CONTENTS

YEAR 7 STUDIES .................................................................................................................. 3
YEAR 8 STUDIES .................................................................................................................. 4
YEAR 9 STUDIES .................................................................................................................. 5

YEAR 9 SUBJECT CHOICES 2018

AUSTRALIAN CURRICULUM SUBJECTS ......................................................................... 7
ENGLISH .............................................................................................................................. 8
HEALTH & PHYSICAL EDUCATION .................................................................................. 9
HISTORY AND SOCIAL SCIENCE ..................................................................................... 10
MATHEMATICS .................................................................................................................. 11
SCIENCE ............................................................................................................................. 12

ELECTIVE SUBJECTS ......................................................................................................... 13
ART (FINE ART) .................................................................................................................. 14
APPLIED ART ....................................................................................................................... 15
(ART) DRAWING ................................................................................................................ 16
BUSINESS AND INFORMATION TECHNOLOGY (BIT) ................................................... 17
BUSINESS STUDIES (BST) ................................................................................................ 18
DIGITAL TECHNOLOGIES – INFORMATION, COMMUNICATION & TECHNOLOGIES (ICT) ...................................................................................................................... 19
HOME ECONOMICS – CORE ............................................................................................ 20
HOME ECONOMICS – FOOD MAJOR ............................................................................... 21
HOME ECONOMICS – TEXTILE DESIGN .......................................................................... 22
I.T. & D – ENGINEERING TECHNOLOGY ........................................................................ 23
I.T. & D – METAL DESIGN .................................................................................................. 24
I.T. & D – WOOD DESIGN ................................................................................................. 25
JAPANESE ........................................................................................................................... 26

(PERFORMING ARTS) DANCE ........................................................................................... 27
(PERFORMING ARTS) DRAMA .......................................................................................... 28
(PERFORMING ARTS) MUSIC ........................................................................................... 29

STEM .................................................................................................................................. 30
YEAR 7 STUDIES

In Year 7 students study a core of five (5) subjects and four (4) set elective subjects as listed below.

Core Subjects

English
Mathematics
Science
Humanities (History & Geography)
Health & Physical Education

Set Electives

Art
Home Economics
Information Technology
Japanese

Music Excellence is also offered to Year 7 students instead of the elective subjects.
YEAR 8 STUDIES

In Year 8 students study a core of six (6) subjects and two (2) elective subjects as listed below.

Core Subjects

English
Mathematics
Science
Humanities (History & Geography)
Health & Physical Education
Japanese

Electives

Music
Design and Technology (Product Design and Manufacture)
STEM

Music Excellence can be continued from Year 7, instead of electives.

Art Excellence is offered as a separate option for Year 8 students, instead of electives.
YEAR 9 STUDIES

As you enter Year 9 in 2018…

The third year of the Junior Secondary Phase of Learning at Mackay North State High School introduces students to a reduced number of subject offerings from Year 8: five (5) Australian Curriculum subjects plus two (2) Elective Subjects.

Generally, this third year will:
- enable students to further explore and develop abilities in a wide range of studies.
- provide some specialised studies so that each student’s course of study will begin to head in a particular direction, toward either a general area of employment or further study, by the completion of Year 10 or some combination of these two.
- further develop the student’s skills of individual study, reliability and self-evaluation to prepare for the student’s future study/work.
- afford opportunities for furthering the student’s ability in developing teamwork by working with others in a variety of settings.
- allow for students to work in line with the Australian Curriculum requirements.

Year 9 studies

Subjects offered:

All students will commence Year 9 with five (5) Australian Curriculum subjects, namely:
- English (3 lessons per week),
- Health and Physical Education (2 lessons per week)
- History/Social Science (3 lessons per week)
- Mathematics (3 lessons per week)
- Science (3 lessons per week)

The remaining two (2) subjects (each 2 lessons per week each) are to be chosen from the available electives.
YEAR 9 SUBJECT CHOICES 2018

