



SUNSHINE COAST
GRAMMAR SCHOOL

Subject Selection Guide

Years 7-9, 2019

CRICOS Provider Number 02537F



GRAMMAR

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GENERAL INFORMATION

Adolescent Learning at Grammar

At Grammar we are committed to providing a quality education (P-12) in which each individual child is encouraged to strive for excellence, in all of their endeavours, by being the best they can be. During the formative years we foster the academic, cultural, sporting and spiritual growth of our students with an emphasis on the adolescent learner.

In Years 7-9 our aim is to inspire our young people and to fully engage and challenge students so they love learning and love coming to school. It is possible to have rigour and for students to enjoy learning. We achieve this through:

- A special year of 'transition' in Year 7
- The offerings of a relevant, meaningful and rigorous curriculum
- Specialist teachers teaching with a passion in their chosen fields
- Outstanding student welfare – we are renowned for our friendly, supportive environment, with individualised care
- World-class, age-appropriate pedagogy – including the use of the latest interactive technologies supported by a campus-wide wireless network

Learning Enrichment is provided to students with differing needs. For those who require support, lessons are conducted at negotiated times and programs are designed to meet the individual needs of each student. The program aims to provide students with the opportunity to further develop literacy and numeracy skills and to improve their general organisation and time management. In addition, students are given guidance with class work, homework and assignments. Places in this program are limited and will be offered to those students who have the highest needs. Placement will be reviewed at the end of each semester.

Extension Opportunities:

- Da Vinci decathlon
- Tournament of the minds
- Brain ways
- Year 11 mentoring Year 7 students
- Data tracking and goal setting
- Extension Club
- Future problem solvers
- Staff to student mentoring

Year 7

Our entire Year 7 program is designed around assisting young people with the transition from the traditional primary school to secondary school with the students beginning the gradual change from the one-teacher approach to a specialist teacher model. However, the students are allocated to a particular core class and do spend the majority of the time working with their particular grouping of classmates each day.

Our Year 7 model accommodates teaching in teams across each of the five core areas of English, Mathematics, Science, Humanities and Health & Physical Education where the Year Seven teachers cover the core areas for two classes. Students will be required to move to different rooms at times but the frequency of these moves is minimised.

Each student will have a 'Core' teacher and this person will be the key contact point for parent inquiry. In addition to providing one key person with whom the student might identify, it also acts to streamline communication channels for parents. It is the Form teacher who checks the diaries, marks the roll, collects the notes and monitors the uniform and assists with pastoral care in the broader teaching context.

The Year 7 classrooms are grouped together in their own precinct with a central courtyard. This gives the students an area with which they can identify and initially see as a safe haven. Each student is provided with a locker which is located directly outside of their classroom.

Our embedded student wellbeing program addresses issues such as general time management, organisation and the use of lockers, successful use of the School diary, navigating around the campus and a whole lot more!

All students will study: English, Mathematics, Science, Humanities (History and Geography), Health and Physical Education, Language (French or Japanese), and Christian Studies for the whole year; a semester studying Art, Music and Drama; as well as a term exploring Food Technology and Industrial Technology.

Some points unique to the Year 7 curriculum:

- Mathematics and English classes are ability grouped with classes on at the same time. This promotes dynamic grouping of students and encourages movement between groups as students improve thus providing incentive.
- Science is addressed through hands-on experimentation by specialist teachers in our science laboratories – this is motivational and engaging for all students.

Year 8

Like the Year 7 model, the students are allocated to a particular core class and do spend the majority of the time working with their particular grouping of classmates each day; however, there is generally much more movement around the School.

All students will study: English, Mathematics, Science, Humanities (History and Geography), Health and Physical Education and Christian Studies for the whole year. Students, in Year 8, will select four electives and study two per semester from: Digital Technologies and Business, Drama, Food Technology, French, Design Technology, Japanese, Music, Tennis and Visual Art.

Year 8 signals a greater emphasis on the specialist teacher model the students will encounter on the remainder of their academic journey at Grammar. Mathematics and English classes are ability grouped with all classes on at the same time. Student movement between groups occurs as necessary.

Year 9

Like the structure that exists in Years 7 and 8, the Year 9 students are also allocated to a particular core class and spend a considerable amount of the time working with their particular grouping of classmates each day. However, being the final year of the Middle Phase of Learning, the young adolescent learners at Grammar are provided with an expanded choice in their studies.

All Year 9 students will study English, Mathematics, Science, History, Health and Physical Education and Christian Studies as core subjects. They will also be required to select four semester long electives from the following list: Business Studies, Drama, Food Technology, French, Geography, Graphics, Industrial Technology, Digital Technologies, Design Technology, Japanese, Music, Robotics and Visual Art.

