

# Junior Subject Handbook

PLEASE KEEP THIS HANDBOOK UNTIL THE END OF 2017.

Years 9 & 10

2017

ST JOHN'S COLLEGE

## **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	English
Humanities (History / Geography)	Science
Mathematics	Health and Physical Education

(Note: A small number of students in Year 9 may be given the opportunity to study a modified Mathematics course which focusses on essential elements of each Mathematics unit.)

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	English
Mathematics (Core Mathematics A or Extension Mathematics)	Science
	Humanities (History / Geography)
	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 displayed ability in the area of Algebra 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 Curriculum Middle Leaders 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 a number of preferences for their Elective Subjects each semester. The number of preferences required varies in each year level

Commencing in 2016, St John's College will be using the Subject Selection Online (SSO) Program to process student preferences. Students and parents will be given information about how to access this program, including the student passwords and parent PIN numbers. Further details will be provided about the requirements of this process.

**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 to enable the necessary resources to be purchased. 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.

There is a lot of flexibility provided for students in these selections, but they do need to think very carefully about their overall "plan" for both Years 9 and 10 when making their choices. We recommend sampling a variety of options throughout this two year period in preparation for Years 11 and 12 so that they are able to make wise subject decisions to suit 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
- Curriculum Middle Leaders
  - 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
- Pastoral Year Level Leaders
  - 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)

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

Year 9 Semester 1	Year 9 Semester 2	Year 10 Semester 1	Year 10 Semester 2
		Legal Studies 1	Independent Learning Project (ILP)
			Ancient History
Business Management 1	Business Management 2	Business Management 3	Business Management 4
Information Technology Design 1	Information Technology Design 2	Information Technology Design 3	Information Technology Design 4
Indonesian 1	Indonesian 2	Indonesian 3 -	Indonesian 4
Food Technology 1	Food Technology 2	Food Technology 3	Food Technology 4
		Hospitality 1	Hospitality 2
Graphics 1	Graphics 2	Graphics 3	Graphics 4
Wood Technology 1	Wood Technology 2	Wood Technology 3	Wood Technology 4
Metal Technology 1	Metal Technology 2	Metal Technology 3	Metal Technology 4
		Outdoor Education 1	Outdoor Education 2
		Fitness Studies 1	Fitness Studies 2
		Physical Education 1 and 2	Physical Education 1 and 2
Drama 1	Drama 2	Drama 3	Drama 5
		Drama 4	
Visual Art 1	Visual Art 2	Visual Art 3	Visual Art 4
Music 1	Music 2	Music 3	Music 4
Media Arts 1	Media Arts 2	Media Arts 3	Media Arts 4
Dance 1	Dance 2	Dance 3	Dance 4

# HUMANITIES AND SOCIAL SCIENCES

**Contact Person: Ms Kerry Doblo**

## HISTORY / GEOGRAPHY (Core)

Studies in Humanities involve all students taking part in a rotation timetable of History and Geography as part of their Core studies. Based on the Australian Curriculum guidance, these studies focus on engaging students in an inquiry approach to develop their thinking and understanding of the world in which they live.

### HISTORY

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live through the following areas:

- Generating an interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Enhancing knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Increasing understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- Developing a capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

### GEOGRAPHY

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Geography aims to ensure the students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills

## **HOW HISTORY AND GEOGRAPHY COURSES ARE ORGANISED IN YEARS 9 AND 10**

Year 9 students will study one semester of Geography and one semester of History as a core subject.

The study of Geography and History in Year 9 includes the following topics:

- Biomes and food securities
- Geographies of interconnections
- The Industrial Revolution
- China
- World War I

In Year 10, students will also study one semester of Geography and one semester of History as a core subject. Using the inquiry method, students will develop an ability to pose questions; organise research; analyse information and sources; and make reasoned conclusions about the world in which they live. Furthermore, Year 10 Geography and History are developed as foundation courses intended to prepare students for senior study.

