

# **Middle School Subject Selection Booklet 2019**

**Shalom College**

*For Year 9 and Year 10 students in 2019*

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## Introduction

All students entering Year 9 in 2018 will study a total of eight subjects. Four of these subjects will be core subjects studied throughout the year and four will be elective subjects studied for one semester each. Year 10 students will study six core subjects throughout the year and four elective semester modules (two per semester).

## Core Subjects

Core subjects are compulsory for all students in Years 9 and 10. The Year 9 core subjects are:

- Religious Education
- Core Studies A (Mathematics and Science)
- Core Studies B (English and Humanities & Social Sciences)
- Physical Education

Students will continue to spend most of their time in Core Studies. However, these teachers will work with the students with a more explicit focus on each of Mathematics and Science under the umbrella of Core Studies A and English and Humanities & Social Sciences under Core Studies B.

Year 10 is part of the Senior school. It is a transitional year where students continue and complete core studies with a focus on “filling gaps” and “building bridges” toward future studies and work. In Year 10 all core subjects are treated as discrete subject areas. The Year 10 core subject areas are:

- Religious Education
- English
- Humanities & Social Science (History, Geography and Social Science)
- Mathematics
- Physical Education
- Science

In the core subject areas of English, Mathematics, Science and Humanities & Social Science, modules will be offered in Semesters One and Two to allow students to continue to make the necessary transitions into relevant Senior subjects. The Australian Curriculum will be taught in the core subject areas of English, Humanities & Social Science (History, Geography and Social Science), Mathematics and Science from Years 8 to 10.

## Elective Subject Areas

The elective subject areas proposed for 2019 are:

- Art
- Business Education
- C.A.D and Design
- Dance
- Digital Technologies
- Drama
- Engineering Technologies
- Food Technology
- Industrial Skills
- Japanese
- Media Studies
- Music
- P.E. (elective in Year 10)

Descriptions of each elective subject area (including associated Year 10 elective semester modules) are provided on following pages. While potentially disruptive, elective subject areas and semester modules may be changed within the first two weeks of the semester if necessary. Procedures for requesting a change are outlined in the *Student Record Book*.

## Subject Selection

Subject selection for both Year 9 electives and Year 10 modules is completed on-line using the *EdvalChoice portal* [<https://spring.edval.education/login>]. Instructions including a link will be sent to students via their school email account. Students will select, **in order of preference**, elective subject areas for Year 9 or semester modules for Year 10, along with reserve preferences.

While it is likely that most students will receive their first preferences, some elective subjects and semester modules offered initially for selection may not proceed. The Principal reserves the right to determine subject viability and class membership based on merit if necessary. Students who have selected a subject or module that does not proceed will be allocated a reserve subject.

We hope that parents and students will collaborate in the choice of elective subjects and modules. Some issues to be considered when making choices are:

- interest in subjects
- performances to date in subjects
- possible subject choices for Years 11 and 12
- possible future employment or career directions.

A **Course Planner** is included with this booklet to assist students and parents and as a record of choices. The course planner is for personal use only and is not submitted as part of the subject selection process.

In addition, a **Curriculum Overview** is included to illustrate how subject areas develop through the College from Year 7 to Year 12. Note that the Senior curriculum is about to change and new subjects, commencing 2019, are listed in the overview. Parents and students wishing to plan Year 10 courses while considering Year 11 and 12 pathways are welcome to access the Shalom Senior Subject Selection Guide 2019 to read further about future courses. [<http://www.shalomcollege.com/curriculum/forms-publications/>]  
Students do not have to follow subject area pathways once selected: there is flexibility until the commencement of Year 11 studies, where the new senior courses require consistent study patterns. While there are no prerequisites for the study of subjects such as Accounting and Dance in Years 11 and 12, it is useful to have taken related subjects in Years 9 and 10 such as Business Education and Dance respectively.

**It is strongly recommended that students who intend to take Senior Japanese select Japanese in Years 9 and 10.**

## Advice

All staff at Shalom College are available to offer advice in relation to subject selection. However, subject specific queries should be directed to Learning Area Coordinators. Queries related to curriculum policy should be directed to the Assistant to the Principal (Curriculum).

## Middle School Subject Selection Time-Line

20 August 2018	Briefings of Year 8 and 9 students on subject selection processes
21 August 2018	Links to on-line subject selection facility ( <i>Edval WebChoices Student Portal</i> ) emailed Publication of Middle School Subject Selection Booklet Middle School and Year 10 Subject Selection Information Evenings
31 August 2018	Submission of signed <b>WebChoices Receipt</b> , subject selection for Years 9 and 10 in 2019

# Art

## Why study Art?

For many students, Years 7 and 8 Art were the first real experiences in schooling where they were confronted with studying and exploring their immediate physical, emotional and spiritual environment through making. Students who choose to continue the study of Art will be exposed to more sophisticated and challenging ways of exploring and knowing their environment through the making and appraising of artworks. The creative skills and thinking strategies developed in Art can lead into employment areas such as advertising careers, design (graphic, fashion, environmental, industrial), film & television, animation, ergonomics, photography, publicity and education.

## What is studied in Art?

Students will make and appraise artworks within a framework where the process of image making is emphasised in terms of idea development as well as practical skill development and application.

In Year 9 activities will be organised within ten-week blocks based on studio areas including:

- ceramics
- drawing
- painting
- sculpture

Year 10 semester modules available in Art include:

### *AR02 Contemporary Sculpture*

- Ceramic hand-building techniques, moulding, glazes, raku
- Traditional processes with contemporary creative outcomes
- Assemblage where new forms and purpose is brought to inanimate found materials

### *AR03 Design – Form vs Function*

- Graphic design with its aesthetics, visual communication, advertising and corporate imagery
- Product design investigating ergonomics and complex problem solving
- Fashion design

### *AR04 Painting – Pop, Props & Shots*

- Painting media, styles and the communication of complex ideas through imaging making
- Photographic processes of photomontage, photograms
- Imagination, observation, experimentation and creation in a largely two-dimensional format

## How are students assessed?

Students will be assessed by practical folio in the making of artworks and by written activities in the appraising of artworks. Practical folios comprise artworks that the student has researched, developed and resolved with increasing independence as the course progresses. Written activities involve researching, developing and resolving responses to artworks in extended written form (research tasks).

Students could expect to complete two practical folios and one written task as assessments each semester.

# Business Education

## Why study Business Education?

Business activity affects the daily lives of all Australians as they work, spend, save, invest and travel. It influences jobs, incomes and opportunities for personal enterprise. 'Business' refers to enterprising endeavours undertaken to meet human needs and wants. Business, economic and legal activities impact on and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs.

Students studying Business education in their secondary schooling gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. They will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters. This will result in improved economic, consumer and financial literacy skills.

Our modern economic environment necessitates the need for everyone to understand the role of technology in society. Business Education incorporates current information technologies across all our courses so that student gain knowledge and mastery of skills tools utilised in business enterprises today.

## What is studied in Business Education?

In Year 9 topics are aimed at providing students with a broad cross-section of areas related to business, technology and financial literacy and include:

- Introduction to Accounting – five types of accounts, accounting equation, financial reporting, analysis of profitability ratios
- Managing Risk and Reward – looks at how people manage their finances with special attention on strategies for minimising risks and maximising rewards
- ESSI Money – Earning, Saving, Spending and Investing, an interactive financial literacy platform.

