## CENTENARY STATE HIGH SCHOOL

# 2018 Year 9 Curriculum Handbook


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*Quality Learning, Quality Futures*

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**Disclaimer**

Booklet is correct at time of printing. However, due to the implementation of the Australian Curriculum and student subject selection numbers, some subject content and offerings may change.

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# Message from the Principal

Centenary SHS prides itself on having a quality curriculum framework which serves to provide a wide range of options for students, catering for their individual abilities, needs and interests.

The school's curriculum framework is underpinned by an understanding that students' learning needs are diverse and catering for individual learning need and interest is essential to healthy scholastic engagement. Consequently, choice and differentiation are featured throughout the Centenary SHS's Curriculum. Students may choose an extension subject in one discipline while at the same time choose a pathway in another subject which allows a longer time to meet the core outcomes. The curriculum framework has also been developed in conjunction with the senior phase of learning, thus allowing students to plan and develop seamless learning pathways throughout their six years of secondary education at Centenary SHS.

In Years 7 and 8 students are introduced to the various key learning areas through foundation subjects. In these years there is a strong focus on the explicit teaching of literacy and numeracy to provide students with the tools necessary to experience success in their learning. In 2018, Year 9 students will continue to study the core subject areas of English, Mathematics, Science and History. Additionally students will undertake a semester of HPE. The balance of the subject curriculum offerings for Year 9 are elective subjects. Year 9 students must study at least one subject from both the Arts and the Technologies curriculum for a semester. The exception being those students who are invited to participate in Performance Plus or who are studying a Language for the course of the year. These students will negotiate their timetable with their Year level Deputy Principal and will be exempt from an elective offering.

Quality school curriculum delivery alone will not maximise student learning outcomes. At Centenary SHS we recognise the critical importance of the partnership shared between the student, parents/carers and the school. Great outcomes are only realised when there is shared ownership of the learning journey of a child.

Welcome to this journey where we will realise quality futures for our students through quality learning.

# The Organisation of the Year 9 Curriculum

The Junior School Curriculum is organised under the eight Learning Areas (LAs) as outlined in the National Curriculum Framework. The subjects offered at Centenary SHS are listed under these Las.

*Table 1: LAs and related SUBJECTS*

| LEARNING AREA (LA) | YEARS 9 SUBJECTS |
|---|---|
| ENGLISH | English |
| MATHEMATICS | Mathematics (Foundation, Core & Extension) |
| SCIENCE | Science |
| HUMANITIES AND SOCIAL SCIENCES | Core Humanities |
| LANGUAGES | Chinese, Spanish, German (dependent on numbers) |
| HEALTH & PHYSICAL EDUCATION | HPE (Core for One Semester) |
| TECHNOLOGY | Business, Digital Technologies, Home Economics, Industrial Technology, Graphics and Design |
| THE ARTS | Media Studies, Music, Visual Art, Dance, Drama,<br>Performance Plus ( by invitation only),<br>Music Plus (by HOD approval) |

# Years 9 Core Subjects

Centenary SHS Years 9 students are enrolled in six subjects through the year. These six subjects will be made up of Core Subjects (compulsory) and Elective Subjects (Student's Choice).

| CORE SUBJECTS – STUDIES FOR FULL YEAR |
|---|
| **YEAR 9** |
| English |
| Mathematics |
| Science |
| Humanities (History and Geography) |

| CORE SUBJECTS – STUDIED FOR ONE SEMESTER |
|---|
| **YEAR 9** |
| HPE (For One Semester) |

# Years 9 Elective Subjects

| ELECTIVE SUBJECTS |
|---|
| **YEAR 9** |
| **The Arts** |
| Media Studies |
| Music |
| Visual Arts |
| Dance |
| Drama |
| Performance Plus (by Invitation only) |
| Music Plus (by HOD approval) |
| **Business Technology** |
| Business |
| Digital Technologies |
| **Home Economics** |
| Home Economics |
| **Industrial Technology and Design** |
| Industrial Technologies & Design |
| Graphics and Design |
| **Languages** |
| Chinese |
| Spanish |
| German |
| (these courses are dependent on student numbers) |

# Years 7 – 10 Curriculum Framework

| YEAR 7 | | | |
|---|---|---|---|
| Whole Year Subjects<br>(4 Lessons / Week) | Whole Year Subjects<br>(2 Lessons / Week) | Semester Subjects<br>(3 Lessons / Week) | Semester Excellence Subjects<br>(3 Lessons / Week) |
| English<br>Mathematics | Science<br>Humanities | Health & Physical Education<br>Languages (Chinese /German /Spanish)<br>Technologies (Digital & Applied)<br>The Arts | Performance Plus<br>Mandarin Excellence<br>Music Plus |

| YEAR 8 | | |
|---|---|---|
| Whole Year Core Subjects<br>(3 Lessons / Week) | Semester Subjects<br>(3 Lessons / Week) | Whole Year Elective Subjects<br>(3 Lessons / Week) |
| Mathematics<br>English<br>Science<br>Humanities | Health & Physical Education<br>Languages (Chinese /German /Spanish)<br>(Chinese and Spanish can be selected for a full year)<br>Technologies (Digital & Applied)<br>The Arts | Performance Plus<br>Music Plus (1 semester) |

| YEAR 9 | |
|---|---|
| Whole Year Subjects<br>4 Core Subjects<br>(3 Lessons / Week) | Semester Subjects<br>HPE Core Subject & 3 Elective Subjects<br>(3 Lessons / Week) |
| English<br>Mathematics<br>Science<br>Humanities | HPE Core<br>Elective 1 – From Technologies (Business Technology & Applied Technology)<br>Elective 2 – From The Arts<br>Elective 3 – From The Arts, Technologies, Languages<br>** Students may choose Chinese or Spanish for 1 year<br>** Students may be selected in the Performance Plus Excellence program for 1 year<br>** If either of these options are chosen, elective subjects will need to be adjusted by Deputy |

| YEAR 10 | | |
|---|---|---|
| Whole Year Subjects<br>2 Core Subjects<br>(3 Lessons / Week) | Semester Subjects<br>2 Core subjects<br>(3 Lessons / Week) | Semester Subjects<br>6 Elective subjects<br>(3 Lessons / Week) |
| English<br>Mathematics | History<br>Science | Electives across Science, Humanities, Arts, Business & Applied Technology, Languages, HPE.<br>** Languages can be studied for 1 year. |

Students' timetables are constructed around three 70 minute lessons per subject per week.

# Developing a Course of Study Utilising Elective Subjects

## YEAR 9

ALL YEAR 9's ARE EXPECTED TO STUDY A RANGE OF SUBJECTS ACROSS SEVEN (7) OF THE EIGHT (8) LEARNING AREAS (LAs). (Languages are not compulsory beyond Year 8; however can be studied as an elective in Year 9.)