Please Note: Mathematics classes are ability grouped with all classes on at the same time. Student movement between groups occurs as necessary.

Homework

Homework is about students developing a necessary routine as they move towards their senior years. Homework is minimised if students are working hard in class, and may be reduced to mainly working on assessment and/or a review of the day's work. Homework is but one of the many valuable things that students do at home as part of a big balanced picture. If a student is predominantly and consistently working in one aspect of their life, even if it is homework, they still need to find a balance.

Students are encouraged to participate equally in a wide range of activities, both at school and at home, and this balance should include:

- School homework and assignment work
- Physical activity (sport, training, recreation)
- Read every day
- Teach your parents something you were taught
- Household chores
- Cultural/music/drama/arts activities (practise an instrument, draw or paint, drama work, practise a language)
- Leisure – media (television, computer, listening to music)
- Family time
- Reflection/relaxation/meditation/spiritual activities

This approach relies on students working hard every lesson and therefore minimising the 'finish this for homework' type activities – the 5 Ps ensure this. If students are Punctual to class and Prepared, class time is maximised. If they are Proud of their work, they will do their best. If they Persist, they are striving to reach their potential. Finally, if they have a balanced life, they should be happy to Participate in family and co-curricular activities.

A guide for quality homework time: (Single tasking - not doing many things at once)

- Year 7 – ½ hour to 1 hour
- Year 8 – 1 to 1½ hours
- Year 9 – 1 ¼ to 1 ½ hours

YEAR 8 ELECTIVE SUBJECTS

All students are required to select four (4) elective from the list of electives offered. Every attempt will be made to ensure that students are able to study their first choice of elective; however, timetable and individual constraints could mean that some students will be asked to reconsider their selections.

Design Technology

Contact: Mrs. Tania Guteridge (tguteridge@scgs.qld.edu.au)

Design Technology is a hands-on subject that focuses on practical skill development. Students are guided through the construction process as they complete a series of small timber projects within an industrial workshop environment. They are exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment. Students are also directed through relevant Occupational Health and Safety procedures.

Digital Technologies and Business

Contact: Mrs. Tania Guteridge (tguteridge@scgs.qld.edu.au)

Technology is becoming embedded into the lives of students and an understanding of the basics of the Business world is essential for our rapidly changing work and business environments. Learning the basics and mastering more advanced features of widely used software programs is increasingly important in enhancing students' cross-curricula capabilities and employability skills. Unit One will provide opportunities for students to build upon and utilise more advanced features of Microsoft Word, Excel and PowerPoint as well as addressing responsible uses of technology. The second unit will introduce students to the concepts of Entrepreneurship and Innovation and students will utilise their technology skills to produce a multimodal presentation, suitable for uploading as a You-Tube clip. This subject will help equip students for the 21st century by expanding on their skills in using technology while inspiring them through case studies on Entrepreneurship and Australian innovations. Students will be assessed through a Folio of work and a multimedia project.

The semester-long subject is designed to provide students with basic introductions that may lead to further study in the subjects of Digital Technologies and/or Business Studies.

Drama

Contact: Ms. Katie Livock (klivock@scgs.qld.edu.au)

What is Drama?

Drama is one of the oldest forms of communication known to man. In Drama we explore characters, storylines and relationships through an exploration of the Elements of Drama. At Sunshine Coast Grammar School, Drama is seen as a vital part of the curriculum studied as it develops the whole person and gives students a voice with insight into the world through the eyes of others. Through scripted and composed text, improvisation, drama skill games and exercises, Drama offers a rich contextual and aesthetic environment in which to learn. Students can study Drama over a semester to:

- Encourage individuals to achieve their unique potential in The Arts
- Enhance teamwork skills through idea sharing
- Create and explore relationships in given contexts
- Foster communication skills through an understanding of character and situation
- Develop an understanding of Drama and the unique form of expression it allows

The Year 8 Drama Course is designed to explore and expand on the Elements of Drama and drama skills to challenge the students to work with a variety of texts. Students will develop characters and their relationships through rehearsing, preparing and performing in both scripted drama and student-devised work. The focus may be a given text, current trends or issues affecting the world. The course allows for freedom of expression and flexibility in styles. Students may be called to explore work through different formats and incorporate a diverse range of texts. Students will be assessed on their work individually and in a group. Practical and performance work will frame the learning in this course, but students will also be required to show their understanding through responding to performances. Students will perform the drama for a familiar audience.