Year 10 semester modules available in Business Education include:

### ***BU01 Business Enterprise***

- Business Ventures – creating and running your own small business
- Economic Performance of Public Companies – ASX Sharemarket Game
- Small Business analysis and Sole Trader Case Study

### ***BU02 Business & Finance***

- Accounting process from Journals to Trial Balance
- Integrated Accounting computer package – MYOB
- Bank Reconciliation

### ***BU03 The Business of Living and the Law***

- Introduction to the Australian Legal System
- Introduction to Criminal Law
- Consumer Law

## How are students assessed?

A range of techniques will be used to allow student to demonstrate their skills and knowledge. These will include the practical demonstration, class tests, group work, assignments and examinations.

# C.A.D & Design

## Why study Computer Aided Drafting & Design?

The ability to problem solve and communicate effectively has always been important; in today's technological society it is even more so. Speech and writing are not always adequate for our communication needs. The rapid expansion of knowledge and the increasing complexity of society has necessitated the design and considerable use of many graphic forms (such as diagrams, charts, graphs, pictorial drawings and technical drawings) to supplement or replace the spoken or the written word.

It is highly desirable that all students be given the opportunity to gain a basic knowledge of the various means of design and graphic communication and to become reasonably competent in applying that knowledge to any field of learning in which they may become involved. Any improvement in the ability to communicate serves to provide students with a better preparation for further education and for further occupations. Years 9 and 10 Graphics are aimed at assisting students in that preparation.

## What is studied in C.A.D & Design?

Students studying C.A.D and Design in the middle phase of schooling will become familiar with:

- The use of industry standard Computer Aided Drafting (CAD) software
- The use of a design process to create designed solutions
- Sketching techniques and basic prototyping skills
- Identify design factors and formulating design criteria
- Critique and evaluate ideas and products against design criteria; and,
- Justify decisions and make recommendations.
- Nature of graphical information associated with standards and conventions.
- Techniques for manipulating graphical information.
- The use of 3D modelling and programming to utilise 'Computer Numerically Controlled' (CNC) devices and machinery to design, prototype and manufacture artefacts.

This will be achieved by studying:

- Materials and equipment
- Plane geometrical drawing and construction
- The use of industry standards Computer Aided Drafting (CAD) software to produce virtual products, drawings and concepts
- The modelling of artefacts for production on Computer Numerical Controlled (CNC) machinery including 3D printing, milling and turning
- Sketching, designing and rendering of concepts, ideas and solutions for complex graphical design based challenges

In Year 9 students investigate the use of the elements and principles of design as part of a project based assignment using the design process. They analyse the forms and sources of graphical information. They use accepted construction and presentation standards to transform and transmit information and present solutions to design challenges for different audiences.

In Year 10 one semester module is offered:

### ***DT03 C.A.D & Design***

DT03 C.A.D & Design will be the extension of curriculum taught in Year 9 and will explore and develop graphical concepts and problem solving in more detail. Additionally, this subject will act as an introduction to the senior subjects; 'Design' and 'Industrial Graphics Skills' and will explore the basic concepts to be developed in the Senior curriculum. The content is also useful to students considering the study of Engineering, Certificate 1 in Construction, Certificate 1 in Engineering, and Furnishing Skills.

## How are students assessed?

Students will be assessed by a production of a folio containing practical drawings (formative assessment), drawing tests and design portfolio based assessment.

# Dance

## Why study Dance?

Dance is a human activity that evolved from ancient traditions as a form of expression. Different cultures throughout history have refined and manipulated movement to communicate meaning through dance. Dance involves structuring gesture and motion to convey an idea, story, image or feeling, using the body as an instrument of communication. Students learn not only how to manipulate the body to convey meaning but also personal and social skills.

## What is studied in Dance?

In Year 9 students study the foundations of dance.

This may include:

- Safe dance practices
- Review elements of dance
- Performances (Shalom Showcase, Shalom Dance Night)
- Styles of dance include: classical, jazz, tap, contemporary and hip hop
- Ritual dance/multicultural dance
- Review writing

Year 10 semester module available in Dance is:

### *DA01 Dance Technique*

- Contemporary dance technique
- Adshad analysis model
- The development of modern dance

## How are students assessed?

By the end of Year 10, students *analyse* the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They *evaluate* the impact of dance from different cultures, places and times in both the Australian dance scene and the international dance scene.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

### *Additional special requirements*

- Uniform – Black tights or pants, plain black leotard (girls) or fitted black shirt (boys), black jazz shoes and contemporary foot undies. (Other footwear may be required throughout the course of study)
  - Students may be expected to purchase or make costumes for specific performances
  - There will be attendance required at performances and rehearsals outside school hours
  - The subject requires a definite commitment to group rehearsal, sometimes outside of class time
- N.B: There is a mandatory requirement to perform at the annual Shalom Dance Night if taking Dance as a subject**

# Digital Technologies

## Why study Digital Technologies?

Information and communication are increasingly interlinked and mediated by technology in the 21<sup>st</sup> century. In a world that is increasingly digitised and automated, Digital Technologies provides opportunities for students to innovate in the information age. Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions.

Digital Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students design and create innovative digital solutions using computational thinking. Students will also use digital systems to efficiently and effectively automate the transformation of data into information and creatively communicate ideas in a range of settings.

## What is studied in Digital Technologies?

In Year 9, students will have the opportunity to analyse problems and design, implement and evaluate a range of digital solutions, such as:

- Game development
- Robotics
- Information systems
- IOT (Internet of Things)

In Year 10, one semester module is offered:

### *MS02 Digital Solutions*

- Algorithms and coding
- Information systems and databases
- Web application development
- Human computer interaction
- Artificial intelligence and robotics

## How are students assessed?

Digital Technologies will be assessed through a variety of instruments including examinations and in-class tasks and assignments.

# Drama

## Why study Drama?

Drama is an academic discipline and an outlet for creative energy. As well as developing an understanding of drama and learning essential dramatic skills, students develop effective social interaction, self-discipline and confidence. With an accent on the development of life skills through their drama studies, students are also able to examine their own values and make reasoned moral judgments. Personal communication skills and social understanding of the communication process are fostered.

## What is studied in Drama?

In Year 9 Drama students explore:

- The techniques of drama including improvisation, stage acting and play building
- The Elements of Drama, play-building and the foundations of drama
- Evening public performance of short scripts/one act plays in groups
- Viewing and analysing professional and student performance work

Year 10 semester modules available in Drama include:

### *DR01 Theatre for Change*

- Documentary and Collage Theatre – a study of a style of theatre that can be used to empower members of our communities. A time for students to become aware of the world around them.
- Students will prepare a full class Collage Drama for public performance

### *DR03 Performance Design & Technology*

- Stage, make-up and costume design
- Lighting and sound
- Event management
- Film, TV and Media development and analysis

## How are students assessed?

By the end of Year 10, students **analyse** the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, **interpret**, perform and view. They use their experiences of drama practices from different cultures, places and times to **evaluate** drama from different viewpoints.