AUSTRALIAN CURRICULUM SUBJECTS – Mandatory

Every student must take all of the subjects in this section

ENGLISH
HEALTH AND PHYSICAL EDUCATION
HISTORY AND SOCIAL SCIENCE
MATHEMATICS
SCIENCE

ELECTIVE SUBJECTS

Students are to choose only two (2) subjects from this section

ART (FINE ART)
APPLIED ART
(ART) DRAWING
BUSINESS and INFORMATION TECHNOLOGY (BIT)
BUSINESS STUDIES (BST)
DIGITAL TECHNOLOGIES – INFORMATION, COMMUNICATION & TECHNOLOGIES (ICT)
HOME ECONOMICS (CORE)
HOME ECONOMICS (FOOD MAJOR)
HOME ECONOMICS (TEXTILE DESIGN)
IT&D ENGINEERING TECHNOLOGY
IT&D METAL DESIGN
IT&D WOOD DESIGN
STEM
JAPANESE
(PERFORMING ARTS) DANCE
(PERFORMING ARTS) DRAMA
(PERFORMING ARTS) MUSIC

SPECIAL NOTE (1): While every effort is made to ensure that students make informed choices and are placed in the subjects of their choice, classes can only be formed where student numbers, teacher availability and appropriate resources exist. There may be some students who are not able to make the selection of their choice, and there may be some students who will be counselled to alter their initial choice.

SPECIAL NOTE (2): Junior Secondary Subjects (electives) have a fee which is reviewed annually.

For continuing students:
To access the subject selection process your student goes to the website: oslp.eq.edu.au; the student is then asked for their school log-in details. They then click on the tab marked, “Careers” and then “Subject Selections” in the following window, and then follow the prompts to make their selections. Students will be shown how to do this at school, so they will be able to show you how to navigate through the process at home.
Australian Curriculum

Subjects

Mandatory

Every student must take all of the subjects in this section
ENGLISH

What is the subject?
Junior English is part of the Australian Curriculum in the Junior Secondary School and is compulsory for all students. Our course aligns with the National Curriculum.

The English program offers students challenging and practical language, literacy and literature experiences.

What is in the subject?
Students will participate in a variety of language activities involving listening, speaking, reading, writing and viewing. They are given opportunities to develop their capacity to use language fluently, appropriately and effectively in a wide range of social contexts.

Students will experience a variety of units designed to develop their understanding of how language works and their appreciation of language and its use. Units of work are generally developed around literature texts (novels, short stories, plays and poems), mass media (print and electronic), a particular language purpose (to instruct, to explain, to entertain) or a theme (speculative fiction).

Students will use a wide range of literary, non-literary and mass media resources significant to their needs and interests.

How is the subject assessed?
Students are assessed in a variety of forms, for a variety of audiences, in a variety of conditions over the course of each semester. A folio contain evidence of their assessment items will be kept. This will be comprised of at least four (4) written pieces and two (2) spoken pieces. Students will also be assessed on their reading, and viewing/listening skills.

Notes:
HEALTH & PHYSICAL EDUCATION

What is the subject?

The Health and Physical Education course is an Australian Curriculum subject which will be studied by all students in Years 7, 8, 9 and 10 at Mackay North.

What is in the subject?

The subject has both a theoretical and a practical aspect.

The theory has 5 major topics which are covered over the course of study – Alcohol and other drugs, Food and Nutrition, Health Benefits of Physical Activity, Mental Health and Wellbeing, Relationships and Sexuality, and Safety.

In Years 7, 8 the practical units covered are Gymnastics, Athletics, Games and Sports and Aquatics. In Years 9 and 10 students the practical units covered are Court and Territorial Games, Fitness Activities, Modified Games and Sports and Environmental Challenges.

How is the subject assessed?

The theory in Physical Education is assessed through the completion of booklets based around a particular topic. Within these booklets students may be asked to complete tables, write short answers or develop longer, more detailed responses. The theory mark assigned to each of these booklets is determined by the neatness, completeness and quality of the answers.

The mark given for each practical unit is determined through three criteria. These are participation, safety and behaviour and skill. Through these criteria we hope to not only strive for excellence in performance but also to encourage all students to participate to the best of their ability.

Parental Help and Guidance

We encourage parents to take an active role with their student’s schooling and to develop a working relationship with their student’s teacher. This could take the form of monitoring theory work; ensuring appropriate clothing is worn to practical lessons and encouraging students to fully participate to the best of their ability during these lessons. The H.P.E. staff is available at all times to discuss student progress.

Notes:
HISTORY AND SOCIAL SCIENCE

History

All students undertake History for Semesters One and Two.

Year level focus – The Making of the Modern World (1750-1918)

Key inquiry questions:
- What were the changing features of the movements of people from 1750-1918?
- How did new ideas and technological developments contribute to change in this period?
- What were the origin, development, significance and long term impact of imperialism in this period?
- What was the significance of World War One?

