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Course Selection in Year 9

All schools in Western Australia base their courses on the Guiding Principles developed by the School Curriculum and Standards Authority (SCASA). The Guiding Principles comprise of:

1. Western Australian Values of Schooling
2. Principles of Teaching and Learning
3. Phases of Schooling

The curriculum is divided into these eight learning areas:

- The Arts
- English
- Health and Physical Education
- Languages other than English
- Mathematics
- Science
- Society and Environment
- Technology and Enterprise

The school program at Leeming Senior High School covers these eight learning areas by offering students courses in each of the learning areas.

Reasons for students choosing additional time in some learning areas will depend on their aptitude, interests and goals. By studying at greater depth or breadth, students might, for example, be better able to cope with upper secondary courses, or specialize in the upper secondary years so that a capacity for post school studies at a State Training Provider or a university is enhanced.

Preference will be given to students who select to study a subject in both semesters.

Should parents need assistance in selecting a program of study appropriate for their children, they should contact the school to seek advice.
The Arts

In the Arts learning area, the students are given the opportunity to develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in Dance, Drama, Media, Music and Visual Arts.

Learning in all Arts courses is based upon the four common outcomes:

- Communicating Arts ideas.
- Using Arts skills, techniques, technologies and processes.
- Responding, reflecting on and evaluating the Arts.
- Understanding the role of the Arts in society.

It is recommended that in order to have time to develop and achieve at a high level, you follow your chosen Art form through two courses in any two years. If you wish to specialise in the Arts, it is recommended you select other complementary Art forms as your options.

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<th>Year</th>
<th>Dance</th>
<th>Drama</th>
<th>Media</th>
<th>Music</th>
<th>Visual Arts</th>
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<td>Film and Television 2</td>
<td>Special Music 4</td>
<td>Art 2</td>
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</table>

Dance

Movement Studies 1 (1DA091)

This is the first course in a series of four and it provides the students with a background in the fundamental skills of dance movements. It does not relate to any one specific style of dance but introduces students to the creation process, dance techniques and sequence building.

Movement Studies 2 (1DA092)

This course will continue to extend the students dance skills whilst looking at the different roles of dance within our society both past and present. We will explore the cultural patterns of the past and present from ritualistic dance through to the youth culture of today.

Drama

Starting Theatre (1DR091)

This course provides the students with the opportunity to develop specific performance skills including improvisation, whole class playmaking, mask, mime, puppetry and script interpretation. Students are also introduced to the various roles of the design and production team, including lighting, sound and set design.
Playbuilding (1DR092)

Building on the skills and techniques acquired from Year 8, the students in this course will have the experience of developing an original performance piece. Students’ gain awareness of the process of play building, from improvisation through to polished performance. Performances will be presented to an audience beyond the confines of the classroom, and through reflection, students gain an understanding of the role of Drama in society.

Media

Film & Television 1 (1ME091)

This course will give the students an understanding of how films and television programs are made. They will gain an understanding of the technical needs in television by recording their own programs and they will use video cameras to create a short film of their own.

Film & Television 2 (1ME092)

This course is for students who have an interest in writing, directing and editing their own films. Students will produce two films and complete a number of exercises to improve their skills with a camera.

Music

Instrumental Class Music 3 and 4 (1IM091 and 1IM092)

These two courses continue the development of musicianship skills and carry on from Special Music 1 & 2. (NOTE: Special Music courses are for those students learning an instrument through the school based scheme (SIM) or privately.)

The courses have two sections - Special Music, which is a timetabled subject (2 hours per week) and Instrumental/Ensemble which encompasses the student’s lessons on their instrument, for which they are withdrawn from normal timetabled classes, and their ensemble work (band, string ensemble etc) which is before or after school. The final assessment for these courses is based on all components.

A student learning an instrument privately can enrol in the Special Music courses but must be involved in the after school performing ensembles.

Visual Arts

Art 1 (1VA091)

This course is designed to increase the students’ drawing skills and give them experience in painting, printmaking, graphic art and/or sculpture. Students will also be able to work with clay and other popular craft activities. The course is designed to extend the students artistic talent and broaden their interest in the world of art.

Art 2 (1VA092)

This course is designed to further develop students’ drawing skills, and give experiences in painting, printmaking, graphic art and sculpture. Artists’ works will be viewed and discussed in relation to students’ work.