Students **develop** and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They **select** and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

### *Additional special requirements*

- Attendance at selected dramatic performances, outside school hours is expected
- A commitment to group rehearsal, sometimes outside school hours
- Students are required to be involved in evening performances; this is a requirement for participation in both *Yr 9 Drama* and *DR01 Theatre for Change*

# Engineering Technologies

## Why study Engineering Technologies?

Engineering Technologies explores the relationships between technology and society and helps students become informed, responsible and responsive users and creators of technology. Knowledge, resources, materials and processes are used to develop a range of solutions to design challenges. Students respond to real problems based on identified human needs, potential improvements or advances.

Engineering Technologies provides opportunities for students to develop skills in strategic and creative thinking, practical problem solving, information analysis, and project management. It challenges them to understand and appreciate technological innovation and its impact on society. It provides a basis for further education and employment.

Opportunities for further studies include:

- Subjects such as Engineering and Design in Years 11 and 12
- University studies (Architecture, Built Environment, Engineering, Design & Technology, Teaching)
- TAFE studies (Prevocational, Trades, Associate Diploma in Engineering/Architectural Construction)

Possible careers related to Engineering Technologies include:

- |                           |                          |                            |
|---------------------------|--------------------------|----------------------------|
| • Aircraft related trades | • Electrical service     | • Mechanical fitting       |
| • Air conditioning        | • Electrical engineering | • Mechanical engineering   |
| • Architecture            | • Electrical fitting     | • Industrial design        |
| • Auto electrical         | • Teaching               | • CNC programing/operating |

## What is studied in Engineering Technologies?

Engineering Technologies engages students with design challenges where they:

- consider sustainable design when developing innovative ideas and producing products;
- explore and analyse design factors to develop ideas and produce products through the application of manufacturing technologies and materials to confirm or realise their design decisions;
- critique and evaluate ideas and products against design criteria; and,
- justify decisions and make recommendations.

Areas of study include:

Safety	Structures	Technology and the environment	Materials
Tools and processes	Mechanics	Electronics	Mechanisms
Energy	CNC machinery	CAD machinery	Emerging technologies and materials

In Year 9 set projects will consist of approximately 50% theory and 50% practical components and in Year 10 40% and 60% respectively.

Year 10 semester modules include:

### ***DT04 Engineering - Hydraulics***

Design, make and appraise projects, primarily using laser cutting equipment that is based upon timber, plastic and pneumatic/hydraulic foundations.

### ***DT05 Engineering - Solar***

Design, make and appraise projects, primarily using solar panels that is based upon various materials and mediums, engineering, electronics and vacuum forming.

## How are students assessed?

Assessment for Engineering Technologies in the Middle School is via a folio of task booklets, which incorporate

theory, design and evaluation. The course will integrate the task booklets with theory tests and assignments. Practical expertise is developed through the successful realization of projects and completes the course folio.

## English (Core Studies B)

*(core subject)*

### What is studied in English?

The English program at Shalom College is designed to meet the needs, interests and abilities of a wide range of students and to prepare them for the various roles in life. In Years 7 and 8 English is integrated with Humanities in Core Studies B. In Years 9 and 10, English assumes its individual, discrete subject status.

Our goal is to develop and refine the student's ability to compose, comprehend and present spoken and written English, fluently, appropriately, effectively and critically - for a wide range of personal and social purposes and specified audiences.

Year 10 students wishing to undertake English as part of a tertiary entrance pathway **must** select **EN01 English**, that provides the necessary foundations for the General subjects English and/or Literature in Years 11 and 12. While the (General) English course covers analytical, persuasive, imaginative and reflective genres, the (General) Literature course deals specifically with analytical and imaginative genres only. In preparation for senior English studies, all Year 10 students must read widely and work independently and responsibly as they also progressively learn to self-edit their work and to conference with their class teachers. Effective time management is vital.

Students who have difficulties with literacy should choose **EN02 Essential English**. In this subject, students consolidate basic literacy skills with a view to selecting Essential English in Years 11 and 12. Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education and work. Students planning to undertake (General) English or Literature in Years 11 and 12 should not select this subject.

### How are students assessed?

The assessment program in English involves spoken, written and multimodal tasks conducted under either supervised or open conditions. Students are set 20-30 minutes of homework each lesson, that should occupy them for 20-30 minutes each night. At times, this will involve preparation for assignments and exams.

## Food Technology & Hospitality

### Why Study Food Technology & Hospitality?

When it comes to food, more and more Australians are now realising the importance of information and education not only in the production of eye-appealing food for themselves and their families, but also in being aware of the nutritional value (or otherwise!) of the foods being prepared. Australia, as a multicultural society has many diverse cultural influences and is also one of the most fertile and wide-ranging producers of fresh natural food products. This allows us to have access to produce year-round –

a luxury many people in other countries do not have. Many of our farmers and primary producers are becoming more and more innovative in what they grow as nutrition and diet become far more important issues in our lives. The writing of the new Australian Curriculum has required much disciplinary discussion, as home economics and food specialisations have been incorporated and blended within two curriculum areas – Health and Physical Education and Technologies: Design and Technologies (McVittie, 2010, pg. V).

The hospitality industry has experienced enormous growth as a result of the effective promotion of domestic and international tourism, with Queensland being the main beneficiary. Another reason for this growth is our changing lifestyle. Australians now have more opportunities to participate in leisure activities and business travel. As a result, an increasing number of meals in Australia are bought as take-away meals or meals eaten away from home and the catering sector has the challenge of meeting new demands and opportunities in a changing society. Meeting this challenge requires continuing growth in job and career opportunities in the hospitality and catering industry. Future demand for people with specialist training and skills in food and beverage studies at operative, supervisory and management levels is promising.

Food Technology and Hospitality has been developed to in response to increased interest in food skills and form a good introduction to Food and Nutrition and Hospitality subjects in Years 11 and 12; with courses that allow students to explore food preparation and nutrition as a life skill, leisure activity, growth industry area, source of future employment and avenue to further study. Food Technology and Hospitality also encourage the development of self-reliance, personal responsibility, personal management and cooperative effort, with particular emphasis on accepting responsibility for safety and the wellbeing of others.

## What is studied in Food Technology & Hospitality?

In Year 9, **Food Technology** is a ‘hands-on’ subject in which students will cover both theoretical and practical aspects of the following topics:

- Safety and hygiene in the kitchen (Safe work practices when operating equipment and applying techniques)
- Kitchen and personal hygiene
- Food Preparation Skills and the on-line safety induction program ‘On Guard – ACEPro’
- Working methods & metric measurement
- Equipment
- Methods and principles of cookery (dry versus wet methods)
- Principles of techniques to complete food preparation e.g. stir-frying, low-fat cookery
- Why do we cook? What happens when food is prepared and cooked? (Food preparation techniques: methods and procedures to ensure quality food products; equipment that matches food preparation technique)
- Food and the senses
- Baking, eggs, dairy, sugar, starch, lipids, food intolerances
- Food for thought? Environmental impacts, buying local, fresh and seasonal products
- Current trends in healthy eating e.g. vegetarian diets, celebrity diets, organic foods

Year 10 semester modules available in Hospitality include:

### ***HO01 Hospitality A - Catering for an Event***

- Types of menus, styles, table settings and service
- Procedures involved in the efficient

### ***HO02 Hospitality B - Production, processing, preservation, packaging***

- Making and presentation of food items suitable for gifts or sale

- management of a catering event.
- Main courses, vegetables and salads
- Desserts and sauces
- Rice, pasta, breads and batters
- Elements of traditional Australian Cuisine
- Multi-cultural cookery
- Menu planning, table setting and food service
- Catering for large and small groups
- Production and presentation of menu items
- Packaging and storage – long and short term
- Food preservation and causes of food spoilage
- Labelling and presentation
- Food processing and technology
- Prepare hot and cold desserts
- Costing of recipes and calculation of profit
- Production and presentation of menu items
- Chemistry of Cooking

## How are students assessed?

- Practical cookery - Skill and application through continuous cookery, practical exams.  
 Term exams - Knowledge and understanding short response style exams  
 Assignments - Knowledge, Application, Skill  
 Parent Dinner - One compulsory practical night time assessment (Yr. 10 HO01 only)  
 Homework Tasks - Application

Students must be prepared to bring ingredients and cook when required. On most occasions, ingredients will be provided at school.