Food Technology

Contact: Ms. Erin Kennelly (ekennelly@scgs.qld.edu.au) or Ms. Janelle Derrington (jderrington@scgs.qld.edu.au)

Life skills are an essential inclusion to a well-rounded education and this course will equip students with the necessary skills to begin their journey in Food Technology and Hospitality.

Food Technology is a practical course where students will develop basic cookery techniques, reading recipe skills, as well as use a variety of kitchen equipment. These skills will be used to prepare snacks and meals for teenagers with the emphasis on fresh foods. Practical and theoretical work will revolve around foods from The Australian Guide to Healthy Eating. The unit will culminate with students preparing a nutritious meal suitable for a family dinner as well as a short written examination.

French

Contact: Mrs. Georgie Richardson (grichardson@scgs.qld.edu.au)

Special Note: Students who wish to study a language in subsequent years are recommended to choose French if they wish to continue beyond Year 8. If students have not completed the Year 8 course, entry into Year 9 French may only occur after negotiation with the Head of French.

What is French?

French is a major world language, spoken as the first language in more than two dozen countries and as an official language in 33. French is the language of diplomacy, used by many international organisations, and is the dominant working language of a wide range of global organisations such as the United Nations, UNICEF, the Red Cross and the Modern Olympic Committee. French culture has contributed to the shaping of global movement and traditions associated with domains such as the arts, cinema, philosophy and cultural theory, as well as fashion, design and food.

Australia and the French-speaking world have a significant shared history and strong contemporary connections. France is a leading tourist destination for Australian travellers and a partner in work-exchange possibilities in hospitality, tourism and international relations.

French requires the students to: use a variety of linguistic features (functions, grammar and vocabulary); communicate meaning through listening, speaking, reading and writing; and to demonstrate cultural understanding and intercultural competence. All assessment is exam based.

Topics covered in French

Topics and themes in Year 8 relate to personal and real-life situations likely to be encountered in French-speaking countries. Our Year 8 Units are based on two main themes.

Unit 1: My World

This unit focusses on making a visit to a French town, asking for directions and finding your way around. We look at different areas of the French-speaking world, what you would find there and what you could do if you were to visit. We also look at our own local area and what they Sunshine Coast has to offer our visiting French exchange students.

Unit 2: A Taste of France

This unit focusses on the importance of food in everyday life, regional delicacies, ordering food in a restaurant and culminating in an excursion to an authentic French restaurant to sample the real thing!

Japanese

Contact: Mrs. Elizabeth Suzuki (esuzuki@scgs.qld.edu.au)

Special Note: Students who choose to study a language in the subsequent years are recommended to choose Japanese if they wish to continue beyond Year 8. If students have not completed the Year 8 course, entry into Year 9 Japanese may only occur after consultation with the Head of Japanese.

What is Japanese?

Japan continues to be of great importance to Australia in the fields of commerce, science and technology, agriculture, mining and education, and in the tourism industry. The near-parallel time zones and the geographical proximity of Japan to Australia facilitate access, interaction and communication between the two countries.

The study of this language will develop in our students, greater understanding, broader knowledge and increased confidence, which will enable them to interact more effectively in the region.

Japanese requires the students to: use a variety of linguistic features (functions, grammar and vocabulary); communicate meaning through listening, speaking, reading and writing; use the three script systems (hiragana, katakana and kanji); and demonstrate cultural understanding and intercultural competence. All assessment is exam based.

Topics covered in Japanese

Topics and themes relate to personal and real-life situations likely to be encountered in Japan. The semester is divided into the two units detailed below.

Unit 1: Introduction to Manga & Anime

This unit focuses on descriptions of people, introductions, clothing, nationality, language and personality.

Unit 2: Sushi Time!

This unit focuses on ordering from a Japanese restaurant and getting familiar with traditional Japanese dishes. The term culminates with an excursion to a Japanese restaurant to practise using the language, and of course sampling the cuisine.

Learning Enrichment

Contact: Mrs Kelly Brodrick (kbrodrick@scgs.qld.edu.au)

Learning Enrichment is provided to students with differing needs. For those who require support, lessons are conducted during elective times and programs are designed to meet the individual needs of each student. The program aims to provide students with the opportunity to further develop literacy and numeracy skills and to improve their general organisation and time management. In addition, students are given guidance with classroom work and assignments. Places in this program are limited and will be offered to those students who have the highest needs. Places are reviewed at the end of each semester.

Please only select Learning Enrichment as a subject if you have been advised by Mrs Kelly Brodrick.

Music

Contact: Mrs. Vicki Dede (vdede@scgs.qld.edu.au)

The Year 8 Music course is taught through the 2 dimensions of Creating (composing and performing) and Responding (analysing, writing, reading).