- Although this course offers the same studio areas as Art 1, different projects will be set. This course is suitable for students who are considering studying Art in upper school.
English

Year 9 English (2EN09)

As in other schools across the Nation, Leeming Senior High School English Department has prepared a program of study responsive to Australian Curriculum, English. This aims to develop students’ knowledge of language and literature and to consolidate and expand their literacy skills. More specifically it aims to support students to:

• Understand how Standard Australian English works in its spoken and written forms and in combination with other non-linguistic forms of communication.
• Learn Standard Australian English to help sustain and advance social cohesion in our linguistically and culturally complex country.
• Respect the varieties of English and their influence on Standard Australian English.
• Appreciate and enjoy language and develop a sense of its richness and its power to evoke feelings, form and convey ideas, persuade, entertain and argue.
• Understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings.
• Access a broad range of literary texts and develop an informed appreciation of literature.
• Master the written and spoken language forms of schooling and knowledge.
• Develop English skills for lifelong enjoyment and learning.

The knowledge, understanding and skills students will learn in the English curriculum are organised into developmental sequences called strands. The national English curriculum is built around three interrelated strands that support students’ growing understanding and use of English.

Language Strand: Students extend their understandings of how language works and learn to transfer understandings of language to different contexts, continuing to represent both personal and increasingly abstract ideas in a variety of ways.

Literature Strand: Students are introduced to increasingly sophisticated analysis of the differences between various kinds of literary texts, popular-culture texts, and everyday texts, developing understandings of how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

Literacy Strand: Students apply their emerging understandings of what makes a text valuable and appropriate when they read and create texts of sociocultural and personal importance, at increasing levels of sophistication and multimodality.

These three strands are integrated, along with the general capabilities: literacy; numeracy; information and communication technology; critical and creative thinking; ethical behaviour; personal and social competence; and intercultural understanding with the Cross Curriculum Priorities: Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia’s engagement with Asia and Sustainability into a comprehensive program of work which allows a pathway of development towards the upper school curriculum.

Students should complete at least eight main assessment tasks over the year, developing the communication, reading, writing and thinking skills essential to success in upper school. These tasks are outlined in the Unit Outline booklet, distributed to students in the first week of the school year, along with a detailed program of in-class work/homework and study support information. The tasks are designed to develop cognition and tasks are structured to Bloom’s Taxonomy of Thinking Skills. Due to the complexity of the understandings and the demands of the curriculum, it is expected that students will participate in at least an hour and a half of homework per week, comprised of assignment work, reading of assigned class texts [see appropriate booklist], study and contextual reading and the practice of writing skills. Programs have been differentiated for the AEP or extension class, and for the SAER group in order to meet the special needs and interests of these unique cohorts.
Health and Physical Education

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others’ health and well being.

The Health and Physical Education Learning Area Student Outcome Statements consist of four strands:

- Knowledge and Understanding
- Skills for Physical Activity (Movement Skills and Activity and Game Strategies)
- Self-management Skills
- Interpersonal Skills

Teachers in the Learning Area plan and monitor learning experiences that include attitudes and values.

<table>
<thead>
<tr>
<th>Year</th>
<th>General Physical Education</th>
<th>Health Education</th>
<th>Outdoor Education</th>
<th>Special Phys Ed</th>
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<tbody>
<tr>
<td>9</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Elective</td>
<td>Elective</td>
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<td>G.P.E.</td>
<td>H.E.</td>
<td>O. Ed 1</td>
<td>Racquet Sports</td>
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<td>O. Ed 2</td>
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Health Education

Health Education is a course designed to provide opportunity for students to develop:

- Knowledge and understandings that enable informed decisions for a healthy, active lifestyle.
- Attitudes and values that promote personal, family and community health.
- Interpersonal skills necessary for effective relationships and balanced lifestyles.
- Self-management skills which enable them to make informed decisions about health issues.

* Students will be provided with opportunities in a safe learning environment to progress along these outcome continuums.

Health Education (all students) (3HE09)

Personal Health in a Modern Society

In the Year 9 course students will continue to progress by looking at the health issues of:

- Drug awareness with an emphasis on alcohol and harm minimization strategies.
- Human sexuality, pregnancy and parenting.
- Prevention and awareness of lifestyle diseases.
- Nutrition and the impact of poor dietary choices.