# Humanities & Social Sciences (Core Studies B)

*(core subject)*

## What is studied in Humanities & Social Sciences?

Humanities & Social Sciences at Shalom College focuses on the discipline areas of History and Geography in the Middle School. Students develop skills and knowledge which will help them to investigate social, environmental, historical, economic, political and cultural issues relevant to the world they live in today. A range of local, state, national and global issues, both past and present, are included as topics of study.

In Years 8 students undertake History and Geography as part of the integrated subject Core Studies B. In Year 9, Humanities is a separate subject covering a semester of History and a semester of Geography.

In Year 10, all students will complete a compulsory semester of History from the Australian Curriculum. These units have a particular focus on Australian history. In addition, all students must also take a further semester of History, Geography or Social Science. The history module HU02 allows students to explore knowledge and skills associated with the Senior programs of Modern and Ancient History. The Geography module develops fieldwork and analytical skills. Note that **HU04 Social Science only caters for students who need to further develop core literacy areas** such as comprehension and reading and who have struggled with this aspect in Core Studies B.

The compulsory Year 10 History module is:

**HU01 History**

***The Modern World and Australia since 1945***

- Overview of the era
- World War II - Australia's involvement
- Rights and Freedoms – the Civil Rights movement in both the United States and Australia

The Year 10 elective Humanities & Social Science modules (**all students must choose one**) include:

***HU02 History*** (for students wishing to continue their History studies into Semester Two)

- Ancient History – ‘Pliny on Pompeii’ (a study of the sources both written and archaeological on Pompeii)
- Modern History- The Cold War: The rise and fall of the Berlin Wall

or

***HU03 Geography***

***Investigating Our World***

- Environmental Change and Management-Study of various environments with particular emphasis on the environment of inland rivers
- Geographies of human wellbeing-population and well-being (focusing on global, national and local differences in wellbeing between places, e.g. sanitation, disease)

or

***HU04 Social Science*** (for students requiring extra literacy support)

- Work Studies-The World of Work including volunteering
- Tourism-Being a responsible tourist

## **How are students assessed?**

There will be a variety of assessment items across the subjects, including examinations, assignments, reports or multimodal presentations. The assessment types provide the necessary introduction to continue Humanities studies in the Senior school.

# **Industrial Skills**

## **Why study Industrial Skills?**

Industrial Skills is an integrated, materials based course aimed to develop knowledge, understanding and practical skills in the areas of safety, woodworking, plastics, woodturning, sheet-metals, fitting and fabrication, metal turning and basic graphical skills.

Possible careers related to Industrial Technology and Design include:

- Air conditioning and refrigeration
- Aircraft related trades
- Boiler-making
- Bricklaying
- Building
- Cabinet-making
- Fitting and Turning
- Moulding
- Panel beating
- Pattern making
- Plumbing
- Sheet-metal fabrication
- Teaching
- Tool-making

## **What is studied in Industrial Skills?**

Students will make and appraise projects within a framework incorporating basic sketching and graphical communication and hazard identification as well as practical skill development and application.

In Year 9 activities will be organized and project-based within a workshop environment including:

- Planning, costing and procedural logs
- Fabricating in metals
- Fabricating in timber
- Metal machining
- Investigating the properties and uses of materials, hardware items, adhesives, abrasive materials, surface treatments and fasteners
- Evaluating designs
- Working materials by hand
- Turning timber and metal
- Reading technical drawings

Year 10 semester modules available in Industrial Skills include:

***DT01 Industrial Skills - Wood***

- manufacture of projects with a timber bias
- basic graphical communication

***DT02 Industrial Skills - Metal***

- manufacture of projects with a metal bias
- basic graphical communication

## Japanese

### Why study Japanese?

Globalisation is already well under way. There has been, in the latter part of last century, a major trend towards the internationalisation of many industries and services. We cannot afford to ignore this phenomenon and its implications for foreign language learning when educating young people.

Language study:

- helps to develop cognitive flexibility and problem-solving skills through creative thinking.
- contributes to clear thinking and clarity of expression when communicating in one's own and in foreign languages.
- promotes greater sensitivity to and enhances knowledge of the structure of English.
- widens horizons and helps to develop a soundly-based world view.
- fosters cross-cultural tolerance and understanding.
- has the ability to broaden career prospects, as industry and government become more aware of the value of foreign language skills and cultural understanding.

**Students who wish to study Japanese in Years 11 and 12 must continue Japanese into Years 9 and 10.**

### What is studied in Japanese?

The Japanese language course is designed to allow students to learn about the culture, people and language. While all macro skills (speaking, listening, reading and writing) will be further developed, the focus of the course is on increasing the students' confidence in using the language in a variety of in- and out-of-classroom settings.

In Year 9 studies include:

- Travelling to Japan
- International cuisine
- Daily routine
- School life
- Anime
- Festivals & Culture

Given the developmental nature of this subject it is not recommended that students take this subject for the first time in Year 10. If selected, *JA01 Japanese* will automatically be allocated across two semesters where students will study:

- My life around the world
- Things I want – Let’s go shopping
- Iron Chef
- Wining and dining
- Homestay and travel
- Health and spare time

Learning Experiences for studying these topics include:

- communication with Japanese native teacher assistants/students visiting the school
- situational role-plays and games
- task-based activities
- exchange of letters and email with Japanese students, Skyping with Sakado College
- Japanese cooking
- cultural excursions and infusion presentations
- interactive multimedia device as a learning aid
- Japanese word processing
- Japanese film and media

## How are students assessed?

Student assessment will be based on tests, assignments and classroom tasks in all four macro-skills. Homework will ensure the maintenance of language skills taught in class and will be set and checked regularly.

# LINKS

## Why study LINKS?

The LINKS program is an elective aimed at developing Literacy, Interaction, Numeracy, Knowledge and Skills in order to support students with identified learning difficulties. It has been designed to assist these students to learn valuable skills they can take back to their classroom learning and use in everyday life. **Students must consult with the Learning Enhancement Coordinator to be able to select this elective as it does not appear for selection via the *Edval WebChoices* student portal or on the off-line subject selection form.**

The LINKS program encourages commitment and involvement. The program is designed to provide additional support to the core curriculum subjects and allows the students to experience success. Another important outcome is the opportunity to develop their self-esteem and build confidence in their approach to learning.