The study of Geography and History in Year includes the following topics:

- Environmental change and management
- Geographies of human wellbeing
- World War II
- Human and civil rights
- Popular culture

## **ELECTIVES AVAILABLE IN HUMANITIES AND SOCIAL SCIENCES:**

Students may also 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)

There is also the opportunity for students to undertake a study in the area of Business Management (See Pages 9 & 10), which incorporates many of the skills which are utilised within other areas of the Humanities and Social Science fields.

### **LEGAL STUDIES 1 (Semester 1 Elective only)**

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.

**This course is only offered in Semester One of Year 10.**

## **INDIVIDUAL LEARNING PROJECT [ILP] (Semester 2 Elective only)**

*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:

### **Business Management 1 (Year 9)**

- **Who’s the Boss?** - Becoming Enterprising
- **Business Development** – Developing a Business Concept & testing the Market
- **Holiday Dramas** – Resolving potential problems

### **Business Management 2 (Year 9)**

- **Business Venture** – SJC Market Day/Other Venture
- **Consumerism**
- **Marketing for and Online World**

### **Business Management 3 (Year 10)**

- **International Business/Business Goes Global**
- **Business Venture** - Feasibility Study – Sustainable Business
- **Tourism on the Sunshine Coast**

### **Business Management 4 (Year 10)**

- **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)**

- 🌐 *One of the realities of life — 94 percent of the world’s population, (or about 6.15 billion people), currently speak a language other than English.*
- 🌐 *Travel overseas is so much more interesting and valuable when you can speak the language of the country you are visiting.*
- 🌐 *Bahasa Indonesia or Indonesian is the language spoken by 270 million people in Indonesia, Malaysia and Brunei, three of Australia’s closest northern neighbours.*
- 🌐 *With average annual economic growth of 7%, Citibank has recently forecast that by 2020 Indonesia’s economy will surpass Australia and that by 2030 Indonesia will be the fourth-largest economy in the world.*
- 🌐 *This means that knowledge of Indonesian, combined with another skill or discipline, will open the door to rewarding careers in business, engineering, mining, foreign affairs, customs and immigration, the military, law enforcement, the media and education just to mention a few.*

## **Why learn a second language?**

Indonesian is a valuable language for Australians to learn. It enhances:

- Cognitive and problem solving skills
- Studies show increased social skills
- Sensitivity to, and understanding of English
- Insights into another culture
- Career paths and opportunities

*Students may have an opportunity to travel to Lombok for a language immersion trip in their senior years.*

## **Topics of Study:**

### **Year 9**

#### **Indonesian 1 – Sports and Hobbies; Entertainment**

Sports, Hobbies and Entertainment – focussing on describing both Indonesian and Australian activities

#### **Indonesian 2 – Going on a Holiday to Indonesia**

Planning a holiday to Indonesia, organising accommodation, considering weather conditions.

### **Year 10**

#### **Indonesian 3 – Celebrations and Ceremonies; Student Exchange**

Celebrations & Ceremonies; Student Exchange – including being a good guest and celebratory food.

#### **Indonesian 4 – Visiting the Doctor; City versus Village Living**

Visiting the doctor, and City versus Village Living – highlighting expressing yourself

## **LEARNING EXPERIENCES:**

**Learning experiences will be** active including role plays, games to build fluency and revise vocab, cultural realia, stories, listening, speaking, writing and reading activities simulating natural settings.

## **ASSESSMENT**

Students will be assessed on **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.

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

# FOOD AND HOSPITALITY STUDIES

## **Contact Person: Mrs Narelle Persich**

Students in Years 9 and 10 can choose subjects from two areas within this department:

- (a) Food Technology (offered in both Years 9 and 10)
- (b) Hospitality (offered in Year 10 only)

## **FOOD TECHNOLOGY**

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.

***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**

Learning focuses on food safety and hygiene, functional properties of food, food sensory analysis, multi-cultural food habits, preparation, presentation and evaluation of food products. ,

Assessment comprises practical food preparation tasks, formative and summative written tasks and a design folio.