Five of the seven remaining LAs are compulsory, i.e. they are core subjects:

- ENGLISH (Full Year subject),
- MATHEMATICS (Full Year subject),
- SCIENCE (Full Year subject),
- HUMANITIES (Full Year Subject) and
- HPE (One Semester Subject).

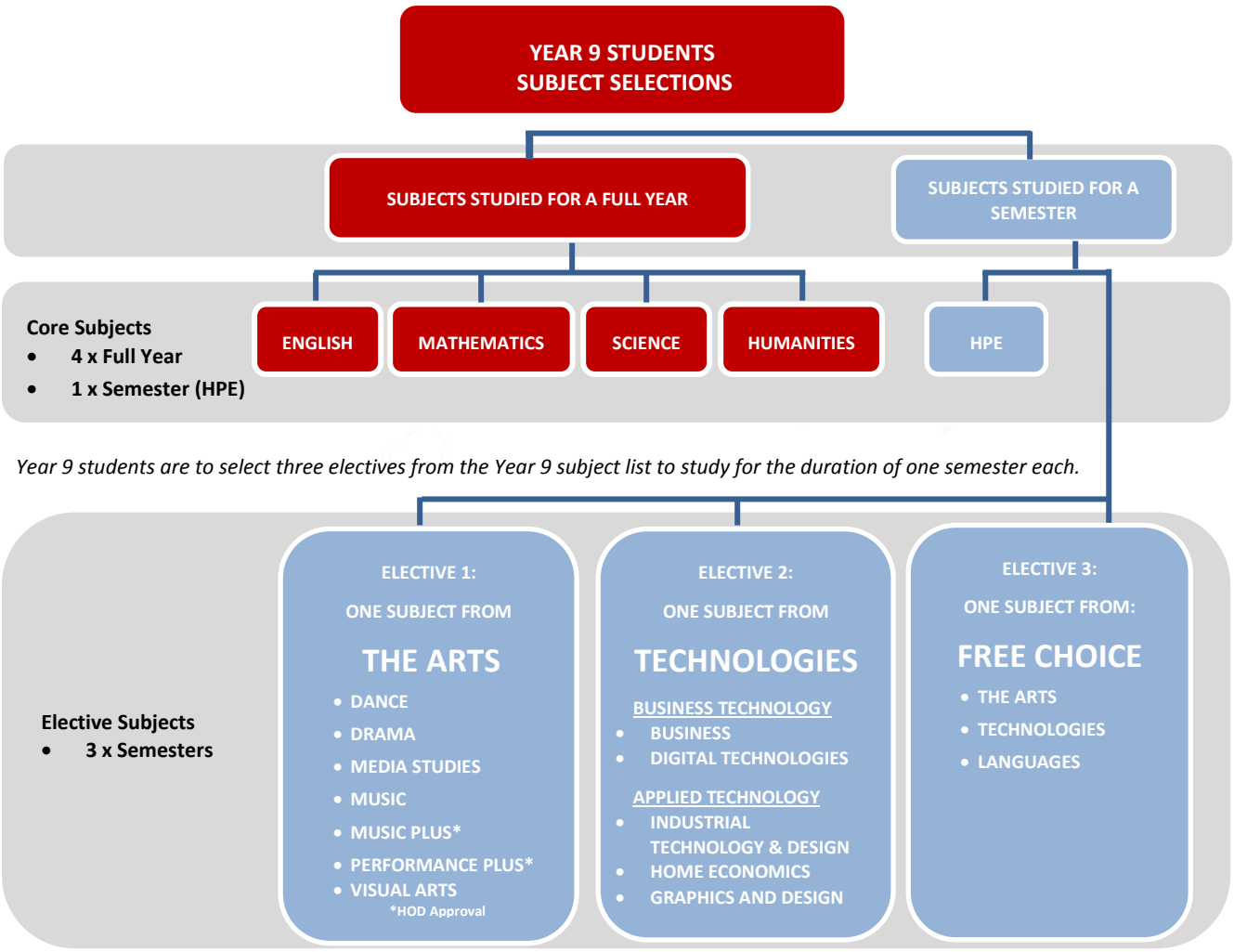
The two remaining LAs are:

- TECHNOLOGY
- THE ARTS

Students MUST select at least one semester subject from TECHNOLOGY and one from THE ARTS. You cannot study in either of these two LAs, for more than two semesters.

**NOTE:**

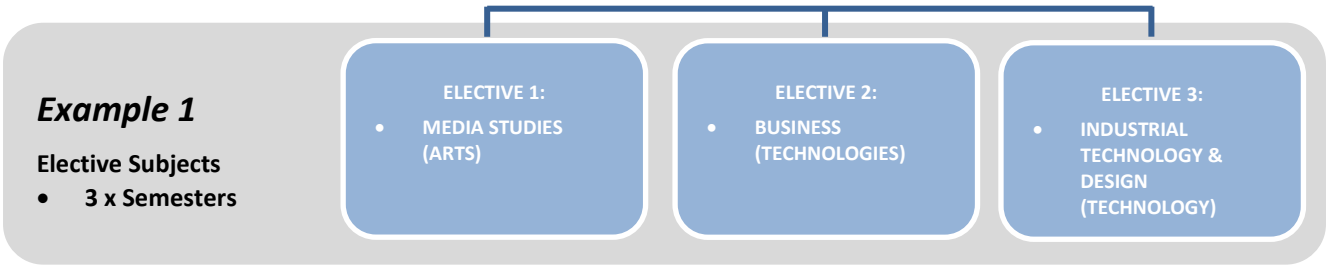
- *Year 9 Electives will provide a sound platform for students when studying related Senior Subjects.*
- *When selecting electives, students should consider their interests, abilities and needs.*
- *Students studying Performance Plus or Chinese Extension programs (that is two semester courses) should examine Example 3 carefully, on the following page.*
- ***If students wish to study Chinese Extension and Performance Plus, they must see the Year Level Deputy.***