Students will experience an integrated approach to Music studies using instruments and their voice. There is an emphasis on improving their understanding of Music as a language through reading, writing, listening, performing and creating. Students are challenged to further their musicianship skills which directly affect their understanding and ability to perform the music of other artists and to create their own.

Students will experience hands on and practical Music lessons and will explore Popular Music, aspects of World Music and Australian and Indigenous Music.

Visual Art

Contact: Dr Kerrie Corcoran (kcorcoran@scgs.qld.edu.au)

Visual Art is one of the most important means by which women, men and children express their innate creativity and communicate visually in their daily lives. It develops general learning abilities such as visual perception, pattern recognition, and the understanding of spatial relationships. Visual Art develops aesthetic sensitivity and gives students the enjoyment of making visual art.

Students will study the concept of compositional structure by taking photographs, then linking their learning by producing an abstract painting on a canvas. They will explore 3D hand building techniques in clay and construct an animal of their choice. Students will also investigate several artists and how they have communicated meaning through their artworks.

Grammar Tennis Academy (Additional costs are associated with this elective)

Contact: Mrs. Sandra Ferrier (sferrier@scgs.qld.edu.au)

The Grammar Tennis Academy is not intended to be the complete program for tennis players looking to move toward and/or improve their tournament play; rather, it is designed to allow students to achieve their requisite court time, without impinging upon valuable study and family time.

Players will participate in both on-court and off-court sessions. The on-court program generally consists of drills, stroke analysis, drill-based games and match play for positioning on the ladder. The off-court sessions include speed and agility sessions, and may also include specialist sessions with staff from the Grammar Gym, as well as professional and para-professional staff from the sports and fitness industry. The program is overseen by the head coach of the Tennis Academy.

To be considered for participation in the program, students are required to submit a “tennis resume” to the Teacher in Charge of Tennis, Mrs. Sandra Ferrier. Those students, whose resume indicates the required level of skill and/or potential, as well as the required level of dedication and motivation, will be referred for a trial with the head coach. Students who are deemed successful through these two steps will be eligible to join the program.

The additional cost for participation in this program need to be met by the students’ families. Whilst not insignificant, the costs are very reasonable when compared to the cost of individual or small group lessons, and are dependent upon the number of sessions a student is scheduled to attend each week. Information pertaining to the billing process will be forwarded to parents once enrolment in the program has been confirmed.

NOTE: Students who are continuing their participation in the Tennis program are not required to resubmit their resume nor are they required to complete the trial with the head coach.

YEAR 9 ELECTIVE SUBJECTS

All students are required to select four (4) semester electives from the list of electives offered. Every attempt will be made to ensure that students are able to study their first choice of electives; however, timetable and individual constraints could mean that some students will be asked to reconsider their selections. Year 9 students will make their selections online as per a separate information sheet. Any questions can be directed to Mr. Davis via email at sdavis@scgs.qld.edu.au.

Business Studies

Contact: Mrs. Tania Guteridge (tguteridge@scgs.qld.edu.au)

This subject is relevant and appropriate for every student, regardless of the career path they choose. The content is up to date, interesting and diverse and provides students with the opportunity to use technology in their projects and interact with, and learn from, real business personnel through established industry links. The purpose of this subject is to give students an introduction to and an awareness of the activities of business. Students are at the stage where they are starting to think about future employment and so the subject allows them to explore employment options. They will learn strategies on how to apply and interview for jobs, including compilation of their own resume and application letter, and undertaking a mock interview with business guests from industry. Once earning money, it is of high importance that students learn strategies for managing their own finances, be able to analyse their own spending options and be aware of spending traps. Finally, the course introduces students to basic accounting concepts for a small business.

Units:

- Business Beginnings – Types of business ownership and set up including franchising and E-business.
- Work Wanted – types of employment, how to apply for a job – resumes, application letters, interviews
- Earning and Saving – choosing a bank account, taxation, managing your money, budgeting, saving
- ACCOUNT-ability – introducing the accounting equation, profit determination and Balance Sheets.

Design Technology

Contact: Mrs. Tania Guteridge (tguteridge@scgs.qld.edu.au)

What is Design Technology?

Design Technology encompasses both the theoretical and practical components of this subject area. It is a course designed to prepare students with the design process for the senior subject of Design. The one-semester Year 9 course requires students to produce design-based projects including CO2 dragsters and a small timber project such as an LED Lamp. Students will develop a solid skills base while investigating the nature of design and technology, and are encouraged to be active participants in invention and innovation. They are exposed to a range of intellectual challenges while developing practical skills associated with hand tools, machinery and equipment. Topics covered in Design Technology 1. Design Process – the principles of design, make and appraise 2. Safety – a working knowledge of workplace health and safety 3. Materials – working with a range of natural and synthetic materials 4. Tools – appropriate tool selection 5. Processes – the processing of materials (separating, combining, finishing etc.)