Students are strongly encouraged to take their prepared food products home.

**Prerequisite:** None

## **Food Technology 1 (Year 9)**

### **Taste sensations and perfect food products**

- Food safety and hygiene
- Kitchen equipment
- Properties of food
- Mastering foods qualities
- Food sensory analysis
- Designing food items

## **Food Technology 2 (Year 9)**

### **Multicultural foods**

- Food safety and hygiene
- Kitchen equipment
- Foods from other countries
- Cultural influences on food choices
- Food travels around the globe
- Celebrating and preparing foods from other cultures

***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 Technology in Year 9.***

## **YEAR 10**

Learning focuses on food safety and hygiene, food inequity and social justice, preparing, cooking, presenting & evaluating food for individual, family and community needs. Nutrition, influences on food choices and methods of cooking.

Assessment comprises practical food preparation tasks, formative and summative written tasks and a design folio.

Students are strongly encouraged to take their prepared food products home.

**Prerequisite:** none

### **Food Technology 3 (Year 10)**

#### **Master Chefs**

- Food safety and hygiene
- Kitchen equipment
- Methods of cooking
- How to best cook foods
- Mastering cooking techniques
- Designing food items

### **Food Technology 4 (Year 10)**

#### **Food for thought**

- Food safety and hygiene
- Kitchen equipment
- Nutrition for the family and community
- Food inequity and social justice
- Celebrating Christmas with 'at risk' groups in the local Parish and community.

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

## **HOSPITALITY**

The course is a pathway to Certificate II or III in Hospitality or Hospitality Studies in Years 11 and 12.

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.

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:** None

### **Hospitality 1 (Year 10)**

#### **Study areas**

Content may include:

- Hygiene
- Safety
- Types and service of coffee

#### **Practical**

Café society

### **Hospitality 2 (Year 10)**

#### **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)**

- Introduction
- Sketching
- Production Graphics (AutoCAD and Inventor)

**Prerequisite:** None

**Areas of study:**

- 2D and 3D Modelling

### **Graphics 2 (Year 9)**

- Built Environment (REVIT Architecture)
- Business Graphics (Inventor)

**Prerequisite:** None

**Areas of study:**

- House design
- Logos, Business Cards and Marketing

### **Graphics 3 (Year 10)**

- Sketching
- Production Graphics (AutoCAD, Inventor)

**Prerequisite:** None

**Areas of study:**

- 2D and 3D Modelling

### **Graphics 4 (Year 10)**

- 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)**

**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)**

**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)**

**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)**

**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<sub>2</sub> 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)**

**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)**

**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)**

**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)**

**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 AND COMMUNICATIONS TECHNOLOGY

### **Information and Communications Technology 1 & 2 (Year)**

#### **Overview**

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.

#### **What you will study**

Due to the fast changing nature of technology the topics of study may include (but not limited to):

- Introduction of digital citizenship
- Progress of technology
- Stop Motion Animation
- Game Design
- Exploration of Adobe software
- Use of Microsoft Office software
- Introduction to coding

#### **Assessment**

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

### **Information and Communications Technology 3 & 4 (Year 10)**

#### **Overview**

Information Technology Design and New Media is designed to develop fundamental skills in creativity, digital communication and design processes. We live in a visually saturated world, surrounded by images both moving and static; this subject will develop the students higher order cognitive skills related to media production and use, and give them an appreciation for the communication technologies that are available. It will develop the students confidence in their own and others creative abilities, and give them an opportunity to interact, experience, critique and express ideas and concepts visually through the use of new media.