Four (4) In-depth Studies for Year 9 include:
1. Age of Revolution
2. Movement of Peoples
3. Making a Nation
4. World War I

Homework and assessment
There are three (3) lessons per week. Homework is set each week to review or extend classwork learning. At times, progressing with current assignment work will be the set homework. Each semester, students will be assessed by means of tests and a written/oral assignment. Most often, assignment tasks are designed to develop students’ research skills.

Notes:
MATHEMATICS

This subject is part of the Australian Curriculum in the Junior Secondary school and is compulsory for all students.

In 2017 we will be continuing the Australian Curriculum in Years 7 to 10.

Mathematics is organised into two sets of strands. Proficiency strands describe the skills or “how”, of Mathematics and content strands describe the knowledge and understanding, or “what”, of Mathematics.

There are three (3) content strands in the Australian Curriculum, including:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

There are four (4) Proficiency Strands, including:
- Understanding
- Fluency
- Problem solving
- Reasoning

The Number and Algebra strand:
- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships

Measurement and Geometry
- Using units of measurements
- Geometric reasoning
- Pythagoras and trigonometry

Statistics and Probability
- Chance
- Data representation and interpretation

During Year 9, students will be covering the Australian Curriculum in the three (3) strands mentioned above. Most students are expected to achieve to the national minimum standards, as evidenced by the National Assessment Program in Literacy and Numeracy tests, conducted in May each year. All classes will focus on a set of common topics, although some students will be given the opportunity to investigate some topics to a greater depth of understanding, whereas other students will be given a little more time to absorb the basic concepts.

In Year 10, the school will be preparing students for the transition into Year 11. As such, classes will be re-organised at the beginning of Year 10 to reflect the transition into either Essential Mathematics, General Mathematics, Mathematics Methods and Mathematics Specialist. The students will cover various aspects of the Australian Curriculum based on their ability. Students will be advised by their teacher at that time of their recommended placement into one of those classes. Parents and students are welcome to be involved in discussions about future Maths classes in Year 11 at that point. There will be room for negotiation during Semester 1 for students to change classes based on their results.

Notes:
Year 7–10 Science students study a Junior Science course based on the Australian Curriculum.

**The students will study a range of topics including:**
- Basic chemistry and chemical reactions
- Forces, energy and the physics of motion
- Cell biology, human body systems and reproduction
- Inheritance & genetics
- Evolution
- Ecology and environmental issues
- Fossils and Earth dynamics
- Astronomy

**Assessment will include:**
- Assignments
- Experimental reports
- Exams

In Years 11 and 12, students can currently choose from Physics, Chemistry, Biology, Science 21, Marine Science (all of which are OP subjects) and Aquatic Practices (which is not an OP subject). In 2019, with the implementation of the Australian Curriculum, there will still be a range of senior Science options, details will be available at senior subject selection time. Entry into these senior subjects will still be strongly guided by the success that students can demonstrate in the Junior Science program.

**Notes:**
Elective Subjects

Choose two (2)

Students are to choose only two (2) subjects from this section
ART (Fine Art)

Art is a two-year course

What is Art?
Art is about creating artworks around a theme, solving problems, experimenting with techniques, materials and ideas. This is art that you would see in a gallery.

Who can take Art?
This is for anyone who was successful in Year 8 Art and is keen to learn about different aspects of the subject. The classroom takes on more of a studio environment with guided practice, independent explorations and responses to topics.

What practical work is done in Art?
Artworks focus around a central idea/concept. Students create works in a variety of media including Drawing, Printmaking, Painting, Mixed Media, Photography and Digital Manipulation, Ceramics and Sculpture.

Concepts for Year 9 include The Real World, Imagination, Beliefs, Emotions, Functional Art and Art for Art’s Sake.

Concepts for Year 10 include Ancient Cultures, Realism, Stylisation, Expressions, and Abstraction.

What are our expectations?
Every lesson, bring your Art book, fineliner, 2B & 4B pencil, ruler, watercolour pencils, felts, eraser, homework diary and Laptop.

Complete regular homework (1½ hours per week) and assessment by the due dates.

Assessment
- Major Practical Artworks / Folio
- Assignment – 1 per Semester
- Bookwork – Theory, Lead up Activities and Planning, Minor Practical Work

Who can tell me more?
Ask the Head of Department or any of the Art Teachers.

Notes:
APPLIED ART

Applied Art is a two-year course

What is it?
Applied Art is about designing and constructing artworks that have practical and useful applications i.e. Designer Objects. Students must keep a Visual Diary to do research, lead up designs, theory and some major artworks.