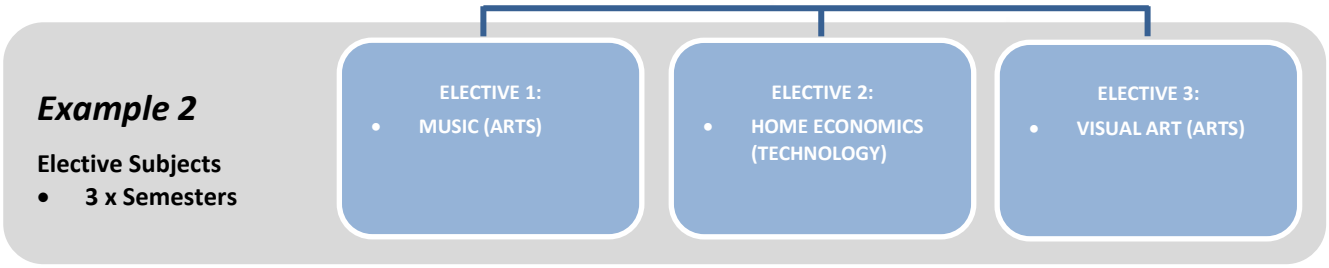


## *Some sample study plans for the selection of ELECTIVE semester subjects*

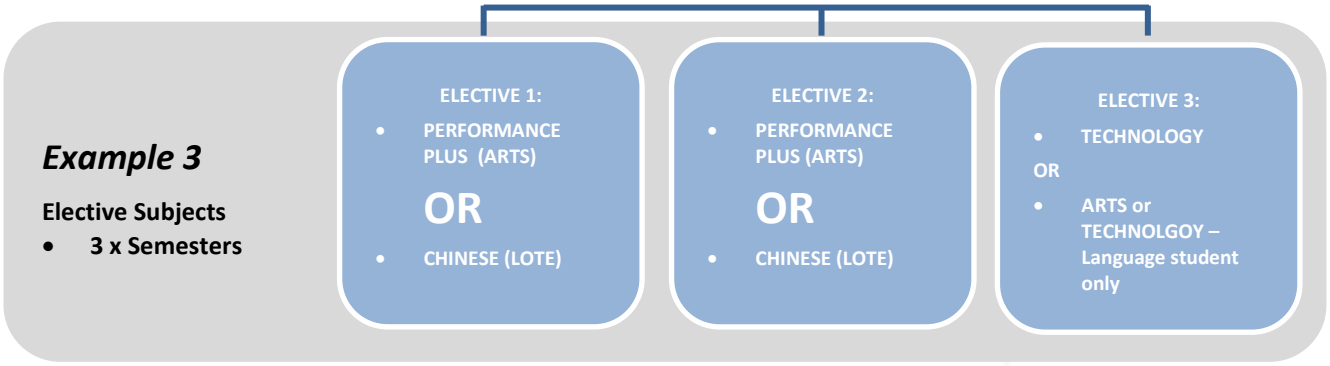
*Selections can include two THE ARTS subjects OR two TECHNOLOGY subjects.*

*Your selection must include at least one of each.*




*Performance Plus and Chinese are each two semester subjects. They are by invitation and subject to number limits. Performance Plus students cannot select another THE ARTS elective subject. Chinese students can select a subject from either THE ARTS or TECHNOLOGY. In the event a student does both Performance Plus and Chinese Extension, they will not be able to study any other electives.*




# Assessment and Reporting

All core and elective subject have been developed to match students' abilities, interests and needs.

If students choose their elective subjects appropriately, and comply with the course requirements such as classroom expectations, homework and assignments, there is every reason to believe that they will be successful in achieving the intended learning outcomes.

Students will be given opportunities to demonstrate the level of learning that they have achieved through a range of assessment instruments and conditions.

Reports which reflect progress and attainment are issued at four intervals during the year. It is strongly encouraged that parents contact the school to discuss any concerns about student progress. There are two opportunities during the year to meet teachers at the official Parent- Teacher Nights.

At Centenary SHS, grades used in reporting academic progress will be on a 5 point scale for A to E.

# DEPARTMENT English

**English**

HEAD OF DEPARTMENT

**MRS ANGELA MAGUIRE**

**Subject Overview**

The Australian Curriculum – English is built around three interrelated strands of Language, Literature and Literacy. These strands are taught and learned in a balanced and integrated way and together, focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum local community, regional and global contexts.

**Course Structure**

Students will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal (combination of spoken, written and visual) texts for enjoyment, as well as to gain information and to persuade others. These texts include newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts include the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

In Year 9 English, students will be building on skills while adding increasing complexity and depth to the study and use of language. Foundation English courses are also offered in these years to cater to the diverse needs of students.

**Assessment**

The purpose of assessment is to ascertain what students know and can do and to evaluate the teaching/learning experience. Assessment will be ongoing, that is, it will be used formatively. Students are assessed in the areas of speaking and listening, viewing and reading, and writing and creating. A **minimum** requirement for the year will be four written tasks and two spoken tasks. At least two written tasks will be under exam conditions.

Students are also given the opportunity to participate in enrichment activities that may include visits from authors, participation in writers' workshops or attending relevant excursions or performances. Students are encouraged to take part in the Australian Schools English & Writing Competitions amongst others.

| SUBJECT TITLE | Year 9 English | | | |
|---|---|---|---|---|
| CORE/ELECTIVE | Core | | | |
| SUBJECT DESCRIPTION | **What Lies Beneath**<br>Students explore how events, situations and people can be represented from different perspectives. They listen to, read and view literary and non-literary texts, including those from and about Asia, those with Australian Indigenous perspectives and other Australian peoples and cultures. They analyse both positive and negative representations of multicultural Australia. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs.<br>Students will write an in-role recount, exploring representations of Australian Peoples, History and Cultures. | **Telling Tales**<br>Students read a novel to study closely the ways characters and themes are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations of characters and themes in novels.<br>Students will write an analytical essay in response to a universal theme in the novels. | **Guilty Until Proven Innocent**<br>Students read, view and respond to a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. They will explore the visual features, structures and persuasive techniques in documentary and media texts and evaluate the impact on audiences of different choices.<br>Students will investigate the ethics of the media and its impact on the perceived guilt or innocence of those accused of crimes. They will interpret, analyse and evaluate how different points of view are constructed to serve different purposes in texts.<br>Students will examine the representations of issues in a drama text and create an interview script that explores an ethical issue.<br>They will also create and present a persuasive multimodal on an ethical dilemma arising from the presentation of crime in the media. | **Visions of the Future**<br>Students examine scientific information texts that include technical information from credible sources; described using abstract and scientific language and vocabulary and supported by graphic representations. They will also investigate the purpose, language and structure of science fiction stories and films. In particular, students will examine how creators of these texts use text structures, language and visual features to present information, opinions and perspectives about issues that provide insight into human nature and give a new outlook on life.<br>Students listen to, read and view a variety of information texts to produce close readings of these texts.<br>Under supervised conditions students will also write a science fiction short story.. |
| ASSESSMENT OVERVIEW | 1.Comprehension Test (W/S)<br>2.Reflective Writing: Recount (W/O) | 3.Expository Writing: Analytical essay (W/O) | 4.Imaginative Writing: Interview Script (W/O)<br>5.Persuasive Speaking Multimodal (SP/SN/O) | 6.Imaginative Writing: Narrative (W/S) |
| | W (Written mode) ; S (Supervised conditions) ; M (Multimodal – combination of modes) O (Open access to resources); SP (Spoken); Signed (SN) | | | |
| COST | Excursions, performances or workshops to be determined. | | | |

# DEPARTMENT Mathematics

**Mathematics**

## HEAD OF DEPARTMENT MR DARREN TEALE

Mathematics makes a very important contribution to a sound general education by developing thinking and reasoning skills, and problem-solving strategies and abilities; dimensions of learning that are important for efficient and effective functioning in a contemporary and ever changing world. Mathematics promotes students' confidence, co-operative effort, persistence, interest and enjoyment, initiative and creativity; experiences that aid in the development of a life-long learner, a learner who is able to confidently and critically evaluate the world.