Special Note: Materials are supplied for this course of study.

Digital Technologies

Contact: Mrs. Tania Guteridge (tguteridge@scgs.qld.edu.au)

This subject will provide opportunities for students to extend their technology skills through the production of two multimedia projects. The first unit of study deconstructs the genre of action cam videography (Eg. Go Pro). Students will work in film crews to plan, film, edit and publish an engaging short film emphasising action cam techniques. The second unit of study introduces students to concepts involved with computer programming via the 3D worlds of the “Alice” software package. Students will explore the virtual Alice worlds and program objects to interact in a virtual animation or game environment.

Topics Covered in Digital Technologies:

- Action Cam Videography
- Introductory Computer Programming Concepts

Drama

Contact: Ms. Katie Livock (klivock@scgs.qld.edu.au)

What is Drama?

The Year 9 Drama program reflects Grammar's philosophy of ensuring that dynamism and relevance are the principles driving program design. It is envisaged that the Drama program will:

- assist students to achieve their unique potential through the arts
- foster confidence and self-discipline in social interaction
- develop skills in interpersonal relationships and teamwork
- foster personal communication skills
- encourage the development of skills related to dramatic and other expressive activities
- encourage students to be active citizens in their changing world

Semester 1 (Unit A)

The Semester 1 Year 9 Drama Course ensures that students are further skilled in the Elements of Drama through role play and a variety of styles of Drama. The focus of the first unit allows students to study and explore mask and movement and create a performance based on a social or moral issue. In the second unit, students explore and present a work from a scripted text. Students will be given the opportunity to cement their learning through a variety of techniques with an overall focus on acting for performance. Throughout the course, students will reflect on performances and their own learning through responding to work in written and spoken forms.

Semester 2 (Unit B)

The Semester 2 Year 9 Drama Course will extend both performance and storytelling skills. Students will also explore an extensive variety of social issues using dramatic conventions. Students will extend their knowledge and understanding of the Elements of Drama through the mediums of film making and Process Drama. The focus will be to educate and promote ideas to both formal and informal specific target audiences. Students will utilise a variety of film making and screen-writing skills through the adaptation of a scripted text. They will explore acting techniques for both screen and stage and use industry standard technologies associated with movie making. Through the genre of Process Drama, students will examine and explore social conscience issues. Throughout the course, students will explore different styles of Drama and document their learning through guided written analysis.

Food Technology

Contact: Ms. Erin Kennelly (ekennelly@scgs.qld.edu.au) or Ms. Janelle Derrington (jderrington@scgs.qld.edu.au)

What is Food Technology?

Today, more than ever, the study of food and nutrition is a relevant issue in everyday life. Current research indicates that teenagers in the 21st Century are showing signs of increased health problems as a direct result of the nature of the food they eat. Incidence of obesity, type 2 diabetes, high blood pressure and high blood cholesterol levels are increasing and it seems today's teens may be the first generation ever to have a shorter life span than their parents. Food Technology teaches students to become aware of the nutritional value of foods, the results of poor nutrition and how to plan a lifelong approach to good health. The practical nature of the course draws on the popularity of shows like *MasterChef* to expose students to the skills required to become confident with the terminology, utensils and techniques required in the kitchen.

Unit A:

Food and Nutrition - *Australia's Cuisine, A Cultural Hot Pot*

Theory:

In theory lessons students will study:

- Carbohydrates: grains, starch and sugars.
- The power of protein.
- Vitality from your vitamins and minerals.
- Good cuts, bad cuts! Where does our meat come from? The advantages of slowcooking.
- What's your history? Exploring Australia's native ingredients.
- Knife skills, kitchen safety, cookery terms and techniques, continuing with OH&S skills, and time management taught holistically in both Food Technology units.

Practical:

Students will cook each week in their double lessons, and also in some single lessons.

Australia – An International Destination (10 weeks):

- Practical lessons may include: Pad Thai, Burritos, Fried rice with chicken, lasagna, calzone, butter chicken, chicken korma, Mexican stack with smashed avocado, Asian stir fry, grinding a variety of fresh curry pastes and making a range of Asian and Indian curries.

Aussie Aussie Aussie – Aussie and Indigenous Baking at its Best! (5 weeks):

- Lamingtons, lemon curd, wattle seed Pavlova, homemade meat pies/pot pies, indigenous ingredients, easy weekday roast and vegetables.