## What is studied in LINKS?

The LINKS program requires the students participate in a range of activities and practical tasks that are meaningful and relevant skills for life-long learning. Groups are small so specific needs for each student can be targeted. Some of these activities include: vocabulary building; and communication skills - listening, speaking and viewing.

# Mathematics (Core Studies A)

*(core subject)*

## What is studied in Mathematics?

The most obvious use of Mathematics at a personal level is to assist in making informed decisions in areas as diverse as buying and selling, home maintenance, interpreting media presentations and planning. Advances in technology have also increased the need for and use of mathematical skills as tools in many fields. These skills

are developed through the rigours of Mathematics and the development of problem solving skills.

Mathematics is viewed as an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society, especially the changes in technology. For these reasons, Mathematics is a compulsory subject.

Under the curriculum, the teaching and assessment of mathematics requires the students to understand the subject matter (organised in domains), draw on a range of cognitive skills, and apply these to problems of varying degrees of difficulty.

- **Mathematical Domains** - These are the collected concepts and terms that form the basis of the curriculum. The three general domains are **Number and Algebra, Measurement and Geometry and Statistics and Probability**.
- **Cognitive Skills** - These are the four levels of processing knowledge – **Retrieval, Comprehension, Analysis and Knowledge Utilisation**.
- **Degree of Difficulty** – The degree of difficulty of a concept or question is defined both by its complexity and a student’s familiarity with it.

In Year 9 the basic groundwork established in Year 8 Core Studies A is consolidated and extended. Year 10 will extend upon or continue to develop the fundamental concepts outlined above appropriate to the individual needs of students and prepare them to pursue Essential Mathematics, General Mathematics, Mathematical Methods or Specialist Mathematics in Years 11 and 12.

In Year 10 students must select one of the following core modules to be studied over two semesters:

- **MA01 Essential Mathematics** - this is a **support level** module for students with basic mathematical skills. It will provide a link with Essential Mathematics only in Years 11 and 12.
- **MA02 General Mathematics** - this is an **ordinary level** module that builds on skills developed in Years 7 to 9 and is intended to provide a link with General Mathematics or Essential Mathematics in Years 11 and 12.
- **MA03 Mathematical Methods\*** - this is an **advanced level** module that aims to develop higher level mathematical knowledge, especially the algebraic and spatial skills required for Mathematical Methods (and Specialist Mathematics) in Years 11 and 12. Students choosing this module should have good mathematical skills, particularly in the area of Algebra.

***\*NB: Students considering taking Mathematical Methods or Specialist Mathematics in Years 11 and 12 should select MA03 Mathematical Methods in Year 10. Students who do not successfully complete MA03 will not be adequately prepared to undertake those courses in Years 11 and 12. If this remains unclear, advice should be sought from the student’s Mathematics teacher or the Senior Mathematics Learning Area Coordinator.***

In Year 10 students may also select an extension elective to be studied over one semester:

- **MA04 Specialist Mathematics** - This is an **extension level** module that aims to introduce some of the higher-level concepts and skills required for studying Mathematics at an advanced level. Students choosing this elective should have very good mathematical skills and a strong interest in Mathematics.

Topics covered may include:

- |                                 |               |
|---------------------------------|---------------|
| • Permutations and Combinations | • Polynomials |
| • Geometric Proof               | • Surds       |
| • Higher Trigonometry           |               |

## How are students assessed?

Assessment will consist of formal exams based on terms or semesters of work and alternative assessments. The latter may take the form of an assignment, group task and/or written report. The assessment, of course, will reflect the content taught in each semester.

# Media Studies

## Why study Media Studies?

Media Studies will enable individuals to access, construct and publish information for particular purposes and audiences using rich visual and interactive media. Media Studies involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Studies connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies.

Media Studies draws on the disciplines of graphic design, animation, video and online communication. Many school subjects incorporate non-written electronic responses to assignments as part of the prescribed course and the study of Media Studies will allow students to gain the knowledge and skills to meet these needs. The subject is also strongly linked to a number of subjects offered including Film Television and New Media, Information and Communication Technology, and Visual Arts.

## What is studied in Media Studies?

In Year 9, Students will analyse the ways in which audiences make meaning and how audiences interact with and share media artworks and compositions. Students will have the opportunity to formulate products that utilise structure, intent, character, settings, points of view, genre conventions and media conventions, in the areas of:

- Graphic design
- Animation (digital and stop animation)
- Film (camera technique and film language)
- Audio (podcast narrative)
- Game design (Character design)

Year 10 semester modules available in Media Studies include:

### *MS01 Developing Multimedia*

- Animation
- Web site development
- Graphic design
- Interactive media development (app, ePub)
- Application development

### *MS03 Film, Television & New Media*

- Use of camera equipment (composition, camera angles, shot types, movement)
- Storyboard design
- Short film production
- Analysis and critique of products, concepts and ideas (film review, text analysis)
- Investigation of new media

## How are students assessed?

Media Studies will be assessed through a variety of instruments including in-class tasks, assignments and critiques.

# Music

## Why study Music?

In addition to personal enjoyment, the study of music can lead to many and varied careers. These include: sound engineer, teachers in all levels of education, disc jockey, radio announcer, music theatre performer (music and/or dance), conductor of orchestras, bands or choirs, professional and semi-professional musicians, composer, music arranger, music tour operator, journalist, music shop assistant, IT programmer, piano tuner, music instrument maker or repairer, pop star to name a few.

## What is studied in Music?

In Year 9 students move beyond the foundations of music, applying their knowledge and understanding to composing and performing existing and original music, including

- Composing original music in a negotiated context
- Performing music as a soloist or in a group
- Investigating a variety of styles and genres
- Development of aural awareness and music theory understanding
- Integrating technology into music-making

Year 10 semester modules available in Music include:

### *MU01 Music for the Stage and Film*

- An overview of music composed and performed for various styles of theatre and film
- Performance (solo or group/ instrumental or vocal) of music from theatre or film  
Composition (solo or group/ instrumental or vocal, notation or sound source) of music to illustrate an action, scene or theme for theatre or film

## How are students assessed?

By the end of Year 10, students **analyse** different scores and performances aurally and visually. They **evaluate** the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students **interpret**, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They **interpret** and perform music with technical control, expression and stylistic understanding. They use aural skills to **recognise** elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

### *Additional Special Requirements*

- Students are encouraged to have some music reading and performance skills in order to benefit from most opportunities that the subject offers.
- Whilst it is not compulsory, students are encouraged to be a member of at least one school music performance group offered freely to all students. These groups include choir, concert bands, string orchestras, musicals, showcase concerts.
- Attendance at selected musical performances within the community or outside Bundaberg if and when the opportunity arises. These could include workshops or productions such as musicals which includes singers, musicians and dancers; rock shows; symphony or band concerts to name a few.

# Physical Education

## Why study Physical Education?

The subject Physical Education provides an ideal introduction to Senior Physical Education. The career opportunities and tertiary courses in the health, physical education, fitness and recreation fields have expanded rapidly in recent years.

Physical Education provides experiences which enable students to:

- choose behaviours which promote healthy living;
- make informed, rational decisions concerning their involvement in physical activities;
- make full use of the advanced Physical Education facilities available at Shalom.