***Learning Activities***: As a result of the rapid changes in technology and the consequential changes in mathematics, the face of mathematics education has changed from an emphasis on mechanical calculations out of context to one of life-related problem solving. This often involves the use of computer software, calculators and other appropriate instruments. Students will partake in a variety of hands-on activities, individual and group based tasks, closed and open ended investigations, designed to increase their understanding and enjoyment of mathematics.

***Junior Course Structure***: Mathematics in the junior school aims to develop understanding across the three strands of numeracy listed in the Australian Curriculum;

- Number & Algebra,
- Measurement & Geometry
- Statistics & Probability.

The course is designed to accommodate a wide range of student abilities, interests and work rates. It is a sequential course of study providing important tools which can be used at the personal, civic and vocational levels. Mathematics is a Core subject for all Year 7, 8, 9 and 10 students. Obviously, mathematics may prove more or less challenging for some students and in each year level programs will be shaped to the needs of students to ensure teaching and learning experiences provide an appropriate level of academic challenge through advanced and support classes**.**

The raising of levels of competence in, and confidence with, mathematics is critical and essential for widespread scientific literacy and for the development of a more technologically skilled work force. The Mathematics Department at Centenary SHS therefore, is committed to providing students with a thorough and well-rounded education in mathematical ideas, concepts, skills and processes in response to our rapidly changing society and ever increasing career opportunities.

***Excel Program:*** Students from Year 7 to Year 9 will have the opportunity to participate in the Excel Program for Mathematics and Science. This program has been tailored to meet the needs of the students who have demonstrated a very high level of capacity in the areas of science and mathematics and will take your students well beyond what they would experience in the mainstream classroom. Students will engage in a wide variety of learning opportunities which are both rigorously demanding and engaging. Students will be selected into this program based on their academic results and this will be coordinated at the discretion of the Head of Mathematics and Science Departments.

***Year 9 Mathematics Course Outline:*** The table over aims to provide a brief overview of the topics and concepts studied by Year 9 students at Centenary SHS.

| SUBJECT TITLE | Year 9 Foundation Mathematics (Year Long Subject) |
|---|---|
| CORE/ELECTIVE | Core (Foundation) |
| UNIT DESCRIPTION | This program of study is designed to assist those students for whom mathematics is difficult.<br>By the end of Year 9, students express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras' theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems. |
| ASSESSMENT | 2 examinations and 1 assignment per semester |
| COST | Textbook hire only |

**CORE PATHWAY: Entry to Mathematics A in the Senior School**

| UNIT TITLE | Year 9 Core Mathematics (Year Long Subject) |
|---|---|
| **CORE/ELECTIVE** | Core |
| **PREREQUISITE** | Satisfactory completion of Year 8 Mathematics Course or HOD discretion with Low Achieving Students within the Year 8 Course. |
| **UNIT DESCRIPTION** | This program of study is designed to meet the outcomes listed in the current Australian Curriculum document for year 9.<br>By the end of Year 9, students express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras' theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems. |
| **ASSESSMENT** | 2 examinations and 1 assignment per semester |
| **COST** | Textbook hire only |

| UNIT TITLE | Year 9 Extension Mathematics (Year Long Subject) |
|---|---|
| **CORE/ELECTIVE** | Core (Extension) |
| **PREREQUISITE** | Students have demonstrated a high understanding of Mathematical concepts covered in the Year 8 Mathematics Course. |
| **UNIT DESCRIPTION** | This program of study is designed to accelerate those students who demonstrate an aptitude for mathematics. By the end of Year 9, students express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras' theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems. |
| **ASSESSMENT** | 2 examinations and 1 assignment per semester |
| **COST** | Textbook hire only |

# DEPARTMENT Humanities

**Humanities**

## HEAD OF DEPARTMENT MR ADRIAN SKERRITT

The Humanities Department at Centenary State High School offers a range of challenging subjects to suit the academic needs and interests of our students. Our purpose is to provide opportunities to not only acquire knowledge, but also wisdom and a love of lifelong learning.

By studying a range of Humanities courses, students become equipped with critical and creative thinking skills and develop the capacity to communicate in a range of mediums, analyse ideas, consider a range of perspectives and make informed decisions. Students are encouraged to investigate controversial and challenging issues in meaningful local, national and global contexts and to be active participants in their world. Technology is integral to learning and includes the development of skills ranging from word processing and using WebQuests to developing competence with the Geographical Information Systems (GIS) software. Students are also given the opportunity to enter a range of competitions.

Students will undertake a core Humanities subject in Year 7, 8, 9. In Year 10 they will study a core semester of History and then upon the commencement of second semester in Year 10, students may select from a range of Year 10 Humanities electives. The options provide an introduction to the senior subjects available in Year 11 & 12.

In the Humanities Department, programs will be shaped to the needs of students to ensure teaching and learning experiences provide an appropriate academic challenge. Assessment will involve both formative and summative assessment items. Both written and oral tasks will be outlined in the descriptors for each Humanities unit. The purpose of assessment is to give students the opportunity to demonstrate the knowledge and skills they have developed during the course of the subject.

| SUBJECT TITLE | Year 9 Humanities |
|---|---|
| CORE/ELECTIVE | Core |
| SUBJECT DESCRIPTION | This is based on the new Australian History Curriculum and will involve the students completing 2 term of Geography and 2 terms of History.<br>Students will learn Geographical skills and processes using a variety of activities such as maps, atlases and online GIS in order to complete a skills-based exam.<br>In the history component, students will investigate the Industrial Revolution and the new jobs this created. They will study the origins of frontier conflict in Australia. This will then lead into studies of the causes of WW1 and Australia`s role in both World Wars. Issues on the home front will also be studied. |
| ASSESSMENT OVERVIEW | Skills test, Written Research Task, Multimodal Presentation and Response to Stimulus Tests. |
| COST | To be determined |

# DEPARTMENT Science

**Science**

HEAD OF DEPARTMENT

**MR ALLEN MOODLEY**

Science is used to explore and explain phenomena of the universe. Scientists work in ways which incorporate a complex assortment of activities, mental processes, routines and approaches. The study of scientific knowledge and scientific ways of working can help students reach deeper understandings of the world.

In undertaking a course of study in science students begin to understand and use the conceptual ideas of science in their everyday lives. They learn to initiate inquiries and propose hypotheses. They draw conclusions, answer questions or form generalisations based on the evidence collected. Students learn to identify and solve problems and make decisions about the applications of science.