Physical Education

The Physical Education component comprises the following courses:

- General Physical Education
- Outdoor Education
- Specialised Physical Education
**General Physical Education 2 (all students)**

Students will be provided with a learning environment that involves teaching games for understanding using a sport education model. This model allows students to actively participate and be involved in the following selection of sporting activities that provide the opportunity to demonstrate the appropriate learning outcomes:

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<th>Baseball</th>
<th>Soccer</th>
<th>Gymnastics</th>
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<td>Lacrosse</td>
<td>Softball</td>
<td>Handball</td>
<td>Touch</td>
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**Outdoor Education 1 (3OE091)**

The course is designed to provide the opportunity for students to demonstrate the Health & Physical Education Outcomes in a variety of learning environments.

The course focus is on survival skills in the aquatic environment through the opportunity to achieve the Bronze Star, and land based skills through roping and rock climbing.

All skills covered in this course will be relevant to prospective students enrolling in the Certificate II in Outdoor Recreation in senior school. **Students selecting this course need to be prepared for flexi-time arrangements, that is, start at 7.30 am or finish at 4.00 pm.**

**Outdoor Education 2 (3OE092)**

This course is designed to provide the opportunity for students to demonstrate the Health & Physical Education Outcomes in a variety of learning environments.

Through the activities of cycling, fishing, and basic first aid, the students will have the opportunity to acquire relevant skills to enable them to prepare and plan for outdoor-related pursuits.

The cycling skills lead into the Certificate II in Outdoor Recreation in senior school. **Students selecting this course will need to have a roadworthy bicycle and helmet and be prepared for flexi-time arrangements that start at 7.30 am or finish at 4.00 pm.**

**Special Physical Education 3 - Racquet Sports**

**Semester 1 (3RQ091)**

**Semester 2 (3RQ092)**

This course provides students with the opportunity to extend their skills, knowledge and game sense in the following racquet sports: Badminton, squash and tennis.

This course is beneficial to students interested in selecting Physical Education Studies or the Certificate II in Sports Coaching in senior school.
Languages

In the Languages area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own as well as practical skills that they can use in future social, cultural and vocational areas. Through Languages, students are also able to further develop their skills and understandings in English and of literacy in general.

Besides the strong link between the development of language skills and that of literacy in English, a Languages class provides a rich environment for deepening students’ understandings of language as a system by making comparisons between the target language and English. The increase in literacy skills gained from language studies enhances self-esteem and the motivation of students.

Language is the foundation of all human relationships. The process of learning a language allows students to understand better the world they live in. Opportunities are given to all Languages students to construct new knowledge, to develop communication and thinking skills and to enhance social skills to work with their peers collaboratively.

There are six learning outcomes for Languages. They all measure the students effectively and appropriately. The first three outcomes are:

1. Listening and Responding, and Speaking in the target language to communicate eg. tell news or have a discussion with a friend about which movie to see.
2. Viewing, Reading and Responding to a variety of texts in the target language and responding appropriately eg. identify key ideas in a newspaper article.
3. Writing a variety of texts in the target language, for example, write a postcard.

The next three outcomes are achieved within the context of the first three.

4. Cultural understandings are developed and applied in the use of the target language in order to appreciate and respect the differences between our culture and another.
5. The knowledge of the structure of the target language will allow students to comprehend and to create texts.
6. Language learning strategies to be acquired in order to enable students to understand and express themselves in the target language.

At Leeming Senior High School, the languages offered are French and Japanese.

Outcomes will be addressed in the context of themes/topics, for example, media, travel and tourism, fashion, lifestyles, leisure activities, current issues.

French

The French course is a year long (semester 1 and 2), outcome-based course, focusing on listening, speaking and responding, reading, viewing and writing. Through a range of topics and themes, and using the target language in the classroom, students develop a practical knowledge of French language and culture.

French (4FR091/4FR092)

Students will practice oral and written skills in everyday situations. Students will be able to obtain and give information and respond in both written and oral formats.

Topics include talking about travel plans, discussing people’s appearance, saying how you feel when unwell and discussing leisure activities - French food and shopping are especially popular.
Japanese

The Japanese course is a year long (semester 1 and 2), student-centred and outcome-based course, focusing on listening, speaking and responding, reading, viewing and writing.

The target language is used whenever possible. The grammar structures are analysed to enable students to achieve practical outcomes in Japanese language learning.

