements:

**Semester 1:**

1. Stop-motion Animation
2. Flash Animation
3. Games Design

**Semester 2:**

1. Digital Manipulation (Photoshop)
2. Graphic tablet to create flash animation
Assessment:
Students will be assessed through a folio of theoretical and practical tasks and projects.

Media Arts 3 (Year 10 - Semester 1) and Media Arts 4 (Year 10 – Semester 2)
Overview:
Students will use Media Arts to express themselves as citizens, consumers, creators and community members. They will deepen their creative and critical knowledge and engagement with media. They will explore and control the language codes, conventions and processes of media practice and become responsive and ethical creators and users of media who can communicate stories in conventional and imaginative ways.

Students will operate a range of technologies to produce media for specific purposes, including for commercial, non-commercial, independent and artistic contexts and audiences. They will experiment with different communications forms and make informed choices about the technologies they use to produce, distribute and access media.

Students will learn about specific media histories and contexts, including those in Australia. They will learn about some of the artistic, social, cultural, technological, economic and legal contexts in which media are produced.

What do students learn?
Due to the fast changing nature of technology the topics of study will change from year to year.

As a guide, students could have the opportunity to study the following elements:
1. A variety of ‘Movie Making’ techniques will be explored
2. Other areas of study as dictated by student interests and prior knowledge

Assessment:
Students will be assessed through a folio of theoretical and practical tasks and projects

DANCE
Overview:
Dance is an exciting and challenging subject which celebrates the learner’s identity. It connects the body, mind and spirit through physical expression; learning by doing, through the creation and manipulation of movement. Dance is a highly physical and fun subject which provides students with a range of learning experiences and opportunities. It is a powerful medium for enabling students to develop as creative and complex thinkers, reflective and independent learners and active participants in an historic and dynamic art form which is fast growing in Australia.

Dance education caters for a wide range of abilities for both male and female students. It is a subject which provides a forum to develop the special interests and talents of students not emphasised in other subjects. Dance incites critical thinking, effective communicative skills, fosters teamwork, enhances creativity, builds self-confidence and the essential social skills to
work effectively, individually and in teams. The study of dance values the learner for what they bring to the learning space and encourages them to develop a deeper understanding of and respect for their own and other cultures.

What do students learn?

The junior Dance course will build student knowledge and skills through the exploration of a range of dance contexts and styles. No previous experience or expertise in Dance is required to be able to participate in this course at the College.

Students learn through the following dimensions of dance:

(a) Through **Choreography**, students learn to be creative in the invention and structuring of movement to create a dance which aims to communicate a specific meaning, express an opinion or simply to entertain. In this creative process students learn the skills of teamwork, problem solving, negotiation, planning and organising.

(b) Through **Performance**, students learn technical and expressive components of specific dance styles and demonstrate these skills in a group or solo situation. Students learn dance technique of a range of different dance styles and to polish their performance skills in each one.

(c) Through **Appreciation**, students reflect on, respond to and evaluate their own and others’ danceworks. They learn how and why particular dances are made and what techniques are involved to communicate the intent of the dance. This is an important theoretical component of dance as it develops students into complex thinkers.

As this is a new course to St John’s in 2015, the final work program is yet to be finalised. However, the following Areas of Study could be included in the Junior Dance courses:

- Popular dance
- Contemporary dance
- Ritual dance
- Musical theatre
- Dance fitness
- Dance production

**Assessment:**

Students are assessed on the three dimensions of dance - Choreography, Performance and Appreciation.

Assessment instruments which can be used could include:

- Written assignments and/or exams
- Oral presentations / multimedia presentations
- Practical performances of both choreography and performance tasks

**Pathways to future learning**

Dance is a new subject to St John’s, initially offered to Year 9 students in 2015.
The study of dance may lead into further study in the Senior Years. Dance provides a foundation for future involvement in dance related art forms for employment and leisure. Students may also have the opportunity to work with outside professional artists from the wider community and possibly have the opportunity to attend live performances of professional companies.