**Subject Structure**

Science is a core subject in Years 7, 8, 9 and 10. Science programs will be shaped to the needs of students to ensure teaching and learning experiences provide an appropriate level of academic challenge.

All topics within the Years 7, 8, 9 and 10 science course of study address the Australian Curriculum - Science Understanding (SU), Science as a Human Endeavour (SHE) Science Inquiry Skills (SIS).

***Excel Program:*** Students from Year 7 to Year 9 will have the opportunity to participate in the Excel Program for Mathematics and Science. This program has been tailored to meet the needs of the students who have demonstrated a very high level of capacity in the areas of science and mathematics and will take your students well beyond what they would experience in the mainstream classroom. Students will engage in a wide variety of learning opportunities which are both rigorously demanding and engaging. Students will be selected into this program based on their academic results and this will be coordinated at the discretion of the Head of Mathematics and Science Departments.

**Assessment**

In all science subjects, a variety of assessment tasks will be used. These tasks will include open ended investigations, research assignments, practical reports and tests. The format of the investigations and research assignments will vary according to the topic. Students will also be assessed on their practical skills.

| SUBJECT TITLE | Year 9 Science |
|---|---|
| **CORE/ELECTIVE** | Core |
| **SUBJECT DESCRIPTION** | This subject will continue the development of Science Understanding (SU), Science as a Human Endeavour (SHE) and Science Inquiry Skills (SIS).<br>In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement. |
| **ASSESSMENT OVERVIEW** | Open ended investigation, Research assignment, Practical reports and Tests. |
| **COST** | Excursion |

# DEPARTMENT HPE

**Health and Physical Education**

HEAD OF DEPARTMENT

## MR LACHLAN GIBBS (Acting)

The Health and Physical Education department at Centenary SHS fully implement the Australian curriculum, which is designed to educate students on the importance of a healthy and active lifestyle. It aims to provide students with knowledge and skills that they can then use throughout their life, in order to be healthy and active.

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

In Health and Physical Education practical learning experiences broaden to encourage life-long involvement in physical activity. Skills are developed for critical and creative appraisal, analysis and refinement of students' own and others' movement performance. Social, cultural and political factors that influence health, safety, wellbeing and physical activity participation are questioned and critically analysed to make informed judgements and ethical decisions. Strategies to positively manage change and respectful relationships, leadership and collaboration skills are developed and critically evaluated.

The Junior HPE course will adequately prepare students to specialise in Physical Education, Health Education, Physical Recreation or Certificate III/IV in Fitness once they reach senior school.

By studying Health and Physical Education, students will gain learning experiences that will provide them with knowledge of a range of sports and physical activities as well as an understanding of the way our body works and an appreciation of healthy lifestyles. Students will develop a strong appreciation of teamwork, cooperation, commitment and dedication. These will be useful for students wishing to pursue a career in the sports, recreation and health fields.

| SUBJECT TITLE | Year 9 HPE |
|---|---|
| **CORE/ELECTIVE** | Core (1 Semester) |
| **SUBJECT DESCRIPTION** | This subject comprises several strands:<br>Personal, Social and Community Health – Students will study two units titled:<br>Respectful Relationships - Students identify what respectful relationships are and how empathy and ethical decision making contribute. They examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships.<br>Active Aussies - Students examine the role that physical activity, outdoor recreation and sport has played in defining Australian cultural identity. They critique behaviours and contextual factors that influence participation in physical activity and changing cultural identity.<br>Movement and Physical Activity – Students will experience a range of physical activities and sports and learn skills, strategies, fair play, teamwork, techniques and games. Sports may include Touch, Athletics, Strength and Conditioning and Badminton. |
| **ASSESSMENT OVERVIEW** | Students will be assessed against the achievement standard of the Australian curriculum and will be required to complete summative assessment across a range of genres including:<br>Practical performance, case studies, exams and a collection of work |
| **COST** | Nil |

# DEPARTMENT The Arts

**The Arts**

## HEAD OF DEPARTMENT MS ANGELA SLEEMAN

Students live in a world in which The Arts has an important and persuasive presence. Whether actively engaging in Music (attending concerts or playing an instrument), Dance (through cultural or social expression, or attending the ballet), Drama (through self-impression, role play or visiting the theatre) Media (through exposure to mass media, watching TV or going to the cinema) or Visual Art (through design, creating art or visiting an Art Gallery), or indirectly through listening to an iPod, or admiring a sculpture in the park, students have an individual experience in the Arts.

At Centenary State High School, students have the opportunity to study from the five strands of the Arts: visual art, dance, drama, media and music.

Students with advanced musical skills have the opportunity to participate in the **Music Plus** course which extends students' musical abilities in preparation for further music courses. Music Plus is specifically designed to challenge students who have already developed sound music reading and performing skills throughout the primary years of education.

Students interested in the Performing Arts (Dance, Drama and/or Theatre Technology) may extend their learning by undertaking the **Performance Plus** subject, which works towards preparing students in the individual strands for their Senior Arts subjects. Here students are exposed to all Performing Arts disciplines, whilst specialising in their core strand which is designed to enhance their understanding and appreciation of the art form.

Students will be exposed to an artistic world which involves a combination of creativity as well as technology. It will assist in providing a foundation for their Senior Schooling and build a platform for their future.

**Year 9 Subjects**

| SUBJECT TITLE | Year 9 Media Studies |
|---|---|
| CORE/ELECTIVE | Elective |
| SUBJECT DESCRIPTION | Students explore the way media works to create various types of images using various technologies. They explore, design and create digital media through animation and gaming technologies. Students also explore the working world of media and the roles people can take in the media industry. |
| ASSESSMENT OVERVIEW | • Three design pieces: one animation, one game and one basic film production 'A Day in the Life'<br>• Two production pieces, one film and one digital game<br>• Four critique pieces, two written research and two written response<br>• On-going semester journal |
| COST | A cost is associated with this subject to cover the use of production equipment and materials. |

| SUBJECT TITLE | Year 9 Music PLUS (by HOD approval) |
|---|---|
| CORE/ELECTIVE | Elective |
| SUBJECT DESCRIPTION | This is an extension course that provides opportunities for students with advanced music skills. Students explore a range of musical styles and genres including Rock, Popular Classics, World Music, Jazz and Film Music. They will engage in performances, listening/analysing activities and creating musical compositions. Students cannot take Music and Music Plus. |
| ASSESSMENT OVERVIEW | • Two composition pieces (one per semester)<br>• Two knowledge/research/analysing assignments/exams (one per semester)<br>• Up to four practical performances (one per term)<br>• On-going semester journal |
| COST | A cost is associated with this subject to cover materials. |