## What is studied in Physical Education?

The subject involves learning through participation in a variety of physical activities and associated studies on maintaining and improving health, fitness and performance.

The associated studies focus on the efficient functioning of body systems, the cultural values underlying the practical activities of the course, and health issues relating to the lifestyles of the students. The subject challenges and prepares students to develop decision-making and academic skills as well as physical skills.

While all students will undertake **PE01 Physical Education** as a core subject from Year 8 to 10, a further elective module is available for selection in Year 10:

### **PE03 Physical Education (elective)**

Practical elements include:

- Minor games
- Volleyball
- Aerobic Activities (run/cycle)

Theory elements include:

- Ethics and integrity
- Energy, Fitness & Training
- Motor Learning & Tactical Awareness

### **PE04 Rugby League (elective) (Students must be currently playing/training or have played last season for Shalom or a local Rugby League club to be accepted into this module.)**

Practical elements include:

- Body preparation (fitness)
- Core skills

- Defensive principles
- Offensive principles

Theory elements include:

- Sociology and psychology for rugby league
- Physiology for rugby league
- Nutrition for rugby league

**Note:** The physical activities covered in PE03 are similar to those covered in Year 11 and 12 Physical Education. These activities introduce students to volleyball, minor games and aquathlon. Written elements introduce the notions of ethics and integrity in sport and physical activity, and fair play. Students will also be involved in the gathering and synthesis of performance data to identify performance capacities in aerobic activities. They will also be introduced to the range of factors that influence tactics and strategies in game play through their participation in volleyball.

## How are students assessed?

Student profiles are generated using a variety of written assessment methods including short-answer tests, assignments and multi-modal presentations. Practical assessment is ongoing over the entirety of each unit.

# Religious Education

*(core subject)*

## What is studied in Religious Education?

Our aim at Shalom College is to provide a holistic education for the students in our care. This is reflected in our decision to include Religious Education in the formal curriculum of the junior school. Religious Education in its broadest sense involves many activities that will contribute to the spiritual formation of our students including: retreats, class masses, visits to the chapel and formal classes. Religious Education at Shalom College is designed to develop the whole person. Religious Education aims to deepen the awareness of the Catholic tradition and its values while acknowledging the different stages of faith development and the various belief systems of the students.

There are a number of reasons why we study religion. Some people choose to study religion because they are searching for meaning and purpose in their lives. Others again may not practice religion but study religion as a phenomenon, common to all cultures of history.

In the Middle School the formal Religious Education program covers a broad range of topics including Church history, Scripture, Social Justice, significant people, Catholic Sacraments and Catholic life.

Year 9 units include:

- Prayer, meditation and scripture
- Sacraments of healing
- Prophets of hope
- Social Justice and the common good

Year 10 units include:

### ***Religious Education - Semester One***

- Ways people pray
- Sacraments of commitment

### ***Religious Education - Semester Two***

- Images of God
- Social justice issues

## How are students assessed?

Units of work vary in length and also in the appropriate mode of assessment. Some may include reports, essays, oral presentations and examinations. Assessment is necessary for the following reasons:

- to symbolize the importance of Religious Education
- to improve and guide the Religious Education program
- to provide students with the opportunity to do well
- to assess the effectiveness in achieving the goals of the Religious Education program

# Science (Core Studies A)

*(core subject)*

## What is studied in Science?

Science is organised into three content strands. The **Science Inquiry Skills** strand describes the skills, or “how”, of science. The **Science Understanding** strand describes the knowledge and understanding, or “what”, of Science. The **Science as a Human Endeavour** strand provides contexts for linking concepts and learning experiences to applications that are meaningful to students.

Each year the Science program will cover various aspects of:

- Biological sciences
- Earth and space sciences
- Chemical sciences
- Physical sciences

The course will be taught as an inquiry based subject with a significant emphasis on Science Inquiry Skills and the themes of many units will provide an insight to Science as a Human Endeavour.

The focus in Year 8 Science is consolidating and extending students skills in scientific inquiry and development of laboratory skills. The delivery of the Science content is integrated with Mathematics, as appropriate, in Core Studies A. The delivery of the Science content is integrated with Mathematics, as appropriate, in Core Studies A. The classes are of mixed abilities from a variety of primary schools, with each group exposed to the same content.

In Year 9 the basic groundwork established in Year 8 Core Studies A is consolidated and extended. Science is linked to the Mathematics content where possible.

In Year 10 science is taught as a stand-alone subject in three strands, Science A, Science B and Life Science. It is still taught in context, but the units now have a specific pure, science focus. In Year 10 students will continue to engage learning appropriate to their individual needs and prepare themselves for a future as responsible informed adults.

In Year 10 students must select one of the following core modules:

- **SC01 Science A** – most students will select this strand of Science. It will allow students who successfully complete the course to follow a pathway into Biology and/or Aquatic Practices in Years 11 and 12 should they wish to. While there are topics that address Physics and Chemistry, these are dealt with in greater depth in Science B. Aspects of the course will also be of use in other senior subjects such as Health and Physical Education, Health Education and Geography.
- **SC02 Science B** – is designed to provide extension and increased depth of coverage to cater for those students with a demonstrated interest and aptitude for Science. This strand allows students to appreciate the content and challenge presented by senior sciences such as Biology, Chemistry and Physics. Students who have a keen interest in Science and an intention to move into the study of Physics and /or Chemistry at Senior secondary or any Science program at tertiary level should study Science B.
- **SC03 Life Science** - is designed to provide revision and consolidation for those students who have found the science component of Core Studies A challenging. The subject will only be offered if there is sufficient demand. The topics offered will be grounded in real life contexts. The students who take this strand are unlikely to elect to study Science in the senior school.
- **How are students assessed?** Science is assessed using a variety of tasks including formal examinations, assignments, class tests and practical investigations.

## Additional Information & Forms

- Curriculum Overview**
- Course Planner**
- Year 9/10 Stationery Requirements 2019**
- Middle School Off-line Subject Selection Form - (Year 9, 2019)**
- Senior School Off-line Subject Selection Form - (Year 10, 2019)**

## New Senior Assessment and Tertiary Entrance Information and Links

### New Senior Assessment

The Queensland Government will introduce new senior assessment with Year 11 students in 2019 that will:

- introduce common external assessment
- strengthen the quality and comparability of school-based assessment
- replace the Overall Position (OP) with the Australian Tertiary Admission Rank (ATAR) for the purposes of tertiary entrance – see below.

[https://www.qcaa.qld.edu.au/downloads/senior/snr\\_new\\_assess\\_te\\_info\\_parents.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_info_parents.pdf)

<https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/resources>

### New Tertiary Entrance Process from 2020

From 2020, the ATAR will replace the OP as the standard pathway to tertiary study for Queensland Year 12 students. The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The ATAR will be introduced for students commencing Year 11 in 2019, who will graduate from the end of 2020 and seek entry to tertiary courses from 2021. The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for Queensland school leavers.