Through a range of topics students develop a practical knowledge of the Japanese language and an understanding of Japanese culture.

Japanese (4JA091/J4A092)

In this course students will improve their reading, viewing, speaking, listening and writing abilities. Both Hiragana and Katakana will be used and a small range of Kanji will be introduced. Topics include aspects of time, locations, school subjects, seasons, shopping, describing people, sports, hobbies and interests, places to go and daily activities.

Students will strengthen their communication skills and discover more about Japanese customs and culture. Students will practice giving and asking for information.

Students continuously extend their listening, speaking, reading and writing skills.

Other classroom activities include origami, cooking, singing, calligraphy, kimono wearing and so on.

Students will be given a chance to host a Japanese student and/or to travel to Japan.
Mathematics

Year 9 Mathematics (5MA091)

Mathematical thinking is important for all members of a modern society as a habit of mind for its use in the workplace, business and finance; and for personal decision-making. Mathematics is fundamental to national prosperity in providing tools for understanding science, engineering, technology and economics. It is essential in public decision-making and for participation in the knowledge economy.

Mathematics equips students with uniquely powerful ways to describe, analyse and change the world. It can stimulate moments of pleasure and wonder for all pupils when they solve a problem for the first time, discover a more elegant solution or notice hidden connections. Students who are functional in mathematics and financially capable are able to think independently in applied and abstract ways, and can reason, solve problems and assess risk.

Mathematics is a creative discipline. The language of mathematics is international and universal. The subject transcends cultural boundaries and its importance is universally recognised. Mathematics has developed over time as a means of solving problems and also for its own sake.

Mathematics (5MA091)

All year 9 students study the new Australian Curriculum. There are three content strands in the Australian Mathematics curriculum, namely:

Number and Algebra: Recent research has emphasised the connections between Number and Algebra. An algebraic perspective can enrich the learning of number and the integration of number and algebra, especially representations of relationships, can give more meaning to the study of algebra in the upper secondary years. This combination incorporates pattern and/or structure and includes functions, sets and logic.

Measurement and Geometry: There are many aspects of geometry that have obvious connections to measurement. Yet many aspects of location, for example maps, scales and bearings, are aligned with measurement, and the term geometry is more descriptive for the study of properties of shapes, and also gives prominence to logical definitions and justification.

Statistics and Probability: Although students are familiar with the terms data and chance, statistics and probability more adequately describe the nature of the learning goals and types of student activity. For example, it is not enough to construct or summarise data - it is important to represent, interpret and analyse it. Likewise, probability communicates that this study is more than the chance that something will happen. The terms provide for the continuity of content to the end of the secondary years and acknowledge the increasing importance and emphasis of these areas at all levels of study.
Science

Science is part of human experience and has relevance for everyone.

In the Science Learning Area students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet.

Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in everyday life.

Science education assists students to be active citizens by providing the understandings they need to be informed contributors to debates about sensitive moral, ethical and environmental issues.

It is important that students in all Western Australian schools appreciate and understand how the study of science presents them with opportunities for responsible decision making in their local, national and global communities.

**Science 9 (6SC09)**

All students in Year 9 will study Science for four hours per week. All six strands of the Australian Curriculum are included in the compulsory course in Science and they are:

- **Science Inquiry Skills** - Students test their ideas in a scientific way and direct their investigations to solve problems.
- **Science as a Human Endeavour** - Students develop an appreciation of how society uses science, how it impacts on our lives and the contribution scientists have made.
- **Earth and Space Science** - Students understand how the physical environment on earth and its position in the universe impact on the way we live.
- **Physical Sciences** - Students understand the scientific concept of energy and explain that energy is vital to our existence and to our quality of life.
- **Biological Sciences** - Students understand their own biology and that of other living things, and recognize the interdependence of life.
- **Chemical Sciences** - Students understand that the structure of materials determines their properties and that the processing of raw materials results in new materials with different properties and uses.