| SUBJECT TITLE | Year 9 Music |
|---|---|
| CORE/ELECTIVE | Elective |
| SUBJECT DESCRIPTION | Students explore a range of musical styles and genres including Rock, Popular Classics, World Music, Jazz and Film Music. They will engage in performances, listening/analysing activities and creating musical compositions. |
| ASSESSMENT OVERVIEW | • Two composition pieces (one per semester)<br>• Two knowledge/research/analysing assignments/exams (one per semester)<br>• Up to four practical performances (one per term)<br>• On-going semester journal |
| COST | A cost is associated with this subject to cover materials. |

| SUBJECT TITLE | Year 9 Visual Art |
|---|---|
| CORE/ELECTIVE | Elective |
| SUBJECT DESCRIPTION | In this course, students will build on the experiences from the Art Appreciation subject and use a range of 2D and 3D media with a variety of techniques; including drawing using wet and dry media, design, printmaking, painting, fibre arts, electronic imaging and ceramics. Students will focus on the Elements of Design, functions of art mediums and techniques. They will investigate how artists have used their art through history. Students will source concepts and ideas to create interesting surfaces and develop meaningful artworks. |
| ASSESSMENT OVERVIEW | • Art folio for each term<br>• On-going art journal<br>• Two written assignments |
| COST | A cost is associated with this subject to cover materials. |

| SUBJECT TITLE | Year 9 Dance |
|---|---|
| CORE/ELECTIVE | Elective |
| SUBJECT DESCRIPTION | Students are introduced to the elements of dance and will explore movement, learning to create dances by adding actions using space, time and energy. They will also view live and videoed dances to analyse the elements of dance and how they are manipulated. |
| ASSESSMENT OVERVIEW | • Performance tasks<br>• Choreography tasks<br>• Written appreciation tasks |
| COST | A cost is associated with this subject to cover materials. |

| SUBJECT TITLE | Year 9 Drama |
|---|---|
| CORE/ELECTIVE | Elective |
| SUBJECT DESCRIPTION | Students are introduced to the elements of drama and will explore, through movement, self-awareness, character and role. They will also explore mime, movement and mask. Students will then be required in small groups to devise a script for a performance piece. |
| ASSESSMENT OVERVIEW | • Two presenting tasks – one individual and one group performance<br>• One research assignment (responding task)<br>• On-going semester journal (reflecting task)<br>• One character design task (forming) |
| COST | A cost is associated with this subject to cover materials. |

| SUBJECT TITLE | Year 9 *Performance Plus (*By audition and/or invitation only) |
|---|---|
| CORE/ELECTIVE | Elective (By Audition and/or Invitation Only) |
| SUBJECT DESCRIPTION | This is an advanced performance subject and students will need to audition/interview or be invited to participate in the course. Students will rehearse for a public performance of a musical involving aspects of Dance, Drama, Music and Technical Production. The course will be structured into practical workshops, rehearsals, mass lectures and tutorials involving whole group and specialised strands in Dance and Drama in preparation for Senior courses. |
| ASSESSMENT OVERVIEW | • Presenting and performance tasks (individual and/or group)<br>• Written assignments and projects |
| COST | A cost is associated with this subject to cover materials. |

**Business Technology**

HEAD OF DEPARTMENT

**MS JANELLE KERRIDGE**

The study of Business Technology is an essential element in all courses of study. Business Technology equips students with 21st century skills in the areas of entrepreneurship/personal finance and STEM.

In today's society both STEM and business fundamental knowledge plays a significant role in our lives in this ever changing world. Through various pathways in Business Technology students are able to develop crucial life skills and transferable knowledge. Remember one day we will all work for or own a business, need to be enterprising in whatever field we pursue, and our interactions with digital technology and the internet of things increases daily.

Business Technology encompasses two main areas of study.

**BUSINESS STRAND:**

**Year 9 Business** provides students with a focus on entrepreneurship, business activity within the economy and personal investing and financial management. It has been designed to provide students with a wider understanding of their dual role as consumers and citizens in this ever changing and complex world and also 21st century skills.

As well as providing a strong foundation towards senior studies in Accounting, Business Management, and Certificate III in Business these subjects would suit students who are interested in: part-time work, investing, business and personal financial strategies or continuing their studies in the business area at University - including commerce, business law, business management, accounting, marketing and human resources.

**DIGITAL TECHNOLOGIES STRAND:**

**Year 9 Digital Technologies** equips students with transportable hands-on STEM skills in - systems, computational and design. The subject provides a mixture of theoretical and practical components providing a broad yet effective introduction to algorithms and robotics – with a focus on the creation of preferred futures and project management. The focus on these skills will assist students' learning in other subject areas and provide fundamentals for life skills in this ever-changing STEM focused world

| SUBJECT TITLE | Year 9 Business |
|---|---|
| CORE/ELECTIVE | Elective |
| SUBJECT DESCRIPTION | Students will be able to explain the importance of managing financial risks and rewards and analyse the different strategies that can be used for personal financial management and business (sole trader) growth. They will also be able to explain why businesses seek to create a competitive advantage in both the local and global market and evaluate the strategies that business can use. They will also delve into the introduction to human resource management, and use a variety of strategies to apply business knowledge and skills to analyse and solve problems by providing evidence-based conclusions and reasoned arguments/recommendations. |
| ASSESSMENT OVERVIEW | Research Assignment, Exam<br>Criteria: Knowledge and Understanding, Business Processes and Skills |
| COST | Nil |

| SUBJECT TITLE | Years 9 Digital Technologies |
|---|---|
| CORE/ELECTIVE | Elective |
| SUBJECT DESCRIPTION | Students will gain an insight into human/computer interaction (HC() with networked systems, analyse problems and design, implement and evaluate a range of digital solutions involving: algorithms, robotics and data. Interrogation of data and it's access and use, and creation of interactive solutions to real world problems taking into account future risks, sustainability and providing students with the opportunity to innovate and enterprise will also be integral in this STEM subject. |
| ASSESSMENT OVERVIEW | Formal Test, Portfolio of Work, Individual/Group Project/Research Assignment<br>Criteria: Knowledge and Understanding, DT Processes and Production Skills |
| COST | Nil |

# DEPARTMENT Home Economics

**Home Economics**

HEAD OF DEPARTMENT

**MR MICHAEL TOBIN**

Home Economics is a subject which addresses Essential Learnings from the Queensland Curriculum, Assessment and Reporting Framework in the areas of Health and Physical Education and Technology.