Who can take Applied Art?
Anyone who enjoyed Art in Year 8 Art is welcome.

What practical work is done in Applied Art?
Projects include Cartooning, Digital Photography, Fashion Design, Ceramics and Drawing in Year 9.

Fabric Design, Printmaking, 3D Design/Sculpture, Design Principles, Mosaics and Graphic Design are covered in Year 10.

What are our expectations?
Every lesson, bring your Art book, fineliner, 2B pencil, ruler, watercolour pencils, felts, eraser, homework diary and Laptop.

Complete regular homework (1½ hours per week) and assessment by the due dates.

Assessment:
- Major Practical Artworks / Folio
- Assignment – 1 per Semester
- Bookwork – Theory, Lead up Activities and Planning, Minor Practical Work

Who can tell me more?
Ask the Head of Department or any of the Art Teachers.

Notes:
(ART) DRAWING

**Drawing is a two-year Art course**

**What is it?**
Drawing is the basis of all Art. This course focuses on developing a wide range of drawing techniques and styles. Students will be exposed to a variety of different media and materials to complete drawings.

**Who can take Drawing?**
This is for anyone who enjoys or is successful at Drawing. Students should be keen to learn about different styles and materials to enhance and expand their knowledge and skills. The teachers provide guided practice and instruction with students completing independent studies.

**What practical work is done in Drawing?**
The practical area is technical and media based. Drawing units focus on a different subject matter each term.
In Year 9, students study Landscape, Animals, The Human Figure and Still Life.
In Year 10, students study Architecture, Decorative Drawing, Portraiture and Scientific/Instructional Drawing.

**What are our expectations?**
Every lesson, bring your Art book, fineliner, 2B, 4B and 6B pencil, ruler, watercolour pencils, felts, eraser, homework diary and Laptop.

Complete regular homework (1½ hours per week) and assessment by the due dates.

**Assessment:**
- Major Practical Artworks / Folio
- Assignment – 1 per Semester
- Bookwork – Theory, Lead up Activities and Planning, Minor Practical Work

**Who can tell me more?**
Ask the Head of Department or any of the Art Teachers.

**Notes:**
BUSINESS and INFORMATION TECHNOLOGY (BIT)

Why study Business & Information Technology
By doing this subject you will obtain many useful skills which you can apply in the business world and in your own personal life. This subject will improve your financial literacy and computer literacy.

Who can take BIT?
Anyone who is interested in the practical skills necessary to run a small business and anyone who is interested in improving their technology skills.

What is studied?
Topics studied in year 9 include:
- Multimedia
- Coding
- Practical Accounting

Assessment:
Assignments will be set to develop individual and group research, thinking skills and teamwork. The remaining assessment will be in the form of exams, at the completion of the topic of study.

How much homework will there be?
Homework generally involves completing practical exercises, revising content and/or assignment work.

Where does it lead after Year 9?
Students may enrol in Business and Technology courses in year 10.

Notes:
BUSINESS STUDIES (BST)

Why study Business?
By doing this subject you will obtain many useful skills which you can apply in the business world and in your own personal life. This subject will improve your financial literacy and give you a greater understanding of business.

Who can take BST?
Anyone who is interested in the world of business, money, managing personal finances and investing.

What is studied?
Topics studied in year 9 include:
- Managing your finances
- Managing your business
- Me as a consumer
- Globalisation
- Financial Documents
- Petty Cash

Are there excursions?
Relevant excursions will be included where possible.

Assessment:
Assignments will be set to develop individual and group research, thinking skills and teamwork. The remaining assessment will be in the form of exams, at the completion of the topic of study.

How much homework will there be?
Homework generally involves completing practical exercises, revising content and/or assignment work.

Where does it lead after Year 9?
Students may enrol in Business Studies in year 10.

Notes:
DIGITAL TECHNOLOGIES – INFORMATION, COMMUNICATION & TECHNOLOGIES (ICT)

Aim:
Technology is changing the world and it is important to have a proper foundation in using technology and how technology works. Employers of the future will expect their employees to be able to communicate, collaborate, work in teams, problem solve and, most of all, be creative using technology. With that in mind, the aim of the course is to give students the skills to efficiently use technology to assist them in their daily dealings with ICTs during their school years and beyond. Students will inquire, create, communicate and operate ICTs as well as investigate the social and ethical implications of technology use. These skills are immediately applicable in all other subject areas as well as after the schooling career.