**ELECTIVE COURSE**

**Year 9 Science Enrichment**

This course is suitable for all students interested in and prepared to “get into science”. You are able to choose this elective as an addition to your 4 period general science course. This is hands-on science where you get to be a scientist and do some of the exciting things that science offers. Within the broad headings of lifestyle science, science at work and moving science you will get to do things such as:

- Gain an understanding of and build a simple electric motor.
- Learn about and carry out propagation of native plants.
- Design, build and explain scientific toys and phenomena.
- Carry out chemical investigations.
- Study alternative energies.
- Study Wetland Ecology
- Forensic Science

Students may choose either or both of the following units: (6SE091) - Semester 1 - 2 periods per week. (6SE092) and/or Semester 2 - 2 periods per week.
Science and Technology Academy Students

The STA program at Leeming Senior High School is an officially recognised Specialist Program. Academy students are encouraged to participate in the many extra-curricula activities available to them at Leeming Senior High. The greater your involvement, the more you will gain from the programme. Activities include:

- Science Quizzes
- Science & Engineering Challenge
- Astronomy Camp
- Science Talent Search
- Inventor of the Year
- Aurecon Bridge Building
- Guest Lectures
- Robo Cup
- Excursions, etc. etc.

A special initiative of the Academy is the opportunity to be part of the biannual tour. The 2007 and 2011 Tours to the Science Festival in Canberra and our 2009 and 2013 Tour to Space Camp in USA provided wonderful opportunities for our Academy students.

Students who have been selected into the Science and Technology Academy should choose from the following courses (Academy members should select at least one of these courses in each semester):

- Science Enrichment (see under Science) and/or any course that has a significant Technology component (see Digital Media, Games Design under Business and Information Technology; or see Computer Drawing, Design and Graphics and Photography under Design and Technology).

Participation in these courses contributes to the point students earn for their STA Awards.

For details on how to become an Academy member, please refer to the website.
Society and Environment (Social Studies)

The Society and Environment learning area develops students’ understanding of how and why individuals and groups live together; interact with, and within their environment; manage resources and create social systems.

Students are encouraged to apply their understandings and skills to their own lives, in developing environmental consciousness, social competence and civic responsibility. In doing so, they are engaged in actively exploring, making sense of, and contributing to improving the world around them.

The basic aim of the learning area is to give students the ability to make reasoned and informed decisions as citizens of a culturally diverse, democratic society.

All students will be required to study Society and Environment for four hours per week. As Year 9s, students will study the four courses as outlined below:

Society and Environment Year 9
(All Students) (7SE09)

The Making of the Modern World
The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change. It was an era of nationalism and imperialism, and the European settlement of Australia was part of the expansion of European power. The period culminated in World War 1, 1914-1918, the ‘war to end all wars’.

Cultural Studies: Asia
In this course students examine the diverse nature of Asia as a whole and case study selected Asian countries to further their knowledge and understanding of historical, cultural, geographic and economic concepts and issues relating to those countries.

Resources Management and Enterprise
In this course students develop an understanding of how innovative management and enterprise practices optimise the efficient development of limited resources. In addition students develop knowledge and understanding of how workplace organisation and practices influence the extent to which people are productive and satisfied in their work.

Australian Geography
This course gives students an understanding of the variety of land-forms, climate and vegetation types which exist in Australia and how these impact on population distribution patterns.

The Australian Curriculum will provide the direction for History based courses in year 10.
Technology and Enterprise

In the Technology and Enterprise learning area, students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments.

Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and processes to create solutions that consider the short- and long-term impact on societies and environments.

Students work within the contexts of: Business and Information Technology; Design and Technology; and Home Economics.

Technology and Enterprise Learning Outcomes cover:

- Technology Process
- Materials
- Information
- Systems
- Enterprise
- Technology Skills
- Technology in Society

Students may choose to study one context in depth or alternatively they may choose a number of contexts in order to broaden their experiences in this Learning Area.

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<thead>
<tr>
<th>Year</th>
<th>Business and Information Technology</th>
<th>Design and Technology</th>
<th>Home Economics</th>
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<tbody>
<tr>
<td>9</td>
<td>Digital Media</td>
<td>Woodwork</td>
<td>Food</td>
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<td></td>
<td>Games Design</td>
<td>Metalwork</td>
<td>Fashion</td>
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<td>Computer Drawing, Design and Graphics</td>
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<td>Mechanical Workshop</td>
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<td>Photography</td>
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Business and Information Technology

The wide-ranging courses offered by the Business and IT department give students a wealth of knowledge and opportunity to experience the world of business and technology. We provide students with valuable skills and knowledge in a range of diverse subjects which include:

- A variety of software packages
- Personal finance
- Legal Studies
- Accounting

Our aim is to prepare all students to meet the demands of a changing world and to equip them with valuable skills needed in their personal lives and the workplace. We aim to produce citizens who are able to interact and make informed decisions upholding their core beliefs and values in their place in our world.