Slow Cooking for Fast People (1 week)

- One slowcooked meal.

Food as a Celebration (2 weeks)

- Themed cookery around Easter, Mother's Day, Father's Day, Birthday celebrations and Christmas.

Student assessment will include:

- Assessment on their weekly practical work.
- A small written examination.
- The major assessment item for the semester will be to plan and produce a product or meal(s) related to the above themes, justifying decisions and evaluating their performance.

Unit B:

Food and Nutrition – *Fighting Obesity*

Theory:

In theory lessons students will study:

- Good fats, bad fats.
- The fast facts on fibre.
- Wondrous water and why soft drink is overrated!
- There's a season for a reason – recognising seasonal produce.
- Fit kids. A holistic approach to eating. Super food = superteen!
- Knife skills, kitchen safety, cookery terms and techniques, continuing with OH&S skills, and time management taught holistically in both Food Technology units

Practical:

Students will cook each week in their double lessons, and also in some single lessons.

Super Foods V Fast Food (6 weeks):

- The goodness of eggs, omelettes, breakfast power foods, quinoa, smoothies, berries, power greens such as spinach and kale verses burgers, chicken strips, pizza, and brownie.

The Basics of Baking (2 weeks):

- Melt and mix, rub-in, creaming, soft peaks, firm peaks (meringue, curd, custard).

Food as a Celebration (2 weeks):

- Themed cookery around Easter, Mother's Day, Father's Day, Birthday celebrations and Christmas.

Student's assessment will include:

- Assessment on their weekly practical work.
- A small written examination.
- The major assessment item for the semester will be to plan and produce a product or meal(s) related to the above themes, justifying decisions and evaluating their performance.

French

Contact: Mrs. Georgie Richardson (grichardson@scgs.qld.edu.au)

Special Note: Students who choose to study a language are recommended to choose both the 'A' and 'B' units, representing two of their four elective options if they wish to continue beyond Year 9.

What is French?

French is a major world language, spoken as the first language in more than two dozen countries and as an official language in 33. French is the language of diplomacy, used by many international organisations, and is the dominant working language of a wide range of global organisations such as United Nations, UNICEF, the Red Cross and the Modern Olympic Committee. French culture has contributed to the shaping of global movements and traditions associated with domains such as the arts, cinema, philosophy and cultural theory, as well as fashion, design and food.

Australia and the French-speaking world have a significant shared history and strong contemporary connections.. France is a leading tourist destination for Australian travellers and a partner in work-exchange possibilities in hospitality, tourism and international relations.

French requires the students to: use a variety of linguistic features (functions, grammar and vocabulary); communicate meaning through listening, speaking, reading and writing; and demonstrate cultural understanding and intercultural competence. All assessment is exam based.

Topics covered in French

Topics and themes relate to personal and real-life situations likely to be encountered in French-speaking countries e.g. daily activities, music, technology, friends, television, customs, food, shopping, transport and travel, booking accommodation, holidays and culture and past experiences. Our Year 9 Topics are: C'est Perso (All about you and your tastes), Vive les Vacances (Future Holidays), C'est ma vie (Daily Routines), and Quel Week end! (Past weekend/free time).

Please note that FRE9A and FRE9B **do not** have identical content.

Geography

Contact: Mrs. Gemma Cardillo (gcardillo@scgs.qld.edu.au)

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world.

Feeding the World

The first unit examines the environments of the world, and how human use has altered these. Food security for the world's expanding population and the environmental challenges of this now and into the future are examined. There is a particular focus on Fair Trade, sustainable agricultural practices, international aid and what the individual can do. Case studies are drawn from regions in Australia as well as Africa and Asia.

Noosa is Going Under!!

The second unit is a study of how the world is 'shrinking'; that through improved technologies and travel, what happens in one part of the world can help to make and change places and environments of another. This unit particularly studies the effect of tourism. This includes an excursion to Noosa Heads, followed by a class forum which allows students to experience 'geography in action' and explore how decisions are made in the real world.

Graphics

Contact: Mrs. Tania Guteridge (tguteridge@scgs.qld.edu.au)

What is Graphics?

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products.

These design settings are based in the real-world design areas of industrial design, and built environment design (architecture, landscape architecture and interior design). In the development of solutions to design problems, students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically.

Student skills and knowledge are developed in the areas of:

- Sketching
- 3D Modelling
- Component Drawing,
- Architectural Drawing
- Business Graphics (Logos, Business cards and Marketing)

A strong emphasis will be placed on using Computer Aided Drafting (CAD) programs to produce drawings. Software and other resources are supplied for students.

