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Choosing my Two Year Course of Study for Years 9 and 10

One of the important decisions you make at school are choosing subjects to take in Year 9 and Year 10, later leading to your selection of a course of study in Years 11 and 12. These decisions are important since they may directly affect your success at school and how you feel about school. They may also impact on your career plans when you leave school.

In 2019, students in Year 9 and 10 will study from 5 CORE learning areas and choose 2 ELECTIVE subjects.

CORE Learning Areas include:

- English
- Humanities
- Mathematics
- Physical Education
- Science

ELECTIVE Learning Areas include:

- The Arts: Art, Drama, Music
- Design and Technology: Industrial Technology and Design, Textile and Food Studies
- Humanities: Australian Indigenous Studies
- Languages: Japanese
- Technology: Business Studies
- STEM: iSTEM

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects which you enjoy, in which you have enjoyed some success, that will help you achieve your chosen career goals or keep your career options open and will develop skills, knowledge and attitudes useful throughout your life. If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate for you and that you will enjoy.

GUIDELINES

Keep your options open. At the moment you may not know exactly what you want to do when you finish school. This is normal at this stage of your life and means that it’s important for you to explore many options. It is wise to keep your options open. This means choosing a selection of subjects that makes it possible for you to continue exploring your career options before making more specific decisions in the future.

It is helpful to have some ideas about possible career choices, even though these ideas may change when you learn more about yourself and the world of work. You can check the following sources of information on careers:

- myfuture - national career information service at http://www.myfuture.edu.au
- Other career information such as brochures from industry groups which show the various
pathways to jobs in these industries

- Google the industry you are interested in on the internet to find current information
- Talk with employers and other people who are working in the job you are interested in.

After checking through this information, it is likely that you will come up with a list of prerequisite subjects needed for courses and occupations that interest you. If you are still unsure, check with our guidance officer.

Find out about the subjects or units of study offered by our school

- read the subject descriptions provided in this booklet
- talk to the heads of department and subject teachers
- look at resources used by students in the subjects
- talk to students who are already studying the subjects

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how it is taught and assessed. For example:

- Does the subject mainly involve learning from texts?
- Are there any field trips, practical work, or experiments?
- How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Your choice of subjects may affect your choice of a study program in Years 11 and 12. For example, successful achievement in pre-requisite subjects in Year 10 may be required to enrol in particular Year 11 and 12 subjects. These include Music, Languages, Physics and Mathematic Methods and Specialist Mathematics.

Music and Languages in the senior years almost always require previous study in Years 9 and 10.

Make a decision about a combination of subjects or units that suits you

You are an individual, and your particular study needs and requirements may 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
- you have heard that “all the boys or girls take that subject or unit”.

Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort.

Also, if your career choices require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help.

If you need more help, then ask for it. Talk to your parents, teachers or guidance officer.

Make use of the subject selection program. Look at the resources suggested in this handout. You’ll feel much more confident about your selection of a study program.
Elective Learning Area: The Arts

Subject: Art

Students who elect to study Art in Year 9 and Year 10:
- Show an aptitude or ability in Art areas
- Display a general creative flair
- Enjoy experimenting with media and concepts
- Generally enjoy working with art materials and techniques.

AIM:
This strand of the Arts focuses on students exploring, developing, sharing and responding to artists and artworks. They engage in experiences to develop personal expression, aesthetic judgement and critical awareness. The aim of Years 9 and 10 Art is to foster creativity, develop an understanding and appreciation of our artistic heritage, and develop skill in the handling and application of many materials. Drawing is a core area in all units. Although practical work is the major component of the course, students will study the theoretical aspects of many art areas and be expected to submit a written task and/or test each term. The keeping of a visual journal will be essential for all units.

CAREER OPPORTUNITIES
- Graphic designers
- Sign writer
- Art gallery assistant
- Architecture
- Advertising
- Marketing
- Cartographer
- Illustrator
- Craft person
- Engineering
- Film and television
- Cartoonist
- Interior decorator
- Artist
- Town planning
- Teaching

COURSE OUTLINE
In the middle phase of schooling, students work through a number of themed units over a year. The visual design elements are a core part of all learning. Themes to be covered include:

- Who am I? – A study of self
- Where am I? – A study of Place
- I imagine
- What Am I? A study of things
- I imagine

The Year 10 course of study is designed to prepare students fully for Year 11/12 Art choices. Students will work through several units that have a Visual Arts in Practice focus and several that focus specifically on Visual Art.

ASSESSMENT
Students studying in Years 9 and 10 will be assessed according to the QCAA Standard Elaborations. A variety of assessment techniques will be used including making folios and responding tasks.

MATERIALS AND EQUIPMENT
Students are required to supply:
- 1 x A4 hard covered blank page sketch book
- 2 x 2B Pencils
- 2 x 0.4 black Fineline pens
- 1 x eraser and sharpener

The school supplies all other materials such as:
- Textbooks, clay, tools, paper, brushes, ink, glazes, cutting knives, lino blocks, glue, paints, coloured card, rollers, hessian, calico, thread
Elective Learning Area: The Arts

Subject: Drama

The strand of drama focuses on enabling students to develop understanding of the forms, styles and purpose of dramatic art in various contexts. The program is built on the three organisers of drama; Making, Responding and Making and Responding. Students in Drama experience and come to understand both the collaborative and the self-managing aspects of arts practice. Students become aware of the socialising influence of the arts and are motivated to participate in and enjoy the arts as discerning practitioners and consumers.

AIM

• To give students the opportunity to express ideas and feelings through a creative medium as well as develop communication skills.
• To develop self-discipline, confidence and effective social skills.
• To enable students to explore, experience and understand life-like situations and contexts in role, safely and authentically.

CAREER OPPORTUNITIES
As Drama is a social art form with communication as its basis, it can be directly linked with the following careers:

- Actor
- Stage Manager
- Set Construction/Design
- Arts Administrator
- Barrister
- Teaching
- Personnel Manager
- Costume/Make-up Design
- Recreation Officer
- Script Writer

COURSE OUTLINE
The course is designed to develop students as dramatic artists, critics, historians and social commentators. Topics covered in this course are listed below:

- Actor Alert! – Introduction to Acting
- The Mask of Ceremony – Ritual Theatre
- Just Kidding – Clowning/Comedy
- Soaps and Subs – Melodrama
- Our Say – Drama as a Statement
- Playing the Role – Production
- Play Skool – Theatre for Young People
- Street Smarts – Street Theatre

ASSESSMENT
Making:
(Creating Drama)
Monologue
Clown Profile
Documentary Drama
Character Profile

Making and Responding:
(Performance)
Performance of a script
Clown Routine
Ritual performance
Public Production
Performance for children
Responding:
(Responding/ reflecting on drama)
Ritual Research
Oral Response to a Soap
Issues in theatre Essay
Journal
Response to Stimulus Exam

MATERIAL AND EQUIPMENT:
- Pens and pencils
- Glue stick
- 2 x 128 page exercise books
- Highlighter

SPECIAL REQUIREMENTS: Students are required to use out of class time to prepare for assessment. Some performances/assessment will occur out of usual class time. **Students must attend a live performance once a semester - there will be cost for this excursion.**

**NB** A willingness to try. Participate and work hard is a must!

Elective Learning Area: The Arts

Subject: Music

Music is widely recognised as a powerful educative tool that contributes to the aesthetic development of the individual. It forms a unique means of expression, of knowing and of communicating experience, through the stimulation of both hemispheres of the brain. The study of music contributes to learning through the development of aspects such as memory, coordination, concentration and inventiveness.

AIM
Units in music have been designed in sequence, beginning with a foundation unit in Term 1.

For a successful study of Senior Music, the study of instrumental/classroom (including voice) for at least two years is highly recommended by the end of Year 10.

There are two ways in which students can be involved in the music program at Thuringowa State High School. The most desirable way to pursue classroom music is to choose consecutive units of study. The instrumental program allows students to continue tuition on their chosen instrument. From this they will become involved in classroom ensembles, concert band, string ensemble and choir.

CAREER OPPORTUNITIES
Within the field of music there are many options for musicians to take. Some examples of careers choices in music include:

- Professional musician
- Arts administrator
- Educator (Primary/Secondary/Tertiary)
- Composer/arranger
- Radio/television
- Retail work
- Private tutor

COURSE OUTLINE
Students will study a selection from:
Australian Music – This unit of study traces the history of Australian music including the music of Indigenous Australians.
Pop Music – Now and Then The 60’s to now.
Music for the Soul – This unit lets students explore Reggae, R & B and soul music.

ASSESSMENT
There are three areas of assessment in music which are weighted equally:

- Making - composition and performance
- Responding

MATERIAL AND EQUIPMENT:
- 128 page Exercise book, A4
- Music book (manuscript)
- 2B pencils, pen, eraser, ruler, black Artline pen
Elective Learning Area: Design and Technology

Subject: Industrial Technology and Design

AIM
The Industrial Technology and Design course provides the student with the opportunity to acquire and develop practical skills within a safe working environment and develop skills required in the field of visual communication. While there are projects that are designed for the purpose of acquiring skills other tasks will require the student to develop skills which follow the format of the design process. Students will study such areas as information, systems and materials and maintain a folio containing design sketches, drawings and technology notes.

CAREER OPPORTUNITIES
• Mechanic
• Builder
• Electrician
• Technician
• Engineer
• Surveyor
• Draftsman
• Designer
• Teacher
• Plumber
• Refrigeration Mechanic
• Design Modeller
• Boiler Maker/Welder
• Craftsman
• Artist
• Architect
• Mechanic
• Builder
• Electrician
• Technician
• Engineer
• Surveyor
• Draftsman
• Designer
• Teacher
• Plumber
• Refrigeration Mechanic
• Design Modeller
• Boiler Maker/Welder
• Craftsman
• Artist
• Architect

COURSE OUTLINE
• The Industrial Technology and Design subject area is developing a number of units of work that will provide opportunities to reach the outcomes of the Syllabus.
• During the duration of the course, students will undertake a number of practical tasks that could include design and manufacture of items made from metal, plastics, electronic components and wood.
• Students will also be introduced to Graphical Design.

ASSESSMENT
In Years 9 and 10, student will be assessed using the assessable elements of the syllabus Design and Technologies.
• Knowledge and Understanding
• Investigating and Generating
• Producing
• Evaluating, Collaborating and Managing

Students will be required to keep a folio of work containing technology, safety and design notes, sketches, drawings, procedures, assignments and evaluations of completed practical projects. Students will have to provide evidence of safe working knowledge and practice before given approval to use machines and hand tools in the workshop. A fee of $50 for this subject will be required to cover the cost of materials in Year 10.

MATERIALS AND EQUIPMENT
• HB and 2H pencil (additional to requirements listed in the Stationery List)
• Pacer (additional to requirements listed in the Stationery List)
• Eraser
• Colour Pencils
• Display folder

SPECIAL REQUIREMENTS
As the Department of Education Manual-Workplace Health and Safety Policy and Guidelines states “teachers should ensure that students wear appropriate footwear with substantial uppers to protect against falling tools, equipment and project materials”. Students are to wear the required footwear. Students will also be required to wear eye and ear protection during practical lessons.
Elective Learning Area: Design and Technology

Subject: Textile and Food Studies

AIM
The Textile and Food Studies Course provides the student with the opportunity to acquire and develop practical skills within a safe working environment.

Textile and Food Studies will enable students to develop transferable skills which can be applied equally in different settings and work situations e.g. problem solving skills, dealing with people and working in a team situation, goal setting and decision making strategies.

CAREER OPPORTUNITIES
Concepts and principles covered in Food Studies could be an advantage in the following employment areas:
- Tourism and Hospitality
- Diabetics
- Child Care
- Teaching / Education
- Social Work
- Nursing

COURSE OUTLINE
• The Technology syllabus designed for Textile and Food Studies will provide students with opportunity to demonstrate essential learning in a practical and meaningful way.
• Over the course of two years, students will complete eight term units of studies related to Textiles and Food

ASSESSMENT
In Year 9 and 10, students will be assessed using the assessable elements of the syllabus Design and Technology:
- Knowledge and Understanding
- Investigating and Generating
- Producing
- Evaluating, Collaborating and Managing

Forms of assessment could include:
- Practical cookery/process journals
- Assignments
- Article construction, textile embellishment techniques

MATERIALS AND EQUIPMENT
All students will have access to a large array of reference materials/texts.
Each student is required to have exercise books, A4, - this is essential.

SPECIAL REQUIREMENTS
• Students participating in the Food Studies program must be aware that practical work is a major component of the course and of assessment. Students must be prepared to provide the relevant materials and requirements on a regular basis.
• In accordance with the requirements of the "Safety in the Workplace" Act, students will only be allowed to work in the kitchen if they are wearing closed in footwear. Shoes must have vinyl or leather uppers and must be in good repair. NO FABRIC TRIMS.

Elective Learning Area: Humanities

Subject: Australian Indigenous Studies

AIM
The study of Australian Indigenous Studies has been introduced in response to local community needs.

This subject will provide opportunities for students of all cultures to engage in a meaningful way with the cultures, languages, beliefs and traditions of the Indigenous peoples of Australia - the Aboriginal peoples and the Torres Strait Islander peoples. This will allow students to develop a deeper understanding and acceptance of the cultures that help shape Australia into the diverse and ever-changing society we live in.

H.I.C. will contribute to critical thinking skills and will help students with the learning strategies and study habits which are the foundation for life-long learning.


The course in Year 9 and 10 aims to:

- engage the school and the local Indigenous community in shared activities
- appreciate and understand the value of diversity
- move towards reconciliation at the local level
- build harmonious relations amongst groups within the school community
- encourage young people to be positive and active citizens in their local community
- provide real-life contexts because the subject draws its content from the local community.

CAREER OPPORTUNITIES
- Teaching
- Tourism
- Armed Forces
- Diplomatic Service Foreign Affairs
- Hospitality Industry
- Trade and Industry
- Engineering and Science
- Youth Support Worker
- Counsellor

COURSE OUTLINE
The study of Australian Indigenous Studies will incorporate the four themes: Time, Continuity and Change, Cultures and Identities, Place and Space, and Political and Economic Systems.

ASSESSMENT
Assessment will include the following:

- Exams
- Spoken tasks
- Research tasks
- Short Response Tasks
- Case Studies
- Local Area Reports

MATERIALS AND EQUIPMENT
- Display folder
- Memory stick/data carrier
- Exercise books for drafting and in class work
- Writing equipment
Great School. Great Opportunity

Elective Learning Area: Business

Subject: Business Studies

AIM
The purpose of Business Studies is to give students an introduction into different aspects of the business world. Through the study of this subject, the dual role of citizens as consumers and participants in the business/ICT world will be emphasised. At the completion of this course of study, the student should have developed:

- An ability to communicate effectively in written, oral and digital forms
- An awareness of the impact of technological developments in the business world.
- An understanding of the different types of business organisations.
- An appreciation of the role of consumers in society and their rights and responsibilities.
- The ability to utilise various software packages for diverse applications from Microsoft Office Suite to accounting packages.
- The skills necessary for successful participation in Senior Business subjects and VET pathways.

CAREER OPPORTUNITIES
- Accountant
- Business manager
- Receptionist
- Bookkeeper
- Administration officer

COURSE OUTLINE MAY INCLUDE:
- Business and Technology – examines the development of technology over time and its impact on how people do business
- Integrated Project – integrating MS Office applications to complete a project
- Financial Business Documents – looking at the Source Document cycle and completing the various business documents manually and electronically
- Enterprise Venture – planning a business venture and examining the skills required to run a successful business; e-business and e-commerce
- Consumer Rights and Responsibilities – gaining an appreciation of the role of consumers in society and their rights and responsibilities; internet shopping

ASSESSMENT
Multi-modal project assessment will be used in conjunction with written tests and completion of work booklets. Will also include practical components.

MATERIALS AND EQUIPMENT
- Display folder
- USB
Great School. Great Opportunity

Elective Learning Area: Languages Other Than English

Subject: Japanese

AIM
The study of Japanese is highly valued both at Thuringowa State High School and by the Queensland Department of Education as it:

- Enables students to engage meaningfully with people of other cultures and languages, and thereby enhance their understanding of their own language and culture. Such intercultural competence is essential in the increasingly diverse and changing contexts in which we live and work.

- Deepens students’ understanding that each language is an integrated, evolving system for the framing and communication of meanings which are shaped by its particular culture. When you study a Language, you understand the role of language as an expression of cultural and personal identity and a shaper of perspectives.

- Contributes to the development of critical thinking and the ability to adapt to change. It equips you with the learning strategies and study habits which are the foundation for not only life-long learning but also subsequent language learning.

CAREER OPPORTUNITIES

- Teaching
- Tourism
- Armed Forces
- Diplomatic Service Foreign Affairs

- Trade and Industry
- Engineering and Science
- Interpreter
- Hospitality Industry

COURSE OUTLINE
The study of Japanese involves communicative tasks using the four macro-skills: Listening, Speaking, Reading and Writing.

The course in Years 9 and 10 aims help students:
- to understand developing oral communications
- to express straightforward to intermediate ideas orally
- to read with comprehension material in HIRAGANA and KATAKANA involving grammatical expression within the suggested topic
- to write communications using appropriate language symbols and choices.
- to develop an appreciation of some of the characteristics of Japanese culture and society
- to be prepared for a study in Japanese at a Senior Level.

ASSESSMENT
Assessment each semester will include a combination of:
- Listening skills
- Reading skills
- Speaking skills
- Writing skills

MATERIALS AND EQUIPMENT
- Display folder
- Exercise books for drafting and in class work
- Writing equipment
Great School. Great Opportunity

Elective Learning Area: Technology

iSTEM (Integrated Science, Technology, Engineering and Mathematics)

Aim:
Science, technology, engineering and mathematics (STEM) contributes to a large proportion of the world’s economy including research, industry and education. The importance of STEM disciplines for the future economic and social well-being of Australia cannot be underestimated. International research indicates that 75% of the fastest growing occupations require STEM skills and knowledge.

The iSTEM elective subject, provides STEM enhancement opportunities and will challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry based learning where students are encouraged to learn by doing. The iSTEM program is supported by James Cook University, linking to the context of the Global Tropics.

Thuringowa State High School’s iSTEM program is modelled on the highly successful integrated STEM (iSTEM) course developed by Regional Development Australia – Hunter, NSW. The program has been an outstanding success with some participating NSW schools reporting senior STEM subject selection to have increased by 66%.

Course outline:

Year 9

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>iSTEM Module</th>
<th>Unit Description</th>
<th>Learning Experiences</th>
</tr>
</thead>
</table>
| Licence to Rove (Mars Rover) | • Computational thinking  
|                    | • Motion                        | Students learn python coding and Arduino programing to enable their Mars Rover to respond to specific conditions. | Edison Robots Build and code StarLAB’s Mars Rover to compete in the National competition. |

Year 10

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>iSTEM Module</th>
<th>Unit Description</th>
<th>Learning Experiences</th>
</tr>
</thead>
</table>
| Dive for Data (Aquabots) | • Problem based learning  
|                     | • 3D CAD/CAM                    | Students link with industry to discover UAV or aquabot applications. They design and build a functioning aquabot. | Edison robots Work with industry partners. 3D design and printing. Overnight research expedition. |

Application and selection
Selection into the iSTEM program is by application only. Students will be selected due to their outstanding aptitude in science and mathematics. However, students with a particular interest in STEM subjects may also self-nominate. Applications are available from the Science staffroom. For more information, go to www.globaltropicsfuture.eq.edu.au
Great School. Great Opportunity

Thuringowa State High School

Year 9 and 10

2019/2020 Elective Subject Preference Form

NAME: _______________________________ CARE CLASS: ________

At Thuringowa State High School, Year 9 and 10 is a **two year** course that consists of:

a) **Core** subjects including English, Maths, Science, Humanities, and Health and Physical Education.

b) **Two Elective subjects**

Students are to indicate **three subject preferences** for any of the electives listed below by numbering chosen subjects as 1 (most preferred), 2 then 3.

<table>
<thead>
<tr>
<th>1,2,3</th>
<th>Elective Subjects - Choose 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts:</td>
<td>Art</td>
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<td><strong>Languages</strong>:</td>
<td>Japanese</td>
</tr>
<tr>
<td><strong>Technology</strong>:</td>
<td>Business Studies</td>
</tr>
</tbody>
</table>

Will you be seeking selection by application for the Thuringowa State High School iSTEM Program?

<table>
<thead>
<tr>
<th>Yes/ No</th>
<th>iSTEM Program - Application and Selection ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 intend to apply for selection into the Thuringowa State High School iSTEM Program in 2019/2020.</td>
</tr>
</tbody>
</table>

_____________________________   __________________________
Student’s Signature            Parent/Carers Signature   Date