<http://www.qtac.edu.au/atar-2020>

## Shalom College – Curriculum Overview by Subject and Year Level, 2019

Learning Area	Middle School		Senior School		
	Years 7 & 8	Year 9	Year 10	Year 11 from 2019 and Yr 12 from 2020	Year 12 2019
<b>Religious Education *</b>	Religious Education	Religious Education	RE01 Religious Education	<i>Certificate III in Christian Ministry &amp; Theology, Religion &amp; Ethics, Study of Religion</i>	<i>Certificate III in Christian Ministry &amp; Theology, Religion &amp; Ethics, Study of Religion</i>
<b>English *</b>	Core Studies B	Core Studies B	EN01 English <u>or</u> EN02 Essential English	English, <i>Essential English, Literature</i>	English, <i>English Communication</i> <sup>#</sup> , English Extension (Year 12 only)
<b>Health &amp; Physical Education</b>	Physical Education *	Physical Education *	PE01 Physical Education* PE03 Physical Education PE04 Rugby League	<i>Certificate II in Sport and Recreation (Rugby League or Netball/Touch), Certificate III in Fitness, Aquatic Practices, Physical Education, Sport and Recreation</i>	<i>Certificate II in Sport and Recreation (Rugby League or Netball/Touch), Certificate III in Fitness, Health Education, Aquatic Practices, Physical Education, Recreation</i>
<b>Humanities &amp; Social Sciences</b>	Core Studies B *	Core Studies B *	HU01 History* HU02 History <u>or</u> HU03 Geography <u>or</u> HU04 Social Science* <sup>-</sup>	Ancient History, Geography, Legal Studies, Modern History, <i>Social &amp; Community Studies, Tourism</i>	Ancient History, Geography, Legal Studies, Modern History, <i>Social &amp; Community Studies, Tourism</i>
<b>Mathematics *</b>	Core Studies A	Core Studies A	MA01 Essential Mathematics <u>or</u> MA02 General Mathematics <u>or</u> MA03 Mathematical Methods* MA04 Specialist Mathematics (elective)	General Mathematics, Mathematical Methods; <i>Essential Mathematics; Specialist Mathematics</i>	Mathematics A <sup>#</sup> , Mathematics B <sup>#</sup> , <i>Pre-Vocational Mathematics</i> <sup>#</sup> ; Mathematics C <sup>#</sup>
<b>Science</b>	Core Studies A *	Core Studies A *	SC01 Science A <u>or</u> SC02 Science B <u>or</u> SC03 Life Science*	Biology, Chemistry, Health, <i>Aquatic Practices, Physics</i>	Biology, Chemistry, Health Education <sup>#</sup> , <i>Aquatic Practices, Physics</i>
<b>Art</b>	Art *	Art	AR02 Contemporary Sculpture AR03 Design Studies AR04 Painting – Pop, Props & Shots	Visual Art, <i>Visual Arts in Practice</i>	Visual Art, <i>Visual Arts in Practice</i>
<b>Business Education</b>	Business Education *	Business Education	BU01 Business Enterprise BU02 Business & Finance BU03 The Business of Living and the Law	Accounting, Business, <i>Certificate III in Business, Legal Studies</i>	Accounting, Business Communications & Technology <sup>#</sup> , <i>Certificate III in Business, Legal Studies</i>
<b>Food Technology &amp; Hospitality</b>	Food Technology *	Food Technology	HO01 Hospitality A HO02 Hospitality B	Food & Nutrition, <i>Certificate II in Hospitality</i>	<i>Certificate II in Hospitality, Hospitality Studies</i> <sup>#</sup>
<b>Industrial Technology &amp; Design (InTAD)</b>	Design & Technology *	C.A.D & Design	DT03 C.A.D & Design	Design, <i>Certificate I in Construction, Certificate II in Engineering Pathways, Furnishing Skills, Industrial Graphics Skills; Industrial Technology Skills</i>	<i>Certificate I in Construction, Certificate II in Engineering Pathways, Furnishing Skills, Graphics</i> <sup>#</sup> , <i>Industrial Graphics Skills, Technology Studies</i> <sup>#</sup>
		Industrial Skills	DT01 Industrial Skills - Wood DT02 Industrial Skills - Metal		
		Engineering Technologies	DT04 Engineering - Hydraulics DT05 Engineering - Solar		
<b>Japanese</b>	Japanese *	Japanese	JA01 Japanese	Japanese	Japanese
<b>Multimedia &amp; Digital Solutions</b>	Multimedia & Digital Solutions *	Digital Technologies	MS02 Digital Solutions	Digital Solutions, , <i>Information and Communication Technology, Film, Television &amp; New Media</i>	Film, Television & New Media, <i>Information and Communication Technology, Information Processing &amp; Technology</i> <sup>#</sup> , <i>Information Technology Systems</i> <sup>#</sup>
		Media Studies	MS01 Developing Multimedia MS03 Film, Television & New Media		
<b>Performing Arts</b>	Dance & Drama *	Dance	DA01 Dance Technique	Dance	Dance
		Drama	DR01 Public Performance DR03 Performance Design & Technology	Drama, <i>Drama in Practice</i>	Drama, <i>Drama in Practice</i>
	Music *	Music	MU01 Music for the Stage and Film	Music, Music Extension (Yr 12 only)	Music, Music Extension (Year 12 only)

\* Compulsory subject area for all students. \* Subject discontinued after Year 12 2019. Students will have the option of selecting modules during Year 10 in English, Mathematics, Science and Humanities & Social Sciences that meet their learning needs and have links with some Year 11 and 12 subjects. <sup>-</sup>Students tentatively select one module to be studied in Semester II. Some modules may be prerequisites for particular Year 11 and 12 subjects. Subjects listed are based on initial offerings: subjects are offered conditional upon viable class numbers. The process of tertiary entrance will change in 2020 from the current OP system to a system based on the Australian Tertiary Admissions Rank (ATAR). Subjects listed above in italics, referred to as "Applied Subjects" from 2019 will only make a limited contribution towards an ATAR .



# Shalom College – Middle School Course Planner

**NOTE: This form is for recording, planning and goal setting purposes only. It is NOT a subject selection form and is NOT to be handed in.**

Name:	Final Senior Year:
-------	--------------------

Middle School		Senior School				After Year 12
Year 9		Year 10		Years 11 & 12		
Elective subject area selections (two each semester plus some reserve preferences)		Elective module selections (two each semester plus some reserve preferences)		Possible Years 11 and 12 subjects (six subjects including Eng. Maths, RE, plus two reserve preferences)		Possible career(s):
1		1		<b>ILO*:</b>		
2		2		1		Possible further study:
3		3		2		
4		4		3		
5		5		4		
5		5		5		
5		5		6		Possible further study:
5		5		8		
5		5		9		

**\* Intended Learning Option** – All students must be registered with the Queensland Curriculum & Assessment Authority (QCAA) within one year before turning 16 years of age. Registration with the QCAA will open a Learning Account for the student. The registration process includes gathering information about the student’s demographic details such as name, age and sex. The process also gathers information about the student’s intended learning options for their Senior Phase of Learning. After the initial registration, which creates the Learning Account, the provider (Shalom College) will maintain the student’s details on a regular schedule by updating the Learning Account data. Learning Account data will be used to determine a student’s eligibility for a Queensland Certificate of Education (QCE). More information about this process (including the QCE) will be provided to students and parents during Year 10.