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<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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<tbody>
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<td>Digital Media 1</td>
<td>Digital Media 2</td>
</tr>
<tr>
<td>Games Design 1</td>
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The courses offered are all independent - that is you do not have to take Digital Media in first semester to be able to do Digital Media in semester two (but you may do so if you wish!)

**Digital Media 1 (8DM091)**

In the digital world of today, an understanding of graphics and their manipulation is not just for personal use, but it also impacts on a wide range of industries from gaming to film, architecture to marketing

This course provides students with a basic understanding of the digital media area. Students work with presentation, graphics, animation and web design software to develop specific technology skills, whilst also creating a portfolio of work samples.

**Digital Media 2 (8DM092)**

This course allows students to develop and to further enhance specific technology skills in the areas of graphic manipulation, animation, web design and audio creation. The course includes the use of a variety of software programs and hardware including graphic tablets, digital cameras, video cameras and microphones. Students will use their skills to develop a variety of individual and collaborative projects.

The course suits students with an artistic and/or creative interest in digital media.

**Games Design 1 (8GM091)**

In this course students will develop their own computer games (using Game Maker software) and develop an understanding of the role of computer games in society today. This course introduces the concepts of computer programming through game designing.

It is an ideal introduction to learn a fun and interactive programming tool. Students will gain valuable feedback about the game from testing it themselves and from the feedback of others in the class they have challenged to play.
Games Design 2 (8GM092)

This course allows students to develop and/or to further enhance their skills in the development of computer games. Students will develop and test their skills using software that will give particular focus to developing “sprites”, visual, audio and scripting elements of computer games. Students will be able to convert the idea of the game they have in their head to an actual game that they can play, possibly even compete against others in the class. The course also explores the impact of games in our society today.
Design and Technology

Design and Technology courses capitalise on student willingness to engage in the practical application of knowledge by providing a variety of experiences to accommodate their interests, aspirations and learning styles. Design and Technology learning experiences are also interdisciplinary in that they include outcomes for students that are scientific, mathematical, graphic, aesthetic and historical.

Students develop the knowledge, skills and techniques involved in designing and making products. They have opportunities to generate proposals, communicate their ideas and practices using a variety of visual media and to select materials, techniques and equipment to make products from their designs and plans. Through this process, Design and Technology students learn to think creatively and critically and to develop individual and collective responsibility.

Above all, student engagement in the practical, “hands-on” processes of a workshop environment remains the recognised strength of this area. Safety in thought and action is emphasized in all Design and Technology courses.

Each Design and Technology course runs for a semester, students may choose one or both courses in a context. It is not a requirement for students to have completed the first unit to enrol in the second unit.

Computer Drawing, Design and Graphics 1 (8TD091)

Students enrolled in this subject will use Autodesk products, including CAD (Computer Aided Drawing), 3D modelling software, graphics software and sign-writing software to produce technical drawing, 3D models, graphic images and vinyl stickers. Students will attain basic skills used in drafting, architecture engineering and graphic design. In the purpose built design lab, students will have 1 to 1 access to computers and specialist software, printers, plotters and vinyl cutters. Students will be exposed to basic design principles and techniques and will produce a folio of work demonstrating their skills and understanding of the topics covered in the semester.

Computer Drawing, Design and Graphics 2 (8TD092)

Students will not be disadvantaged if they do not enrol in Computer Drawing, Design and Graphics 1. Students wishing to enrol in the semester two course without enrolling in the semester 1 course should read the course description above. Students continuing in semester two will continue to use industry standard software and equipment to develop skills used in drafting, architecture, engineering and graphic design. Students will be extended with more detailed and difficult tasks which will further develop the skills that they developed in semester one. Students will add to their folio of work from semester one and produce a comprehensive record of work completed throughout the year.

Mechanical Workshop 1 (8ME091)

Students will develop skills in working on small engines as well as using oxy-acetylene welding equipment. They will be directed through tasks that will involve servicing, repairs and stripping engines enabling the students to understand how four and two stroke engines operate. They will be taught how to use oxy-acetylene equipment safely to bend, form and weld various steel sections.