Industrial Technology

Contact: Mrs. Tania Guteridge (tguteridge@scgs.qld.edu.au)

Industrial Technology encompasses both the theoretical and practical components of this subject area. It is a course designed to equip students with practical skills for the year 10 and senior electives of Design Technology and Industrial Technology. Year 9 Industrial Technology requires students to produce two timber projects including a camp stool and a components carrier. Students will develop a solid skills base while investigating the nature of industrial technology. They are exposed to a range of intellectual challenges while developing practical skills associated with hand tools, machinery and equipment. Topics covered in Industrial Technology 1. Safety – a working knowledge of workplace health and safety 2. Materials – working with a range of natural and synthetic materials 3. Tools – appropriate tool selection 4. Processes – the processing of materials (separating, combining, finishing etc.)

Special Note: Materials are supplied for this course of study.

Japanese

Contact: Mrs Elizabeth Suzuki (esuzuki@scgs.qld.edu.au)

Special Note: Students who choose to study a language are recommended to choose both the 'A' and 'B' units, representing two of their four elective options if they wish to continue beyond Year 9.

What is Japanese?

Japan continues to be of great importance to Australia in the fields of commerce, science and technology, agriculture, mining and education, and in the tourism industry. The near-parallel time zones and the geographical proximity of Japan to Australia facilitate access, interaction and communication between the two countries.

The study of this language will develop in our students, greater understanding, broader knowledge and increased confidence, which will enable them to interact more effectively in the region.

Japanese requires the students to: use a variety of linguistic features (functions, grammar and vocabulary); communicate meaning through listening, speaking, reading and writing; use the three script systems (hiragana, katakana and kanji); and demonstrate cultural understanding and intercultural competence. All assessment is exam based.

Topics covered in Japanese

Topics and themes relate to personal and real-life situations likely to be encountered in Japan e.g. family and homestay, daily routine, celebrations and directions.

Please note that JAP9A and JAP9B do not have identical content.

Learning Enrichment

Contact: Mrs. Kelly Brodrick (kbrodrick@scgs.qld.edu.au)

Learning Enrichment is provided to students with differing needs. For those who require support, lessons are conducted during elective times and programs are designed to meet the individual needs of each student. The program aims to provide students with the opportunity to further develop literacy and numeracy skills and to improve their general organisation and time management. In addition, students are given guidance with classroom work and assignments. Places in this program are limited and will be offered to those students who have the highest needs. Places are reviewed at the end of each semester.

Please only select Learning Enrichment as a subject if you have been advised by Mrs. Kelly Brodrick.

Music

Contact: Mrs. Vicki Dede (vdede@scgs.qld.edu.au)

What is Music?

The Year 9 Music course is taught through the 2 dimensions of Music: Making (composing and performing) and Responding (analysing, reading, writing).

Students experience an integrated approach to Music studies using instruments and their voice. There is an emphasis on improving their understanding of Music as a language through reading, writing, listening, performing and creating. Students are challenged to further their musicianship skills, which directly affect their understanding and ability to perform the music of other artists and to create their own.

Students will work collaboratively to produce and explore Music of the Theatre and vocal Music and will further their experiences of instrumental Music through practical and aural approaches.

Unit A

This unit will explore the development of music of the theatre, which encompasses opera, ballet, musicals, rock opera and other examples of theatrical music. Students will work individually and collaboratively to produce, perform and explore various works of their own making and that of other composers.

Unit B

This unit will concentrate on vocal and instrumental music from all eras to encompass student interest and preferences within these idioms of music writing. Students will work individually and collaboratively to produce, perform and explore various works of their own making and that of other composers.

Robotics

Contact: Mr. Chris Smith (chsmith@scgs.qld.edu.au)

What is Robotics?

NASA suggests that: "Robotics is the study of robots. Robots are machines that can be used to do jobs. Some robots can do work by themselves. Other robots must always have a person telling them what to do". Students will be exposed to a variety of tasks to accomplish and be required to design, build, program, test and refine their robotic creations.

Course Structure

Students will use Lego NXT Robotics kits to build a range of robots for a variety of challenges. The students work individually and in teams to design, build and program robots to compete against each other in a series of increasingly complex challenges including Going the Distance, Robot Bulldozer, Robot Racing, Sumo Wrestling and The Minesweeper. An opportunity exists for students who enjoy the challenges to enter regional Robotics competitions.

Assessment Structure/Techniques Students will be assessed by:

- A research project on the history of robotics and their place in society, now and in the future
- A programming assignment that involves creating and designing a robot for a useful purpose in society.