Home Economics develops within students important life skills that they can use and build upon throughout their lives. Students are encouraged to clarify their values and attitudes, to develop self-confidence, broaden their knowledge and skills and to accept responsibility for their decisions.

| ELEMENTS OF HOME ECONOMICS | | |
|---|---|---|
| • Human development and relationships<br>• Food and nutrition<br>• Textiles and clothing<br>• Design<br>• Management<br>• Consumerism | Presented through practical learning experiences students develop skills and knowledge | • Knowledge and understanding<br>• Investigating and designing<br>• Planning and producing<br>• Implementing and applying<br>• Evaluating<br>• Reflecting |

| SUBJECT TITLE | Year 9 Home Economics |
|---|---|
| **CORE/ELECTIVE** | Elective |
| **SUBJECT DESCRIPTION** | Students who choose this subject have the opportunity to negotiate with the teacher the units of work they would like to complete.<br>Units of work may include, but are not limited to:<br>• Food and Nutrition<br>• Cultural Foods and Traditions<br>• Master Chef Challenge Activities<br>• Food Sustainability<br>• Textile Activities<br>• The Changing Face Families<br>• Design Challenge Activities |
| **ASSESSMENT OVERVIEW** | Assessment instruments may vary in accordance to the units chosen by the teacher/ students. Items may include, but are not limited to: Practical tasks, Theoretical tests and Assignment work. |
| **COST** | A cost is associated with this subject. Materials for the course including ingredients and any textiles items will be supplied by the school, except in circumstances where the student may wish to alter the materials required by personal choice (eg. Add or alter ingredients in a recipe). |

# DEPARTMENT Industrial Technology

**Industrial Technology**

HEAD OF DEPARTMENT

**MR MICHAEL TOBIN**

Rationale

Industrial technology and design is in the transition phase to the Australian Curriculum, specifically Technologies. Technologies comprises two subjects:

- Design and Technologies; and
- Digital Technologies.

Design and Technologies will be the responsibility of the Industrial Technology and Design department.

Design and Technologies aims for students to:

- develop confidence as critical users of technologies, as well as designers and producers of designed solutions
- investigate, generate and critique innovative and ethically designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a selection of materials, systems, components, tools and equipment creatively, competently and safely; as well as managing processes
- evaluate processes and designed solutions, and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

Design and Technologies curriculum content is organised through two strands:

- knowledge and understanding
- processes and production skills.

**Design and Technologies knowledge and understanding** is the use, development and impact of technologies and design ideas across a range of technologies contexts. This strand has two more aspects

- *technologies and society* — focus upon how people use and develop technologies taking into account social, economic, environmental, ethical, legal, aesthetic and functional factors and how they might impact the system in which they belong
- *technologies contexts* — focus upon the characteristics and properties of technologies and how they can be used to create innovative designed solutions.

Within the Technologies contexts there are two opportunities for to students create designed solutions, they include:

- engineering principles and systems — an advancement of student knowledge and understanding as to how forces, such as light, sound, heat and movement, can be used to support and control systems and the properties of materials that affect the behaviour and performance of designed solutions, whilst gaining an understanding of how sustainable engineered products, services and environments can be enhanced as resources contract
- materials and technologies specialisations – the development of confidence to make ethical and sustainable choices about solutions and the steps required to produce them, as well as understanding the properties of a range of materials that are used in production processes e.g. architecture, electronics, graphics technologies or fashion.

**Design and Technologies processes and production skills** are based on the major aspects of design thinking, design processes and production processes. The process and production skills that students will use throughout a design project include and relate to a product, allowing for a focus on creating designed solutions by:

- investigating and defining — encouraging students to critique, explore and investigate the needs, opportunities and information in response to task requirements
- generating and designing — involving students in creating and communicating ideas for a range of audiences and purposes
- producing and implementing — requiring an application of skills and techniques to create products that meet the specific needs of their user
- evaluating — involving the creation of a criteria for success and the skills required when testing and judging designed solutions and the reflection processes that is essential to enhancing and improving solutions
- collaborating and managing — encouraging students to work collaboratively and manage both their time and resources effectively and progress from the planning steps in a project to more complex project management such as time, cost, risk and quality control.

The Year 9 electives will develop the students' knowledge and understanding, their application of processes and use of production skills to generate designed solutions to specific needs or opportunities. Using a variety of graphical representation techniques, students present original ideas and production plans in both two and three dimensional representations.

**Achievement Standard**

By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

| SUBJECT TITLE | Year 9 Industrial Technology |
|---|---|
| **SUBJECT DESCRIPTION** | This subject expands the student's knowledge and understanding of materials and their exposure to construction practices and fabrication skills, enabling them to construct projects. Projects with a problem solving focus will become more prevalent, requiring students to incorporate elements of sketching to graphically present possible solutions, prior to construction. |
| **ASSESSMENT OVERVIEW** | Construct two practical projects using a variety of materials, and complete one design challenge. |
| **COST** | A cost is associated with this subject to provide students with materials to design and fabricate projects. |

| SUBJECT TITLE | Year 9 Graphics And Design |
|---|---|
| **SUBJECT DESCRIPTION** | This subject introduces students to a variety of graphical representation techniques, enabling them to generate and represent ideas for a designed solution to a nominated need or opportunity. Projects with a problem solving focus will become more prevalent, requiring students to incorporate elements of graphical techniques to present possible solutions. |
| **ASSESSMENT OVERVIEW** | One graphics folio and one design folio. |
| **COST** | A cost is associated with this subject to provide students with materials to design and fabricate projects. |

# DEPARTMENT Languages Chinese

**Languages Chinese**

## HEAD OF DEPARTMENT MR ADRIAN SKERRIT

**Subject Overview**

The official language of China, Modern Standard Chinese is the most widely spoken language in the world. Over 1.2 billion people speak it as either a first or second language, while China itself has a long and rich history in literature, art, architecture, music and philosophy. Today, China's influence has gone beyond its borders to other parts of the world and governments at national and state levels are strengthening their ties with China.

Modern Standard Chinese will provide students with a unique opportunity to study a character-based language, which is quite different from their own. It offers a different dimension of thinking and understanding of other cultures. Moreover, the practical language skills that students develop should increase their opportunity for employment in many fields and their experience during travel in other countries. Students also have access to computer programs to enhance their learning including Chinese word processing programs, the Language Market and relevant e-mail and internet use.

**Course Structure**

Year 9 Chinese builds on skills and knowledge acquired in earlier subjects. Chinese classes and their programs are shaped to the needs of students to ensure teaching and learning experiences provide an appropriate level of academic challenge. As such, native speakers or students of exceptional standard may be accelerated to a level that best match their language competency. In some circumstances native speakers may be linked to university studies.

**Assessment**

Students are assessed in the four-macro skills (speaking, listening, reading and writing) throughout each unit of study. Assessment is scheduled throughout the subject and is varied in length and form including computer-based assessment. Assessment in the four-macro skills is weighted equally.