Mechanical Workshop 2 (8ME092)

Students will work on multi cylinder engines and be introduced to gas metal arc (MIG) welding. They will strip and reassemble engines, remove and replace car parts and learn vehicle service skills. Students will continue to develop oxy-acetylene welding skills and learn to weld different steel sections using a MIG welder.
Metalwork 1 (8MW091)

In this course students are encouraged to use a variety of specialist hand tools and equipment. Through safe working practices students are introduced to a wide range of metals and construction techniques. Students complete one compulsory project and then may produce a variety of models to demonstrate their achievement of the course outcomes.

Metalwork 2 (8MW092)

In this course students are encouraged to be involved in project development from the design to construction stage. Manipulative skills with machine and hand tools are developed to a high degree of competence. Students complete one compulsory project and then may choose to develop a range of skills by undertaking a number of different activities or concentrate their skill development through another major project.

Photography 1 (8PH091)

This course introduces students to the principles, techniques and materials used in Photography. This course is practically based using Nikon digital SLR cameras. Images are produced digitally using iMac computers, Adobe software including Photoshop and output using Epson inkjet and laser printers. Practical assignments are photographed at locations away from the school to offer the students a greater variety of environments and opportunities in image capture. Students will produce a paper and digital portfolio of their semester's work. The knowledge gained will also allow students to better understand and interpret images in our increasingly visual world.

Photography 2 (9PH092)

In this course the students are able to broaden their camera, processing and presentation skills. The course is practically based with the work completed digitally using Nikon digital SLR cameras. Students will also use Adobe Photoshop, Photomatix and iWork software to complete coursework, produce images and complete a digital portfolio. Practical assignments are photographed at locations away from the school to offer the students a greater variety of environments and opportunities in image capture. The knowledge gained will also allow students to better understand and interpret images in our increasingly visual world.

Woodwork 1 (8WW091)

This practical course develops and expands student knowledge and hands-on skills for working with wood and wood products. Students construct a variety of projects which involve the correct and safe use of a range of hand and power tools. Students learn to interpret working drawings and to modify designs to suit their personal requirements and preferences. Students are introduced to the design process and have the opportunity to apply these steps in the construction of small personal projects.

Woodwork 2 (8WW092)

In this extension of Woodwork 1, students continue to build and refine their skills in working with a range of materials using hand tools, power tools and specialised machinery. Spray finishing techniques are also introduced to enhance the quality of finished products.

Students develop procedures for the construction of a variety of teacher directed projects as well as designing projects of personal choice. Skills in project planning are extended by familiarising students with the process of project costing.
Home Economics

The central focus of Home Economics is about the well-being of people in their everyday lives. In Home Economics classrooms, students have the opportunity to design and produce using a range of materials to meet identified needs. They also develop and implement systems through food preparation and clothing construction and develop resources to promote a range of consumer issues. Students are encouraged to work independently, explore alternatives and to develop enterprising skills.

Semester 1

Foods – Naked Ingredients
Fashion and Design 1

Semester 2

Foods – Fun Foods
Fashion and Design 2

The courses run independently each semester and students may choose any course in any semester.

Each food course runs for a semester, students may choose one or both courses.

Foods 1 (8FD091) – (Naked Ingredient)

The students will explore a range of food items that will form the basis of this Naked Ingredients course: fruits, vegetables, grains and cereals, dairy foods, meat, eggs, fish and poultry. What they look, feel, and taste like are investigated by making interesting and tasty dishes with them. Why they are important in the diet and meal plans such as snacks, breakfast, lunch and dinner are also looked at.

Food 2 (8FD092) - Fun Foods

Fun Foods is aimed at giving students the skills and knowledge that are needed to produce quality products to solve a given problem or task. These include outlets in The Big Picture Movies Food Hall – Thirst Quenchers, Build Your Own Burger Bar, Super Star Spuds, The Sweet Tooth and a range of cooking for the outdoors with picnic baskets, barbecues and The Basket Giveaway.

Fashion and Design 1 (8FAS091)

Fashion and Design will provide you with inspiration from the fashion world. There will be samples and examples of projects for you to choose from to create and decorate. Add your own designs on to clothing or craft items. You will be looking at colours, textures and patterns. This is a practical course where students will choose what they want to make and develop their sewing and craft skills on the way.

Fashion and Design 2 (8FAS092)

More inspirations from the fashion world. Students will have the opportunity to choose from a range of projects to produce what they want to make. You will also look at methods of decorating materials, clothing and craft items.