



FRASER COAST
ANGELICAN COLLEGE

SUBJECT SELECTION BOOKLET

YEAR NINE 2017

Enriching Body, Mind & Spirit



ELECTIVE SUBJECT SELECTION FOR YEAR NINE

There are many important decisions that students and their parents have to make while at school. Some of the most important are concerned with the choice of elective subjects. These are important decisions since they may affect the range of courses students can take in the senior years and potentially the type of occupation or career they can follow when they leave school.

This booklet is intended to inform parents and students of the range of elective subjects available in Year Nine, their content and the conditions of their choice. The information is correct at time of printing but may change as curriculum offerings are being continually revised to cater for the needs of our students.

It may seem like a daunting prospect to select your subjects; however, we have found that if you follow this advice, the decisions are easier to make when students:

- pick subjects they enjoy and find interesting;
- pick subjects in which they have already had some success;
- pick subjects which will help them reach their chosen career/s, or keep careers open;
- pick which will develop skills, knowledge and attitudes useful for the future;
- remember that the subjects chosen can also directly affect success at school and how students feel about school

This may sound difficult but, if you approach the task calmly, follow the guidelines provided and ask for help along the way, you should come up with a list of subjects that meet students' needs.

ELECTIVE SUBJECT SELECTION GUIDELINES FOR YEAR NINE

Keep Your Options Open

Many students in Year Eight have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to keep your options open. This means choosing a selection of subjects that make it possible for you to continue thinking about your career choice over the next two years before making more definite choices as you approach the end of Year Ten.

Find out About the Subjects FCAC has to Offer

Although you have studied a wide range of subjects in Year Eight, it is important to find out as much as possible about the subjects offered in Year Nine. Some of the subjects will be new and others, with the same name as in Year Eight, may be a little different for the higher year level. When investigating a subject to see if it is suitable, find out about the content (i.e. what topics are covered in the subject) and how the subject is taught and assessed. You can find out about the FCAC subjects in more detail by:

- reading the subject descriptions in this booklet;
- speaking to the Heads of Departments and teachers of particular subjects;
- looking at the books and materials used by students in the subjects;
- talking to students who are already studying the subjects.

Make a Decision about the Combinations of Subjects which Suit You

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it;
- your friends are or are not taking it;
- you like or dislike the teacher;
- 'all the boys or girls take that subject' (in fact all subjects have equal value for male and female students).

Be Prepared to ask for Help

If you need more help, then seek it; otherwise you may regret it later. Talk to your parents, teachers, tutor, Heads of Department and/or Head of School. Make use of this school subject selection booklet and look at the resources suggested above. You will be doing yourself a favour.

GENERAL PRINCIPLES OF SUBJECT SELECTION FOR YEAR NINE

1. Students entering Year Nine choose three (3) elective subjects to take in conjunction with the core subjects that they must study.
2. Once a student has commenced a course then any change must be thoroughly examined by class teachers and Heads of Department, and finally approved (or declined) by the Head of Middle & Senior School.
3. The College reserves the right to withdraw a subject offering if there is insufficient student interest.
4. The College also reserves the right to advise a subject choice change to a student if his/her particular choice of subjects cannot be accommodated within the timetable of subjects. (This timetable is determined by the best combination of subjects after student choices are made).

DESCRIPTION OF CORE SUBJECTS

All Year Nine students at FCAC must study the following core subjects:

1. English
2. Mathematics
3. Science
4. Humanities & Social Sciences
5. Health and Physical Education
6. RAVE (Religious and Values Education)

The remainder of this booklet will outline in detail the electives the College offers in Year Nine. However, if you would like to find out more about any of the core subjects, their content and how they are assessed, then you are encouraged to contact the relevant Head of Department. Their contact details are provided below:

English	Mrs Juliane Hallam	jhallam@fcac.qld.edu.au
Mathematics	Mrs Helen Schmidt	hschmidt@fcac.qld.edu.au
Science	Mr Greg Lynch	glynch@fcac.qld.edu.au
Humanities & Social Sciences	Mrs Kaylene Robinson	krobinson@fcac.qld.edu.au
Health and Physical Education	Mr Leo West	lwest@fcac.qld.edu.au
RAVE	Mrs Lana Priebbenow	lpriebbenow@fcac.qld.edu.au

DESCRIPTION OF ELECTIVE SUBJECTS

1. BUSINESS STUDIES

Introduction

The purpose of this course is to give students an introduction to and an awareness of the activities of Business and Legal Studies. All citizens are consumers and participants in the business world. It is important that students have an understanding of the principles on which businesses are organised and how they operate since all fields of employment involve at least some contact with aspects of business. It is also important for students to be able to perform a range of financial and bookkeeping tasks that they may be required to do in their everyday lives or pursue further if they opt to study Accounting in Years 11 & 12. All components of the year nine course also lead into the Business subject in Years 11 & 12 and related courses at Tertiary Institutions.

Course Outline

- Introduction to Business
- Human Resources and People at Work
- Simple Economics
- Basic Business Skills
- Planning and Running a Business Venture

2. DRAMA

Introduction – Why Study Drama?

Drama is one of the oldest art forms known. It is the making and communicating of meaning involving performers and audiences, engaging people in a suspension of disbelief in order for them to enter a fictional world. Drama provides a medium for exploration, social criticism, celebration and entertainment and is explored through the dimensions of *forming, presenting, and responding*.

Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world.

Course Outline

The Year Nine Drama program is designed as an exciting, fun and interesting experience, for all students who enjoy performing, exploring the Drama world, dramatic activities and being involved in group work. It acts as an introduction to Drama, and covers elements such as movement, objectives, space, improvisation, vocal work, role play, characterisation, human animals, tales from the wild, mask work, rituals, advertising, dramatic transformation, theatresports, stage lighting, neutral dialogues, image theatre, and dramatic adventures.

The students will complete a variety of assessment pieces, covering the full range of dramatic components. At various stages throughout the year, they will be required to create their own drama, perform pre-scripted drama, as well as respond to other dramatic works from a position outside, or after, the drama itself. Its core components are forming, presenting and responding.

Drama is a challenging and valuable course that emphasises oral, presentation and communication skills while developing confidence, co-operation, independent thinking and interpersonal skills.

3. DIGITAL TECHNOLOGY STUDIES

Introduction

The study of various forms of digital technology and media is an important component for any enterprising student. Digital Technology Studies (DTS) is a specialist subject designed to extend a student's knowledge and skills in the areas of digital graphics, robotics, online literacies, web development, animation and solving problems using basic programming syntax structures.

This Year Nine course covers a wide range of digital technologies which will challenge students to develop their digital expertise.

Course Outline

During their Year Nine studies, students will be exposed to a combination of the following units. *Note that the dynamic nature of technology means that new technologies are constantly being developed resulting in the possibility of differences to the course of study detailed below.*

- Digital Graphics – This area includes the study of:
 - o Differences between and manipulation of Vector-based and Bitmap Images
 - o Digital Image File Types
 - o Importing and Exporting of Images
 - o Usage of visual tools and filters
 - o Layering objects
 - o Special techniques such as extrusion, blending, smearing, shading, lightening & masking.
 - o Cropping, grouping, resizing and concatenation
 - o Exploration of specialist software packages (i.e. Photoshop/ Illustrator)

- Robotics - This topic deals with the current and future trends in mechanical robotics and the associated possibilities for their use. Utilising Lego Robotics NXT/EV3 and the Robolab environment, Students will work through various practical and theoretical scenarios broadly following the design, develop and evaluate method. Students may also be exposed to the RobotC programming language during this unit.

- Web Design and Development - This topic introduces the notion of 'online digital communities' and their relevance in current and future societies. Students will be involved in the analysis and evaluation of existing websites, judging them on their design, content, functionality and contextual aspects. Using HTML and CSS, combined with a variety of development tools such as Adobe Dreamweaver, students will then proceed to design, develop and evaluate a working website based on a particular theme, topic or big question.

- Foundation Programming - A core component of this topic is familiarise learners with the Design, Develop and Evaluate Cycle and the associated problem-solving methodologies. Throughout the topic, students will gain worthwhile practical skills to allow a greater understanding of core programming constructs using the Microsoft Visual Studio learning environment.

- Animation - The aim of this topic is to provide detailed experiences in the design, development and evaluation of visual animations. This will include the revision and comparison between traditional stop-motion animation principles and digital tweening techniques. Storyboards will be used to assist students in designing basic animation sequences.

4. FOOD TECHNOLOGY STUDIES

Introduction

The aim of studying Food Technology is to develop skills and knowledge to design and make good quality food products. It helps students to understand the physical, chemical, nutritional and sensory properties of food and how to exploit these properties when designing and making food products. The Year Nine course provides students with a variety of thinking, operational and workplace skills. Food Technology develops a range of interpersonal skills with the general application in personal and working life as well as with knowledge and skills related to employment within the Hospitality / Food industry. This course of study encourages the development of self-reliance, personal responsibility, personal management and being able to work in co-operation with others. It also allows students the opportunity to become aware of food production and nutrition and be able to make informed decisions on these topics.

Course Outline

Students will learn about:

- Team dynamics
- Practical food preparation
- Workplace Health and Safety
- Food presentation
- Practical cookery of entrees, soups, main courses, salads and desserts
- International cuisines

Students will learn and develop the following skills:

- Analysing and following a design brief
- Learning about food ingredients and their uses in food products
- Nutrition and nutritional analysis
- Food science
- Understanding the process of food product development
- Hygiene and safety
- Developing skills in food preparation
- Evaluation and testing food products
- Food production and labelling
- Using information technology to support product design

5. INDUSTRIAL DESIGN AND TECHNOLOGY

Introduction

Industrial Design and Technology is a flexible, manufacture-based subject where students are required to design and develop practical solutions to given problems using drawings, sketches, 3D Models and coloured illustrations using 3D modelling software. During the course, the process of design incorporates less scaffolding allowing the student to be more independent in their design and manufacture of projects. On occasions the problems can be hypothetical but generally they are real life, requiring design, manufacture and evaluation.

Design and safety are the core elements, safety being a priority which is addressed within the design and construction process. There is a focus in this subject to provide students with opportunities to learn fundamental practical and design skills, expertise and independence in the workshop setting through the use of tools, processes, resources, materials and CAD software such as Autodesk Inventor. This will assist students in their future studies in this area. The skills learnt provide the necessary fundamental requirements for senior studies in senior Technology subjects.

Industrial Design and Technology encourages students to develop their problem solving techniques by gathering specific information, selecting the best possible solution and evaluating their decisions.

Course Outline

Please note that this is a suggested course outline only, and that new units are constantly being generated to take advantage of new technologies as they become available.

In Semester One students will study:

- Practicality of Plastics: This unit allows students to review, gain expertise and incorporate polymers and acrylics into practical solutions. The use of 3D printing software and hardware is also a component of this unit.
- Working with Joints: This unit focuses on the incorporation of specific joints using wooden materials such as pine.

In Semester Two students will study:

- Power Hub and Flight: In this unit, students design and develop an aeroplane. Students will research real world conditions such as drag, lift, friction and aerodynamics.
- Metal Materials and Welding: This unit focuses on the various uses, techniques and processes relating to metal. During this project, students are given the opportunity to learn how to weld in a safe environment with a staff member.

LANGUAGES OTHER THAN ENGLISH (LOTE)

Introduction

Learning a language other than English provides students with a means of communicating across cultures and promotes sociocultural understanding and competence. Learning languages prepares students for meaningful, productive lives in a culturally and linguistically diverse society and world. Students' perspective on cultures are enhanced as students learn to appreciate the diversity and richness of a pluralist society. Language learning promotes participation in the global community as well as an appreciation of ones' own culture. Students undertaking language learning enhance post-school options in the community with links to trade, culture and tourism. Language learning aids cognitive development as it promotes cognitive flexibility and problem-solving ability as students need to reorganise their thinking to accommodate the structure of another language. Furthermore, learning a foreign language provides students with explicit comparisons between languages.

In both Chinese and French, study in Year Nine further develops language proficiency and competency in the four macroskills: listening, speaking, reading and writing. In each Semester, language study focuses on particular topics where language features are revisited and further extended. Language/cultural study tours are proposed every second year.

6. French

The French language remains one of the world's most widely spoken and popular languages. Knowledge of French and the ability to use it in spoken and written contexts provides an individual with access to a diverse range of personal and career opportunities. The historical and cultural bonds between Australia and France provide a shared context for students to develop a deep understanding of French culture and life in France. As an official language in more than 40 countries, knowledge of French provides students with pathways into a range of careers in trade, tourism, government, diplomacy and law. France is a world-leader in science and engineering and has a vast range of multinational interests that provide opportunities for students in business, mining and the sciences. The comprehension skills and creative use of language developed in the study of French strongly complement the enhancement of students' English literacy skills.

Course Outline

The topics studied are selected from the following:

- **A la maison: Home life in France**
Students learn how to talk about how they help out at home, which serves as a practical skill for future homestays and visits to French-speaking countries.
- **Daily routines around the world**
Students learn about the routines of typical young people in French-speaking countries and comparing them with their own, explain them.
- **Bon voyage: Interacting while travelling around the world**
Learning how to use and adapt travel expressions is a valuable practical skill. In this unit, students practice language related to holiday locations, transport, plans and conversational skills around services, such as organising accommodation and buying tickets, etc.
- **French adolescents and leisure time**
Students discuss their own past times, and those of other people they know, in the past, present and future tenses.
- **Le Cinéma: French film culture**
Students are introduced to French language films, the role of cinema in French culture and use common expressions to talk about their favourite genres and outings to the cinema.
- **Bon appétit: Healthy eating in France**
Students learn language centered on food and drink vocabulary, quantities, prices and units as well as standard expressions used when ordering food and meals.
- **Talking about your health and injuries**
In this unit, students learn the practical skill of explaining to others how they are feeling and what has happened to them. They also learn how to ask others about their health and provide advice.
- **Sentimental Life: Adolescent issues**
Students learn language related to emotions and aspects of friendships.
- **Au travail: The world of work in France.**
As the students approach the age at which they begin to work part-time, they begin learning how to describe work, the reasons why they would get a job and what they might enjoy about different types of work.

7. Chinese

Chinese is a valuable language to learn. It is the most widely spoken language in the world. Chinese culture has a long and rich history encompassing many aspects of literature, art, architecture, music and philosophy. Since the 1840's Australian society has been enriched and enlivened by the contribution of Chinese communities. Governments at the national and state levels are continuing to strengthen their ties with China and other Chinese speaking countries through trade, educational and cultural exchanges. Modern Standard Chinese is a language of trade and commerce in some of the fastest growing economies in the world. Modern Standard Chinese will provide students with unique opportunities to study a character-based language.

Course Outline

The topics studied included are selected from the following:

- **Where have you been to?** (Countries, continents and languages)
- **What food do you like?** (Food, drink and meals)
- **What subjects do you have today?** (School subjects, likes and timetables)
- **How do you get around town?** (Transport, distances and duration)
- **How much is that?** (Shopping, at the supermarket, shopping on-line)
- **Where do you live?** (Places, my house)

- **What is the weather like today?** (Types of weather, temperatures, seasons)
- **What do you like to wear?** (Clothes, describing clothes, buying clothes)
- **What do you like to do?** (Hobbies, movies, weekend plans)

8. MUSIC

Introduction

Students enrolling in Year Nine classroom music should be willing to play and/or sing to an audience, in order to fulfil the practical requirement of assessment which could include eisteddfods, soirees and concerts outside the classroom. Each unit will include assessment of each aspect of music: Listening, Composing and Performing through the criteria of Making and Responding.

Course Outline

UNIT 1 –Is It Really Singing?

A study of various forms of non-traditional vocal music including Rap, Beat Box, Screamer, Heavy Metal, Scat, Vocalese, Chanting, Throat Music. Students will investigate the beginnings of these forms and their development into a credible musical genre. Students will compose their own Rap song to perform with Beat boxing accompaniment.

UNIT 2 – The World of Music

A study of specific cultures and their music, including the music of Bali, the instruments of the Gamelan and Wyang Kulit. Students will transform a known fairytale into a Wayang Kulit performance including puppets and musical accompaniment.

UNIT 3 - The Musical – Hollywood or Broadway?

The aim of this unit is to introduce students to the various forms of music theatre such as popular opera, rock opera, concept musicals, musical play and musical comedy. „The Musical“ is a very enjoyable unit and is prominent in allowing students to develop their performing, aural and composing skills. Students will compose and perform their own mini musical.

UNIT 4 - Music Technology

The aim of this unit is to introduce students to Music Technology and compositional techniques in this genre. Students will investigate various forms of technology in Music and become familiar with a variety of Music Software including Sibelius and Audacity. Students will compose a piece of music utilising learnt compositional techniques, music technology skills and software.

9. VISUAL AND DIGITAL ARTS

Introduction

In Year Nine, students build further on what has been learnt in Years Seven and Eight. They study drawing and painting techniques and use a wide variety of media. Those students undertaking Visual Art studies will gain an appreciation of the Elements and Principles of design spanning all Art areas as well as an understanding of Art through the ages and other cultures. Students are directed through units of work including the study of colour and portraiture. They will learn about, practise and develop art appraisal and analysis through responding to works of art and developing opinion, making judgements and interpreting meanings in a variety of works studied. There will be adequate opportunity for the student to express themselves in innovative ways and to begin to develop their own styles.

Course Outline

Students will experience the following two distinct mediums of art:

Digital Art - Digital Art is a flexible and expressive medium for the contemporary artist. The integration of technology into the visual art classroom is essential for our students. Students will have the opportunity to explore and develop new skills in digital art using a variety of software, including Photoshop. Some topics of study throughout the year may be entirely digital but, for those students with a keen interest in digital mediums, technology may be integrated into almost all topics studied.

Visual Art - Students will be exposed to a variety of mixed-media projects, both 2-dimensional and 3-dimensional works. New techniques will be demonstrated and practiced under a variety of topic banners. The use of clay, paint, print making and other media will occur throughout the year. Creative exploration will be encouraged so that students produce imaginative artwork in a variety of genres. Students will keep a Visual Diary which is a collection of class work and process work which relates to both Making and Responding Tasks.

PARENT COPY

(students will be given a coloured hard copy to return)

For Students entering Year Nine in
2017

SUBJECT CHOICE FORM

STUDENT NAME: _____

CURRENT CLASS (circle one): 8R 8B OR CURRENT SCHOOL: _____

All students must study the following subjects:

KEY LEARNING AREA / CORE SUBJECTS	
English	HaSS
Mathematics	Health & Physical Education
Science	RAVE

*Students **must choose** 5 subjects, in order of preference (1-5). Students will be allocated to **THREE (3)** of these options based on the overall balance of classes and student demand.*

SUBJECT	ORDER OF PREFERENCE
Business Studies	
Chinese	
Digital Technology Studies	
Drama	
Food Technology	
French	
Industrial Design and Technology	
Music	
Visual and Digital Arts	

N.B. College Copy to be returned to Student Services by WEDNESDAY 7 SEPTEMBER 2016