Assessment:
The majority of the course will be project based in that students will work collaboratively using industry standard software to produce items or products for ‘clients’. Product examples may include business stationery, websites, animated banners for websites and games. Students will be enrolled in the Learning Place which is Education Queensland’s secure eLearning environment. Students will join online virtual classrooms that allow ‘anytime, anyplace’ access to all class work and assessment tasks.

Topics covered in year 9 include:

- Digital Systems – investigating, controlling and managing hardware and software
- Representation of Data – infographics, using data from various sources to represent solutions, facts, information about topics
- Digital Coding – creating interactive solutions for clients such as games, puzzles, etc. We will learn the fundamentals of coding using Scratch and Python. This will lead into year 10 robotics.
- Project – combining the above units to create a product for a client. We will be using the Design, Development, Evaluation cycle to achieve the best product for our clients.

Other points to note:
- Students will discover that ICT is a hands-on subject where active participation is rewarded with success.
- Virtual Classrooms support student learning and activities, homework, assessment, student research and inquiry by being accessible via the Internet, 24 hours a day, 7 days a week.

Notes:
HOME ECONOMICS – Core

The “core” Home Economics course is designed for students who enjoy the practical areas of both cookery and sewing. Students complete alternating semesters of food-based units and textile-based units. All of the ingredients and necessary take-home containers are supplied for the cookery units. The school supplies all sewing equipment and some consumable items such as fabric paint, thread, buttons and interfacing. The fabric needed to complete major sewing projects is to be supplied by students.

<table>
<thead>
<tr>
<th>Year 9 – Semester 1</th>
<th>Year 10 – Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Focus on Nutrition”</td>
<td>“Let’s Get Healthy”</td>
</tr>
<tr>
<td>Students will learn about:</td>
<td>Students look at a range of factors that affect the diet and eating patterns of teenagers. Students research and evaluate diet and eating plans and make recommendations based on teenagers’ dietary needs.</td>
</tr>
<tr>
<td>• basic nutrition and apply this to preparing healthy meals</td>
<td></td>
</tr>
<tr>
<td>• how to cook foods for maximum nutrient retention</td>
<td></td>
</tr>
<tr>
<td>• how to substitute ingredients for own enjoyment &amp; nutritional benefit.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9 – Semester 2</th>
<th>Year 10 – Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Fun in the Sun”</td>
<td>“Fashion for Teenagers”</td>
</tr>
<tr>
<td>• Students research the effects of excess sun contact and create items which are not only sun safe but practical.</td>
<td>• Students look at the fashion industry and design principles to create an item of clothing that is fashionable and suits their body shape.</td>
</tr>
</tbody>
</table>

Prerequisites:
Students should have an interest in producing both practical food and textile items. This subject may be chosen in conjunction with Food Major or Textile Design.

Homework:
Using practical skills developed in class at home and completion of work plans for practical cookery lessons.

Assessment:
Each semester students will complete the following:
• class test
• written research assignment
• two practical articles

Where will this subject lead?
To the Senior subjects of Home Economics and Hospitality. Skills developed in this subject may assist in occupations such as fashion designer, interior designer, craftsperson, teacher, dietician, health care worker or hospitality worker.
HOME ECONOMICS – Food Major

The “Food Major” Home Economics course has been designed to cater for students with a particular interest in food preparation and nutrition. All food and the necessary take-home containers are supplied to students.

<table>
<thead>
<tr>
<th>Year 9 – Semester 1</th>
<th>Year 10 – Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong> The building blocks</td>
<td>Nuts about Nutrition</td>
</tr>
<tr>
<td>• Students are introduced to the food design process through a series of activities to begin their exploration of food.</td>
<td>• Students explore the latest information about nutrition and healthy eating.</td>
</tr>
<tr>
<td>• Students look at the many decisions and factors that influence food choices.</td>
<td>• Students examine some myths and misconceptions surrounding food and diet related diseases.</td>
</tr>
<tr>
<td>• Students look at the different foods from each food group and learn how to make healthy choices from these selections.</td>
<td>Around the world</td>
</tr>
<tr>
<td>• Students produce foods involving a variety of cookery techniques over both terms.</td>
<td>• Students investigate different cultures that have impacted on Australian cuisine.</td>
</tr>
<tr>
<td></td>
<td>• Students produce foods involving a variety of cookery techniques over both terms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9 – Semester 2</th>
<th>Year 10 – Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamental foods on a budget</strong></td>
<td>Make a meal of it</td>
</tr>
<tr>
<td>• Students focus on factors that influence food choices specifically budget and availability.</td>
<td>• Students explore the importance of the meals — breakfast, lunch and dinner.</td>
</tr>
<tr>
<td>• Students look into the concepts of food literacy and food security.</td>
<td>• Students will compare fresh versus packaged foods and discover how to rate snacks and junk food.</td>
</tr>
<tr>
<td>• Students prepare and evaluate a variety of budget conscious and nutritious food items using a range of practical cookery skills.</td>
<td>Techno Food</td>
</tr>
<tr>
<td>• Students look at diet related diseases and food intolerances</td>
<td>• Students will be introduced to topics such as sensory evaluations, properties of food, packaging, labelling and branding.</td>
</tr>
<tr>
<td></td>
<td>• Students produce foods involving a variety of cookery techniques over both terms.</td>
</tr>
</tbody>
</table>