#### **What you will study**

Due to the fast changing nature of technology the topics of study will include (but are not limited to)

- Introduction to ethical use of technology
- Web Design
- Exploration of Adobe software
- Use of Microsoft Office software
- Blog Design and Creation
- Presentation software packages

#### **Assessment**

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

# HEALTH AND PHYSICAL EDUCATION

## **Contact Person: Ms Kristen Medveczky**

Health and Physical Education is vital to ensure students develop movement skills, concepts and strategies that enable them to confidently and competently participate in a range of physical activities. It enables them to develop knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop and enhance their own and others' health and wellbeing.

In Year 10, students must complete HPE1 in either Semester 1 or Semester 2 and select at least one other unit (HPE2, Recreation Studies 1/2 or Fitness 1/2) to complete in the other semester.

## **YEAR 10 HPE1**

HPE1 aims to develop student's knowledge and physical ability in regards to general health and well-being. Students will explore the following content:

	<b>Practical</b>	<b>Theory</b>
<b>Semester 1 &amp; 2 (HPE 1)</b>	Cricket / Lacrosse European Handball AFL Volleyball	Mental Health Sexual Identity Healthy Relationships

## **YEAR 10 HPE2**

HPE2 is designed to introduce students to practical and theoretical units that are studied in Senior PE. If students are considering doing Senior PE, it is advised that they do HPE2 in Year 10. Students will explore the following content:

	<b>Practical</b>	<b>Theory</b>
<b>Semester 1 &amp; 2 (HPE 2)</b>	Fitness Testing Water Polo Aquathon Challenge Badminton	Anatomy & Physiology Fitness for Life Sports Medicine

## YEAR 10 RECREATION STUDIES

In Year 10, students may select **Recreation Studies (RST)** as an elective unit in Semester 1 and Semester 2.

### Student Learning:

	<b>Practical</b>	<b>Theory</b>
<b>Semester 1 (REC 1)</b>	Surf Survival <ul style="list-style-type: none"> <li>• Assisted rescue</li> <li>• Resuscitation</li> <li>• Signals</li> <li>• Basic first aid</li> </ul> Leadership Games	Surf Survival <ul style="list-style-type: none"> <li>• Assisted rescue</li> <li>• Resuscitation</li> <li>• Signals</li> <li>• Basic first aid</li> </ul> Leadership initiatives <ul style="list-style-type: none"> <li>• Leadership styles</li> <li>• Group organisation</li> <li>• Dealing with conflict</li> </ul>
<b>Semester 2 (REC 2)</b>	Orienteering <ul style="list-style-type: none"> <li>• Being able to follow a given course</li> <li>• Use of compass</li> <li>• Plotting courses</li> <li>• Reading maps</li> </ul> Pool Bronze	Orienteering <ul style="list-style-type: none"> <li>• Use of compass</li> <li>• Plotting courses</li> <li>• Reading maps</li> </ul> Pool Bronze <ul style="list-style-type: none"> <li>• Theory modules</li> </ul>

Students will learn about Outdoor Education and Recreation philosophies and environmental awareness. Leadership skills, personal development, initiative and positive group dynamics are the focus of the subject. Students will participate in one theory and one practical lesson per week. 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.

### 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.

### Future Planning:

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

- Outdoor adventure instructor
- Outdoor adventure guide
- Tour guide
- Recreational officer
- Outdoor Education leader
- Lifeguard

## YEAR 10 FITNESS STUDIES

In Year 10, students may select **Fitness Studies** as an elective unit in Semester 1 and 2.

### **Student Learning:**

Students will gain a broad understanding of:

- The components of fitness
- The principles of training
- The methods of training
- Safety in the gym
- Correct technique when performing exercises
- Cardio equipment
- Resistance equipment
- How to structure a training session
- How to structure a training program
- How to cater for clients with injuries

	<b>Practical</b>	<b>Theory</b>
<b>Semester 1 (FIT 1)</b>	Gym Induction and licence Training methods Developing training sessions Spotting techniques	Anatomy & Physiology Training session design
<b>Semester 2 (FIT 2)</b>	Developing training programs Training sessions – CrossFit, Yoga, Boxercise, aerobics, boot camp, running.	First Aid & CPR Training program design

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
- (b) Drama
- (c) Music
- (d) Media Arts
- (e) Dance

## **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 Tolstoy; 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 Visual Art (The Authority subject) 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 – Avoiding the Figurative (Year 9)**

In this semester students experiment with the elements of principles of art to create a wide and varied body of work. This will incorporate using techniques such as collage, painting and sculpture to create well balanced emotional based artworks.