Visual Art

Contact: Dr. Kerrie Corcoran (kcorcoran@scgs.qld.edu.au)

What is Visual Art?

The study of Visual Art is of great benefit to all students whether they are considering a career in this field or not. Visual Art learning develops the student's ability to think with an open mind, be resourceful, imaginative, perceptive, aesthetically aware and creative.

Special Note: The study of both these units is strongly recommended if students are intending on electing to do Visual Art in Year 10, and later in Years 11 and 12.

Unit A - Developing an Open Mind

The course involves the student generating ideas using skills, technologies and techniques while applying artistic processes. Students work with a wide range of art styles and media including ceramics, printmaking and the mixed media of drawing. Within these mediums the student will explore hand building techniques, throwing on the wheel, construction, collage, one and two point perspective, scratchboard and collagraphs to produce both 2D and 3D artworks. Students will reflect upon their own work and the work of others and develop the skills to analyse art from past and present contexts.

Unit B - How far can you go?

In this unit students will manipulate materials, techniques and processes to produce artworks involving computer animation, painting, illustration and photography. Students will learn to evaluate their own artworks and be inspired by artists from the past and present. Students will produce a short film using 'I can Animate' software on a computer. They will learn the techniques of illustration and painting to produce a storybook. Students will head into the darkroom and produce a folio of experiments and resolved art pieces using the technique of photograms. Students will learn the skills of analysis, interpretation and judgement as they investigate artists from different times, cultures and places.

Grammar Tennis Academy (Additional costs are associated with this elective)

Contact: Mrs. Sandra Ferrier (sferrier@scgs.qld.edu.au)

The Grammar Tennis Academy is not intended to be the complete program for tennis players looking to move toward and/or improve their tournament play; rather, it is designed to allow students to achieve their requisite court time, without impinging upon valuable study and family time.

Players will participate in both on-court and off-court sessions. The on-court program generally consists of drills, stroke analysis, drill-based games and match play for positioning on the ladder. The off-court sessions include speed and agility sessions, and may also include specialist sessions with staff from the Grammar Gym, as well as professional and para-professional staff from the sports and fitness industry. The program is overseen by the head coach of the Tennis Academy.

To be considered for participation in the program, students are required to submit a "tennis resume" to the Teacher in Charge of Tennis, Mrs. Sandra Ferrier. Those students, whose resume indicates the required level of skill and/or potential, as well as the required level of dedication and motivation, will be referred for a trial with the head coach. Students who are deemed successful through these two steps will be eligible to join the program.

The additional cost for participation in this program need to be met by the students' families. Whilst not insignificant, the costs are very reasonable when compared to the cost of individual or small group lessons, and are dependent upon the number of sessions a student is scheduled to attend each week. Information pertaining to the billing process will be forwarded to parents once enrolment in the program has been confirmed.

NOTE: Students who are continuing their participation in the Tennis program are not required to resubmit their resume nor are they required to complete the trial with the head coach.

YEAR 8 SUBJECT SELECTION

1. Students are required to select four (4) semester long elective courses.
2. Students accepted into the Grammar Tennis Academy are required to select Tennis A and Tennis B, plus two (2) further semester long elective courses.
3. This page is for students' records only. Students are required to make their selections online as per the separate information sheet by Monday 27 August 2018.

Design Technology	
Digital Technologies and Business	
Drama	
Food Technology	
French	
Japanese	
Learning Enrichment	
Music	
Visual Art	
Grammar Tennis Academy A: Semester 1	
Grammar Tennis Academy B: Semester 2	



YEAR 9 SUBJECT SELECTION

1. Students are required to select four (4) semester long elective courses.
2. Students accepted into the Grammar Tennis Academy are required to select Tennis A and Tennis B, plus two (2) further semester long elective courses.
3. This page is for students' records only. Students are required to make their selections online as per the separate information sheet by Monday 27 August 2018.

ELECTIVES	PREFERENCE (1-4)
Business Studies	
Design Technology	
Digital Technology	
Drama A	
Drama B	
Food Technology A - Australia's Cuisine - A Cultural Hot Pot	
Food Technology B - Fighting Obesity	
French A	
French B	
Geography	
Graphics	
Industrial Technology	
Japanese A	
Japanese B	
Learning Enrichment Semester One	
Learning Enrichment Semester Two	
Music A	
Music B	
Robotics	
Visual Art A - Developing an Open Mind	
Visual Art B - How Far Can You Go?	
Grammar Tennis Academy A: Semester 1	
Grammar Tennis Academy B: Semester 2	





**SUNSHINE COAST
GRAMMAR SCHOOL**

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