**Prerequisites:**
An interest in practical cookery and investigating nutrition issues that impact on teenagers and their families.

**Homework:**
Using practical skills developed in class at home and completion of work plans for practical cookery lessons. Students will be required to complete unfinished work from class time as well as set weekly review tasks.

**Assessment:**
Each Semester students will complete at least
• class test
• written research assignment
• two practical exams

**Where will this subject lead?**
To the senior subjects of Home Economics and Hospitality. Skills developed in this subject may assist in occupations such as dietician, health care workers, nurse, teacher, hospitality worker.
HOME ECONOMICS – Textile Design

The Textiles Design course has been designed to cater for students interested in the design area. This subject focuses on students designing, making, displaying and appraising textile images and objects. Students learn to apply knowledge of design elements and principles to construct textile objects, which can be worn, displayed, used to carry items or used to decorate.

<table>
<thead>
<tr>
<th>Year 9 – Semester 1</th>
<th>Year 10 – Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Recycling Textiles”</td>
<td>“Youth Cultures”</td>
</tr>
<tr>
<td>• Students recycle denim clothing to create innovative textile items. Students will also investigate the impact of the textile industry on the environment.</td>
<td>• Students investigate a variety of past &amp; present cultures then produce textile items inspired by these cultures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9 – Semester 2</th>
<th>Year 10 – Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Textile Fashion”</td>
<td>“Textile Marketing”</td>
</tr>
</tbody>
</table>
| • Students design and produce wearable art for themselves.  
  • Students will also investigate contemporary fashion designers and the influences upon their work. | • Students investigate a variety of techniques to design and produce textile items suitable for sale at a charity auction or for public use. |

Prerequisites:
Students with an interest in designing and creating textile articles. This subject may be chosen in conjunction with any other Home Economics subject i.e. Core or Food Major.

Assessment:
Each Semester students will complete
• class test
• written research assignment
• two practical items

Where will this subject lead?
To the senior subject of Home Economics. Skills developed in this subject may assist in occupations such as fashion design, interior designer, craftsperson, teacher.

Notes:
I.T. & D – ENGINEERING TECHNOLOGY

Subject description
Engineering Technology is a new subject offering that introduces students to the world of engineering, design and manufacturing technologies through applying learnings from Science, Technology, Engineering and Mathematics. The subject will focus around four units of work that enable them to engage in problem solving through practical projects.

The four units include:

1. 3D printing a USB holder and a mobile phone case
2. Design and cut a balsa model F1 Car
3. Computer coding your own robot
4. Design, make and break your own bridge

Subject aims
The aim of this subject is to provide students with interesting applied science, technology, engineering and math based learning experiences that position the learner into real-world based scenarios. Through these experiences the students will have an enhanced appreciation and understanding of the designed and manufactured world of which they are active consumers.

Areas of study
- Design – influences, inspiration and method
- Sketching and visual communication
- Computer aided design
- Computer Aided Manufacture
- Simple Coding
- Safety
- Project Management Techniques
- Engineering – simple structures

Assessment methods
Students will be assessed via the following methods:
- Sketching, Design and Computer Aided Drafting
- Design folios
- Theory exam
- Evaluation / appraisal document

Student requirements
Students wishing to undertake this subject in the coming year should possess the following qualities:
- Have an analytical and inquisitive nature;
- Work well in a team environment;
- Have a determined, strong work ethic and be prepared to invest extra-curricular time when completing tasks.