Students will learn how to manipulate scale, create works to music, paint on canvas, sculpt with wood and so much more for this visually exciting body of work.

Possible Learning Experiences:

- Drawing, collage, painting, sculpture
- Understand and applying design elements/principles to achieve balance
- Understanding of Abstract art and its value in art history.

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

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)**

Possible Learning Experiences:

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

### **Visual Art 4 - A Journey of Transformation (Year 10)**

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) 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 - Process and Collage Drama (Year 9)**

In Term 1, the students learn about the improvisational and interactive form of Process Drama

In Term 2, the students will learn how to create a Collage Drama by developing their own work and skills of performance

### **Drama 2 - Movement, Mask and Ritual (Year 9)**

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 - Theatresports and more (Year 10)**

**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 4 Let's Get Technical (Year 10)**

**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.

### **Drama 5 - Directing and Australian Gothic Drama (Year 10)**

**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 learning about Australian Gothic Drama and creating small group performances. 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 (Year 9)**

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

### **Music 2 (Year 9)**

**Prerequisite:** It is recommended that students complete Year 8 Music and Semester 1 Year 9.

### **Music 3 (Year 10)**

**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 (Year 10)**

**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 and Media Arts 2 (Year 9)**

#### **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 you will study**

Due to the fast changing nature of technology the topics of study will change year to year. Students have the opportunity to study:

Semester 1:

1. Photography
2. Basic Introduction to Photoshop

Semester 2:

1. Photography
2. Digital Manipulation (Photoshop)
3. Graphic Novel creation

## **Assessment**

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

## **YEAR 10 Media Arts**

### **Media Arts 3 and Media Arts 4 (Year 10)**

#### **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 you will study**

Due to the fast changing nature of technology the topics of study will change year to year. Students have the opportunity to study:

Semester 1:

1. Design logos and products using a variety of programs including
  - a. Adobe Photoshop
  - b. Adobe Illustrator
  - c. Adobe In Design
  - d. Adobe After Effects

Semester 2:

1. Film and Television
2. Movie Making

## **Assessment**

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

## **DANCE**

Dance offers students an opportunity to be creative, physical and reflective within a healthy, safe and challenging learning environment. It is one of the key art forms alongside drama, art and music, which is now available to students through education, as a part of the Australian National Curriculum. Dance is a growing industry which not only promotes key skills centred on movement of the body, but also provides participants with a unique setting in which they can achieve artistic expression and experience quality, stimulating and engaging learning experiences.

Through Dance, students will develop skills in creativity, analytical thinking, group work and organisational processes. Students will also be exposed to a range of performing opportunities, both formal and informal, which will inevitably enhance their self-confidence in presenting to others.

If students intend to study Dance in Years 11 and 12 (if available), 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.

### **Year 9 - Semester 1 - Popular Dance**

- Study of Popular dance styles and dance works
- Manipulating the elements of dance through practical activities
- Developing choreography skills
- Developing a personal dance statement

### **Year 9 - Semester 2 - Contemporary Contexts**

- Study of contemporary dance pioneers and styles
- Technique classes
- Performance skills in contemporary styles
- Dance composition classes

### **Year 10 - Semester 1 - Sacred Ground**

- Overview of Australian dance history
- Examining Ritual dance styles and techniques
- Focus on Australian dance company
- Appreciating live dance performance
- Performing - dance repertoire

## **Year 10 - Semester 2 - Dance and Technology**

- Creating a choreographic intent
- Using technology creatively to enhance dance
- Communicating choreographic intention through dance
- Stagecraft and technical design