**KEEP THIS FORM IN A SAFE PLACE FOR FUTURE REFERENCE AND UPDATING**

## YEAR 9/10 STATIONERY REQUIREMENTS 2019

### GENERAL STATIONERY FOR ALL YEAR 9/10 SUBJECTS

3 Ball point pens (1 red, 1 blue, 1 black)  
 1 HB pencil or Pacer® style mechanical pencil  
 1 Vinyl or plastic eraser  
 1 Glue stick  
 1 300mm ruler  
 1 Highlighter pen  
 1 Pair of scissors  
 1 Set of coloured pencils  
 1 Dictionary  
 1 Pack of 200 sheets of lined A4 writing paper  
 1 Pack of 50 A4 sheet protectors

### ART

2 Roymac 1550 imitation sable brushes (1 #4 pointed and 1 #8 pointed brush or equivalent in white Taklon)  
 6 drawing pencils (2 x 2B, 2 x 4B and 2 x 6B)

### BUSINESS EDUCATION

1 A4 display folder

### C.A.D & DESIGN

1 A4 display folder  
 1 4GB USB (minimum storage size)  
 1 A4 visual art diary  
 2 2H pencils

### CORE STUDIES A

2 A4 96 page exercise books  
 1 Graph paper book  
 1 Protractor  
 1 Drawing compass  
 Casio scientific calculator (fx82 or fx100)

### CORE STUDIES B

4 A4 96 page exercise books  
 (2 for English, 2 for Humanities)

### DANCE

1 Plastic display folder for each semester  
 1 A4 exercise book or loose A4 pages lined paper  
 Dance uniform\*

### DIGITAL TECHNOLOGIES

1 Set of headphones with ear buds and 3mm PC compatible stereo jack  
 1 32GB USB

### DRAMA

1 Plastic display folder  
 Drama performance polo shirt\*  
 1 Visual Diary

1 A3 Blank Art Folio/Sketch pad (DR03 only)

### ENGINEERING TECHNOLOGIES

1 A4 display folder  
 1 Sketch pad  
 1 4GB USB (minimum storage size)-

### ENGLISH (YEAR 10)

1 Plastic display folder

### FOOD TECHNOLOGY & HOSPITALITY

1 A4 folder with A4 file exercise book  
 1 A4 display folder

### INDUSTRIAL SKILLS

1 A4 display folder

### JAPANESE

1 A4 120-page notebook (not spiral-bound)  
 1 Pacer pencil 0.5mm

### MATHEMATICS (YEAR 10)

1 Geometry Kit (compass, protractor, ruler)  
 1 Casio scientific calculator (fx82 or fx100)  
 2 A4 exercise books  
 1 Graph paper book

### MEDIA STUDIES

1 Set of headphones with ear buds and 3mm PC compatible stereo jack  
 1 32GB USB

### MUSIC

1 A4 display folder  
 1 Manuscript pad (loose leaf)

### PHYSICAL EDUCATION

1 A4 48 page exercise book

### RELIGIOUS EDUCATION

1 A4 96 page exercise notebook

### SCIENCE (YEAR 10)

1 Exercise notebook (96 pages)  
 1 A4 display folder with at least 10 pockets

### HUMANITIES & SOCIAL SCIENCES (YEAR 10)

1 A4 48 exercise book  
 1 A4 96 exercise book

- A larger USB may be purchased if more than one subject being studied requires further storage capacity.  
 \* Note: All of these requirements should be available at the Uniform Shop.

# Shalom College

## Middle School Off-line Subject Selection Form – Year 9, 2019

Name:	PC Group:
-------	-----------

Students are encouraged to make subject selections on-line via <https://spring.edval.education/login> using the emailed code.. Students do not have access to the internet may use this form.

Select 4 main preferences and 3 reserve subjects (a total of 7 preferences) from the list below by numbering each in order of preference from 1 (highest) to 7 (lowest). Only subjects that the student is prepared to study are to be selected.

**Completed off-line subject selection forms must be submitted to PC teachers by Friday 31<sup>st</sup> August 2018.**

- Art
- Business Education
- Computer Aided Drafting and Design
- Dance
- Digital Technologies
- Drama
- Engineering Technologies
- Food Technology
- Industrial Skills
- Japanese
- Media Studies
- Music

## Senior Off-line Subject Selection Form – Year 10, 2019

Name:	PC Group:
-------	-----------

Students are asked to make subject selections on-line via: <https://spring.edval.education/login> using the emailed code. Any student unable to access the internet may use the form below. Select subjects by completing the semester module code in the spaces provided. When selecting subjects, follow the instructions supplied in the column on the left for both core and elective subject areas.

Completed off-line subject selection forms must be submitted to PC teachers by Friday, 31 August 2018.

CORE SUBJECT AREAS					
Instructions	Subject Area	Semester One	Semester Two		
<p>The study of core subject areas is compulsory for all students. The semester modules are set for Religious Education and Physical Education and Humanities &amp; Social Sciences in Semester One. Students must select the same English, Mathematics and Science modules for Semesters One and Two. Students must also tentatively select one (1) Semester Two module from Humanities &amp; Social Sciences subject area.</p> <p>To make a selection write in the number that completes the code for the chosen module, eg. <i>SC02</i> will indicate the selection of <i>SC02 Science B</i>.</p>	Religious Education	<i>RE01</i>	<i>RE01</i>		
	English	<i>ENO</i> __	<i>ENO</i> __		
	Humanities & Social Sciences	<i>HU01</i>	<i>HU0</i> __		
	Mathematics	<i>MAO</i> __	<i>MAO</i> __		
	Physical Education	<i>PE01</i>	<i>PE01</i>		
	Science	<i>SCO</i> __	<i>SCO</i> __		
ELECTIVE SUBJECT AREAS					
Instructions	Preference	Module Code			
<p>Students must select seven (7) semester modules from the elective subject areas by writing the module codes in the column on the right <u>in order of preference</u>. While four (4) semester modules from elective subject areas will actually be studied, it is important that students select modules as preferences 5 to 7 that they are prepared to study. Most, if not all, students will be able to study their first four preferences. Students may also tick the box to the left of the preference number to indicate that the selection is from a subject area studied in Year 9 that they wish to continue. These should also be made the highest preferences.</p> <p>For example, <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;">2</td><td style="text-align: center;"><i>AR02</i></td></tr></table></p> <p>indicates that the student has selected the module <i>AR02 Contemporary Sculpture</i> from the Art subject area as their second preference and having studied Art in Year 9 would like to continue into Year 10.</p> <p><b>With the exception of <i>JA01 Japanese</i>, semester modules can only be selected once and students may select a maximum of two (2) semester modules from an elective subject area.</b> Students selecting <i>JA01 Japanese</i> must enter this twice in succession as it is studied for the year and accounts for two of the four semester modules available.</p> <p>Students cannot choose the semester order in which selected modules will be studied. This will be dictated by the timetable.</p> <p>Students involved in the LINKS program in Year 9 who wish to continue this in Year 10 must consult with the Learning Enhancement Coordinator. LINKS may not be entered on this form as a selection.</p>	<input checked="" type="checkbox"/>	2	<i>AR02</i>	1	
	<input checked="" type="checkbox"/>	2	<i>AR02</i>		
	2				
	3				
	4				
	5				
	6				
7					
Parent Signature:	Date:				