Specific to year 9
- Have achieved a minimum of Sound + results for Maths, Science, and English in year 8
I.T. & D – METAL DESIGN

The content of Metal Design (metal work) is organised around the nature, application, working of materials, planning and design of metal and a variety of other materials. It introduces practically oriented learning experiences, involves practical applications of mathematical and scientific principles and provides grounding for life in a technological age.

Aims

- To emphasise the necessity for safe working habits and the adherence to all safety instructions.
- To co-ordinate the student’s learning experiences.
- To apply and develop design principles and technical literacy.
- To develop a knowledge and appreciation of materials, equipment, processes, work methods and technical skills.

Areas of study

- Project planning and design
- Surface finishing
- Sheet metal working
- Metal fabrication and fitting
- Simple metal turning
- Modern manufacturing techniques

Assessment

- Technology and theory test
- Practical projects
- Research/design assignment

Where will this subject lead?

Year 9 and 10 Product Design and Manufacture has laid the foundations of career opportunities in a host of areas including engineering and manufacturing industries.

If students are considering traineeships / apprenticeships along these career paths it is advisable to continue into Year 11 and 12 Engineering Skills, Industrial Technology Skills or apply to attend the Mackay Engineering College.

If you are considering further studies in engineering or other fabricating industries then studies within the Industrial Technology and Design department would assist these studies.

Notes:
I.T. & D – WOOD DESIGN

The content of Wood Design (woodwork) is organised around the nature, application, working of materials, planning and design of wooden and plastic materials. It introduces practically oriented learning experiences, involves practical applications of mathematical and scientific principles and provides grounding for life in a technological age.

Aims

- To emphasise the necessity for safe working habits and the adherence to all safety instructions.
- To introduce design based student learning experiences.
- To develop plan procedures, solve problems and make decisions.
- To apply technical literacy.
- To develop technical skills and appreciation of materials, equipment, processes and work methods.

Areas of study

- Project planning and design
- Surface finishing
- Woodworking and fabrication
- Plastics fabrication and moulding
- Simple Electronics

Assessment

- Technology and theory test
- Practical projects
- Research design assignment

Where will this subject lead?

Years 9 Wood Design has laid the foundations of career opportunities in a host of areas including furnishing, building and construction industries.

If students are considering apprenticeships or traineeships along these career paths it is advisable to continue into Years 11 and 12 Building & Construction Skills or Industrial Technology Skills subjects.

If you are considering further studies in the building and construction industries then studies within the Industrial Technology and Design department would assist these studies.

Notes:
JAPANESE

What work will be covered?
In Year 9 Japanese students will investigate Japan, its people and their culture through the medium of the Japanese language. The following topics will be covered:

- Personal History
- What Languages do you speak?
- Is Fast food healthy?
- Where do you shop?
- Recreational Activities

You will learn the four skills of listening, speaking, reading and writing through a range of activities including group work and language games. There are also many opportunities to use technology, such as learning to type in Japanese and creating Japanese-speaking avatars online. Students will review Hiragana and Katakana (the two Japanese alphabets). In addition, you will learn approximately fifteen (4) new Kanji (characters of Chinese origin) per term.

In 2017, North High is conducting its fifth student tour of Japan. It was a great success and we are currently planning to go again in 2019. Students must be studying Japanese to be eligible for the tour.

Why study a language?
It is advantageous to have a second language in many areas, including business, banking, education, hospitality, travel and tourism, media, journalism and the arts. Students who do a second language often find links easier to understand in other subjects.

Relations between Australia and Japan have flourished for many years and they are one of our most important trading partners.

What kind of assessment?
The four skills (listening, speaking, reading and writing) will each be tested at least once per semester. Each skill is weighted equally. Students will be required to complete both exams and assignment work.

Who can take Year 9 Japanese?
- Anyone who is interested and has achieved a satisfactory result in Year 8
- Anyone who wishes to expand their employment opportunities to an international level and anyone who enjoys a challenge

Notes:
(PERFORMING ARTS) DANCE

What benefits do students gain from this subject?
Dance as a subject has a broad range of benefits.

- Physical skills are developed including co-ordination, balance, flexibility and strength.
- Social skills are highlighted with a focus on teamwork, co-operation, trust and peer support.
- Emotional wellbeing is often enhanced through increased confidence, personal and school pride and self-awareness.

The course is offered in Years 9 and 10. Students are then encouraged to study Senior Dance in Years 11 and 12.