**Optional Enrichment**

Students are provided with the opportunity to apply for or participate in a range of enrichment activities including excursions to Chinatown/Temples and a Chinese Cultural Day (Chinese Lion Dance, singing, cooking, painting, paper-cutting, calligraphy, Fengshui, etc). Trips to China are also offered on a regular basis and there is the opportunity to host exchange students and teachers with incentives and rewards. There are also a range of competitions including the University of Queensland Writing Competition, Chinese Teacher's Association Speaking Competition, Shanghai Cup and Australia-China Council Scholarships.

| SUBJECT TITLE | Year 9 Chinese |
|---|---|
| **SUBJECT DESCRIPTION** | In Semester 1 of this Chinese subject, students will focus on the conversational and practical topics of sport, hobbies, food and money. They investigate the relative importance of sport in daily lives, the sort of sports people play and where, hobbies and interests and character recognition and writing in these areas. When looking at finances and commerce, students will investigate different methods of shopping, identifying items in shops and are taught to express their shopping needs and desires and undertake character recognition and writing on these topics.<br>In Semester 2, students are taught how to identify and ask about places and things, describe and ask about procedures, give and ask for directions and locations. Students also incorporate the popular topic of fashion in their study of Chinese. They investigate clothing and accessories used for various purposes and from diverse cultural backgrounds, describe people, places and things, routines, and undertake character recognition and writing in these areas.<br>*NB: Programs may be adjusted or further shaped to meet the diverse needs of students and to ensure teaching and learning experiences provide an appropriate level of academic challenge.* |
| **ASSESSMENT OVERVIEW** | In-class assessment in reading, writing, speaking and listening. Assessment in the four macro skills is equally weighted. |
| **COST** | Possible excursion, cost to be determined. |

**Languages German**

HEAD OF DEPARTMENT

**MR ADRIAN SKERRITT**

**Subject Overview**

Through the study of German at Centenary SHS, the educational objectives of each subject aim to promote individual learning styles in the classroom. Regular, computer access enhances understanding and enjoyment and overall literacy skills are a strong focus. Through student-centred tasks/activities based on specific aspects of the course, students are able to achieve a range of appropriate outcomes in accordance with the current Language syllabus. The study of a Language is concerned with the development of communication skills. While learning to communicate in another language, students develop positive attitudes towards people of other languages and cultures but also gain valuable skills which are transferable into their other areas of study.

Language learning increases students' self-esteem and assists in developing cognitive flexibility and problem-solving ability. These skills will enhance students' employment prospects. The study of a Language Other than English helps prepare students for careers in a vast array of different areas. Speaking a second language and enhanced cultural understanding not only improves career opportunities but also enriches the individual.

**Course Structure**

Year 9 German builds on skills and knowledge acquired in earlier subjects. Study is based on progressive learning, with in-class tasks using a range of student-centred activities. All students have regular access to computers in technology tutorials to enhance their individual language skills including the use of animated language programs, as well as a variety of authentic tasks using the German Internet. German materials such as videos, television programs, listening & reading material, games etc support each unit to enhance learning and broaden students' 'world view'.

German classes and their programs are shaped to the needs of students to ensure teaching and learning experiences provide an appropriate level of academic challenge. As such, native speakers or students of exceptional standard may be accelerated to a level that best match their language competency. In some circumstances students may be linked to university studies.

**Assessment**

All assessment in German incorporates authentic tasks, to provide students with an opportunity to demonstrate their skills in meaningful and 'real life' situations. The tasks reflect individual language requirements and focus on demonstrations of acquired knowledge and skills.

All German students are provided with access to computers to further enhance their language learning. Students also gain valuable real-life experience by emailing students in Germany. We have a number of schools in Germany who are eager to communicate with our students. The use of the German Internet is an integral part of the language program.

| SUBJECT TITLE | Year 9 German |
|---|---|
| **SUBJECT DESCRIPTION** | In Semester 1 of this German subject, students describe and give their opinions about clothes and topics of individual interest. They learn to describe illnesses and injuries. Students role-play making and declining invitations, making suggestions, arranging where and when to meet. They learn to give and receive directions. A shopping trip for food, clothes and other items will assist in the development of skills in an authentic atmosphere.<br>In Semester 2, students create their own talent show segments either on their own or in pairs. They learn language to do with magic tricks, comedy sketches, or they may write their own rap song or even interview a 'famous' person. The production incorporates writing and speaking assessment. After that, with student input, a variety of interesting modules are possible. Topics include "A World of Inventions', "Music in My Life" and others.<br>*NB: Programs may be adjusted or further shaped to meet the diverse needs of students and to ensure teaching and learning experiences provide an appropriate level of academic challenge.* |
| **ASSESSMENT OVERVIEW** | In-class assessment in reading, writing, speaking and listening. |
| **COST** | A cost is associated with this subject to cover the cost of a lunch excursion / sporting venue visit. |

# DEPARTMENT Languages Spanish

**Languages Spanish**

HEAD OF DEPARTMENT **MR ADRIAN SKERRITT**

**Subject Overview**

Spanish is the official language in 21 countries and is widely used across a number of others including the United States and Brazil. Over 426 million people around the world speak Spanish as their first language and, as it is one of the six official languages of the United Nations, it is predicted that the use of Spanish as an international language of communication will continue to grow.

The study of Spanish will give students the opportunity to develop their communication skills and gain an understanding of the relationship between language and culture. The language and cultural awareness skills students acquire help to foster positive attitudes towards other languages and cultures and can be transferrable to other areas of study. Moreover, the practical language skills that students develop can help open doors to future pathways and careers in a diverse array of fields.

Students have access to computer programs to enhance their learning including the use of online language tools and programs to enhance their individual learning.

**Course Structure**

Year 9 Spanish builds on knowledge and skills acquired in earlier subjects. In Year 9 students will engage in a range of topics that progressively develop their language and cultural skills. Students are given frequent access to computers and authentic tasks are used to provide meaningful learning experiences. Students will have the option to continue their study in subsequent years.

Spanish classes and their programs are shaped to the needs of students to ensure teaching and learning experiences provide an appropriate level of academic challenge. As such, native speakers or students of exceptional standard may be accelerated to a level that best match their language competency.

**Assessment**

Students of Spanish are assessed in the four-macro skills (speaking, reading, writing and listening) throughout each topic of study. Authentic tasks are designed to provide them with an opportunity to demonstrate their knowledge in meaningful and realistic situations. Assessment is scheduled throughout the subject and is varied in length and form.

| SUBJECT TITLE | Year 9 Spanish |
|---|---|
| **SUBJECT DESCRIPTION** | In Semester 1 of this Spanish subject students will focus on the topics of food and shopping. They will learn about typical food and dishes in Spanish and Latin America. Students will then look at conducting a shopping trip and will understand how to identify items in a shop and express their needs and desires.<br><br>In Semester 2, students will focus on describing their daily life. They will role-play asking and responding to questions about their daily routine. Students will learn to discuss sports, movies and TV genres and express their likes and dislikes. They will practice expressing preferences, organizing to meet with friends, accepting and declining invitations.<br><br>*NB: Programs may be adjusted or further shaped to meet the diverse needs of students and to ensure teaching and learning experiences provide an appropriate level of academic challenge.* |
| **ASSESSMENT OVERVIEW** | In-class assessment in reading, writing, speaking and listening. Assessment in the four macro skills is equally weighted. |
| **COST** | Possible excursion, cost to be determined. |