Prerequisites
There are no prerequisites for the Study of Dance. It is an appropriate subject for both males and females as movements are not gender specific. Students who have not had previous dance experience as well as those who have training outside school will benefit from the individualised nature of the subject. Dance lends itself to catering to individual needs and levels of achievement. Advanced students can engage in extension activities and benefit greatly from peer teaching while students with little experience can develop skills very rapidly and achieve success in this subject.

Description
This course aims to give students a chance to experience dance within three central organisers of Performance, Choreography and Appreciation.

Assessment
Assessment tasks from each of the three organisers will be balanced over the two year course.

Tasks include: Creating dances, performing dances and writing about dance from a variety of styles e.g. Jazz, Funk, Contemporary and Social.

Notes:
(PERFORMING ARTS) DRAMA

What is Drama?
Drama deals with the study of communication through a variety of dramatic forms. It develops creative expression, an appreciation of and control over the dramatic form and skills in functional communication.

What benefits do students gain from the subject?
Being able to communicate effectively is a pre-requisite for success at school, in the outside world and in establishing and maintaining relationships. Students contemplating early childhood/primary teaching, or any position where you need to ‘perform’ before an ‘audience’ will find Drama very useful.

Pre-requisites
Students electing Drama should demonstrate:
- an ability to work with others
- self-discipline and readiness to perform in front of an audience
- willingness to take direction.

Description
The course is offered in Years 9 and 10. Students are then encouraged to study Senior Drama in Years 11 and 12. A sound level of achievement in Year 8 English is advisable for students undertaking this subject.

Students study three integrated aspects:
- forming
- presenting
- responding

These are organised thematically, with students undertaking activities such as mime, script-writing, creating puppet plays, presenting theatre sports, dramatic movement, mask work, improvisation, melodrama and issues based drama.

Assessment
The course is 75% practical and 25% theoretical. Students are assessed individually, through solo and group performance. A majority of the theoretical work is related to student performance including analysis and evaluation of drama. The equivalent of one (1) lesson per week is devoted to theory.

Although it is not compulsory, students of Drama are expected to participate in extra-curricular activities within the Performing Arts Department.

Notes:
(PERFORMING ARTS) MUSIC

What is music?
Music plays an important role in our everyday life and Music aims to introduce students to a wide range of styles, from “caveman” music through to the rock/pop scene. Students have the opportunity to play and sing music, to create their own “masterpieces” and to listen to and begin to understand music from all walks of life.

What benefits do students gain from the subject?
After Year 10, music can be continued into Years 11 and 12, and then can be included in a student’s assessment for tertiary entrance. The study of music can lead to a wide variety of job opportunities and often students contemplating early childhood/primary teaching find music very useful. Music enables students to develop in many ways – students can get to know others and enjoy working with them. Practical aspects provide an artistic outlet and assist with co-ordination.

Pre-requisites
Anyone with a love of or interest in music could handle music successfully. Being able to play a musical instrument, though useful, is definitely not essential. Students involved in the school instrumental program or learning voice or an instrument privately are strongly advised to choose classroom music.

Description
The course covers many different types of music including folk music, pop/rock music, music of the media, jazz, electronic and computer music. Students are involved in:
- practical music making - playing and singing in groups
- knowing about music - being able to discuss musical ideas and write down music
- listening to and understanding music – becoming more aware and informed listeners.

Resources
The music department is equipped with a number of acoustic guitars; a keyboard lab; 15 computers plus numerous tuned and untuned percussion instruments. As well, orchestral instruments are available on loan through the music department.

Assessment
Each semester students are required to complete one (1) music analysis exam, one (1) music writing task and one (1) performance.

Notes:
STEM

Why study STEM?
STEM refers to science, technology, engineering and mathematics. The importance of STEM disciplines for the future economic and social well-being of Australia cannot be underestimated. International research indicates that 75 per cent of the fastest growing occupations require STEM skills and knowledge.

The main purpose of STEM Excellence is to better engage students in science, technology, engineering and mathematics. It is meant to 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.

Who can take STEM?
To be successful in this subject you should be achieving at least a ‘B’ in English, Maths and Science.

What is studied?
Topics studied in Year 9 include:

- The Drone Challenge
- Rollercoasters
- Designing and building autonomous robots
- Designing and running real experiments on the International Space Station

Assessment:
Assessment will be set to develop individual and group research, thinking skills, problem solving and teamwork.

How much homework will there be?
Homework generally involves completing practical exercises, revising content and/or assignment work.

Notes: