2023 LOGANLEA STATE HIGH SCHOOL

YEAR 09 SUBJECT GUIDE

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Selections for Years 8 to 9

It is important that you select your Year 9 subjects very carefully. Although some changes are permitted during the **first two weeks of Year 9**, the maximum educational benefit will be achieved by studying the same seven subjects for the whole of Year 9.

In Year 9, students undertake studies across seven curriculum areas**.**

All students study the following:

- English
- Mathematics
- Social Science (Including History, Geography, Economics & Business and Civics & Citizenship)
- Science

Students choose subjects from three of the following four curriculum areas.

- Health and Physical Education
- Arts
- Language Other Than English (LOTE) – Chinese
- Technologies

Subjects available to experience the curriculum areas above are:

THE ARTS: Art (Visual) Dance Drama Media Arts Music	**TECHNOLOGIES:** Digital Technologies (Computing) Engineering Principles and Systems (Mechanics) Food and Fibre Production (Agribusiness) Food Technology (Cooking and Hospitality) Materials and Technologies Specialisations (Industrial Technology)	**HEALTH:** Health & Physical Education Outdoor Recreation **LOTE:** Chinese

Assessment and Reporting

For each area of study in Year 9, your achievements are measured against the standards of the Australian Curriculum. Each subject has its own assessment program. Assessment programs are referred to briefly in the subject descriptions, which follow later in this booklet.

Year 9 students receive a detailed report at the end of each semester. These are very similar to the reports received during Year 7 and 8. All students receive an interim report about halfway through each Semester to indicate progress over the first 10 weeks of that semester.

Career Advice

Students entering Year 9 have already made some very important decisions. These decisions will affect not only the next two years at school but also the range of options open to them after Year 10 and after Year 12. Although most students at this stage will not have a thorough understanding of the world of work and the variety of careers available today, some will have definite thoughts about what they would like to do later on. The Year 9 ***Career and Transition*** program (delivered through Care Group) will assist students in developing an initial plan for stepping into the future.

Parents are also invited to discuss, with the Guidance Officer or Teachers, any concerns they may have about student progress at school or any difficulties that students may be experiencing. Students always have direct access to the Guidance Officer and can make appointments at times suitable to the student, the classroom teacher and the Guidance Officer.

It is recommended that students make regular visits to the careers reference section in the Resource Centre and the Guidance Office to investigate possible careers. Speaking with the Guidance Officer is advised.

Have you thought about the type of work you would like to do when you finish school? It is wise to begin investigating possibilities early because the better informed you are, the better decisions you will make in the future.

You can investigate careers by relating your interest in school subjects to possible occupations.

Occupations Related to Subject in Year 9

You may wish to use the following steps:

1. identify the subjects you enjoy and do best in

2. use this handout to identify the types of occupations that may be related to these subjects

3. gather information about these occupations by reading the *Job Guide,* accessing information from the *myfuture* website (http://www.myfuture.edu.au), going on work experience, and talking to people in the workplace

4. talk to your guidance officer or career counsellor.

As you learn more about yourself and about jobs, you may change your ideas about the type of jobs you are interested in. This is part of the process most people go through before deciding on a post-school occupation or before changing from one occupation to another during their career.

Although subjects can be related to a number of jobs, very few of the subjects are prerequisites for those jobs. A prerequisite subject is one which must be studied in Years 11 and 12 to gain entry to a specific tertiary course. However, a small number of Year 11 and 12 subjects require previous study in Years 9 and 10. Talk to your guidance officer or career counsellor about these prerequisites.

ENGLISH	LANGUAGES OTHER THAN ENGLISH
English	**French, German, Italian, Japanese, Indonesia, Chinese, Korean, Spanish**
Actor	Announcer
Archivist	Anthropologist
Author	Archaeologist
Book editor	Book editor
Broadcaster	Customs officer
Copywriter	Employee relations officer
Foreign affairs & trade officer	Flight attendant
Interpreter	Foreign affairs and trade officer
Journalist	Interpreter
Lawyer	Journalist
Librarian	Probation and parole officer
Management consultant	Ship's officer
Public Relations Officer	Social worker
Publisher	Sociologist
Receptionist	Teacher
Speech pathologist	Tour guide
Teacher	Translator
Teacher's aide	Travel consultant
Travel consultant	Writer
Writer	

MATHEMATICS	SCIENCE	
Mathematics (Some careers require core and extension)	**Science**	**Agricultural Science**
Accountant	Automotive electrician	Agricultural economist
Actuary	Chemist	Agricultural engineer
Bank officer	Computer programmer	Agricultural technical officer
Bookeeper	Electrical fitter	Animal attendant
Credit officer	Engineer	Botanist
Economist	Electronics service person	Food technologist
Electrical Fitter	Environmental scientist	Forest technical officer
Engineer	Forensic scientist	Forester
Electrical Planner	Laboratory worker	Horticultural technical officer
Geologist	Medical practitioner	Pest and weed controller
Mathematician	Meteorologist	Sugarcane analyst
Motor mechanic	Nurse	Veterinary nurse
Physicist	Pharmacist	Wool classer
Programmer (information technology)	Refrigeration and air-conditioning mechanic	
Quantity surveyor	Sports scientist	
Statistician	Sugarcane analyst	
Stockbroker	Teacher	
Surveyor	Telecommunication technician	
Taxation agent	Veterinarian	
Teacher	Winemaker	

SOCIAL SCIENCE			
History	**Geography**	**Civics, Study of Society & Environment**	**Business Education**
Anthropologist	Agricultural scientist	Anthropologist	Accountant
Archaeologist	Biological scientist	Archivist	Bank officer
Archivist	Cartographer	Child care worker	Bookkeeper
Barrister	Environmental scientist	Community worker	Car rental officer
Community worker	Forest technical officer	Counsellor	Cashier
Criminologist	Geographer	Environmental scientist	Court and Hansard reporter
Foreign affairs and trade officer	Geologist	Geographer	Court officer
Geologist	Hydrographer	Library technician	Credit officer
Historian	Landscape architect	Police officer	Croupier
Journalist	Marine scientist	Probation and parole officer	Economist
Lawyer	Meteorologist	Public relations officer	Farm manager
Librarian	Ocean hydrographer	Recreation officer	Hotel/motel manager
Museum curator	Park ranger	Religious leader	Human resources officer
Public relations officer	Surveyor	Social worker	Office administrator
Religious leader	Teacher	Sociologist	Paralegal worker
Sociologist	Tour guide	Teacher	Real estate salesperson
Stage manager	Town planner	Town planner	Receptionist
Teacher	Travel consultant	Trade union official	Secretary
Writer	Water services officer	Youth worker	Stock and station agent
			Teacher
			Travel consultant

THE ARTS

Dance/Drama	Media	Music	Visual Arts
Actor	Advertising officer	Announcer	Architect
Announcer	Announcer	Arts administrator	Artist
Arts administrator	Film and TV critic	Composer	Craftsperson
Choreographer	Film and TV producer	Conductor	Dressmaker
Dancer	Government administration	Film and TV producer	Engraver
Film and TV lighting operator	Journalist	Multimedia developer	Fashion designer
Film and TV producer	Marketing officer	Music critic	Florist
Make-up artist	Multimedia developer	Music therapist	Graphic designer
Model	Public relations officer	Musical instrument maker	Hairdresser
Public relations officer	Sales person	Musician	Interior decorator
Receptionist	Teacher – media	Piano technician	Industrial designer
Recreation officer	Writer	Recreation officer	Jeweller
Set designer		Singer/vocalist	Landscape architect
Speech pathologist		Sound technician	Make-up artist
Stage manager		Stage manager	Multimedia developer
Teacher – dance		Teacher – early childhood	Photographer
Teacher – speech & drama		Teacher – music	Screen printer
Tour guide		Teacher – primary	Set designer
Writer		Teacher – secondary	Signwriter
			Teacher

HEALTH

Health	Physical Education
Butcher	Acupuncturist
Catering manager	Ambulance officer
Cook/chef	Beauty therapist
Craftsperson	Chiropractor
Dietician/nutritionist	Fitness instructor
Events manager	Hospital food service manager
Food technologist	Massage therapist
Home care worker	Nurse
Home economist	Occupational health and safety officer
Hospital food service manager	Occupational therapist
Hotel/motel manager	Physiotherapist
Nanny	Podiatrist
Nurse	Psychologist - sport
Teacher	Radiation therapist
	Recreation officer
	Sports scientist
	Sports coach
	Stunt performer
	Teacher

Queensland Government

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Education Queensland
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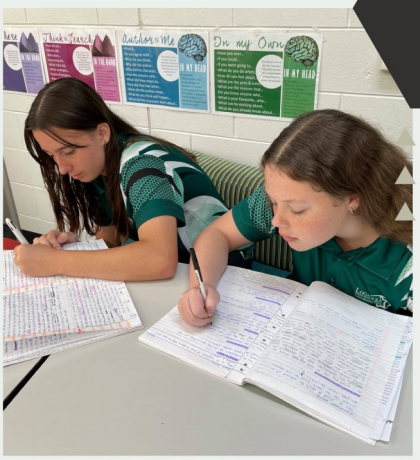
TECHNOLOGIES

Industrial Technology & Design	Digital Technologies	Food and Textiles	Agriculture
Architect	Analyst (Information technology)	Butcher	Agricultural economist
Architectural drafter	Architectural drafter	Catering Manager	Agricultural engineer
Assembler	Business systems analyst	Clothing patternmaker	Animal attendant
Automotive electrician	Computer systems engineer	Cook/chef	Farmhand
Boilermaker	Computer hardware service technician	Craftsperson	Fisher
Builder	Computer systems officer	Dietician/nutritionist	Food technologist
Cabinetmaker	Data processing operator	Dressmaker	Forest technical officer
Carpenter/joiner	Database administrator	Events manager	Forester
Cartographer	Desktop publisher	Fashion designer	Gardener
Engineering associate (mechanical)	Help desk operator	Food technologist	Horticultural technical officer
Fitter	Information technology educator	Home care worker	Jackeroo/jillaroo
Graphic designer	Information technology manager	Home economist	Landscape gardener
Industrial designer	Multimedia developer	Hospital food service manager	Pest and weed controller
Landscape architect	Programmer	Hotel/motel manager	Stablehand
Leadlight worker	Software designer	Interior decorator	Stock and station agent
Metal fabricator	Software engineer	Nanny	Veterinary nurse
Panel beater	Systems designer	Nurse	Wool classer
Picture framer	Teacher	Pattern maker	
Sheetmetal worker	Training officer	Retail buyer	
Teacher	Telecommunications engineer	Tailor	
Wood machinist	Website administrator	Teacher	



English

Why study English?

To become a fully rounded person and an effective member of the workforce and society, it is important to be able to communicate in both the spoken and written forms. We need to be able to articulate our thoughts as well as critically analyse information presented to us by the media, politicians and others attempting to influence our thinking. We need to be adept at using newer technological forms of communication.

The study of English can also fulfil a personal, aesthetic role in providing students with opportunities to read and view a range of interesting texts from different genres and time periods.

Lastly, it is well known that practice in reading assists students with their comprehension, vocabulary and writing skills, amongst others, and leads to an improvement in their overall level of literacy. This assists their studies in all subject areas.

Course Outline:

Students will study a range of text types and enjoy a diversity of learning experiences in units of varying lengths. They will learn how to construct an assortment of texts as well as critically analyse real-world examples of these texts. In Year 8 and 9 the units studied might include: an exploration of identity, novels and/or short stories, persuasive speeches and debates, film, poetry and drama.

Assessment:

Students will complete a number of assessment tasks, both spoken and written. Genres include persuasive, narrative, analytical and multimodal.

Future Pathways:

This subject is compulsory at all year levels. Students in Years 11 & 12 can choose to study either English (General subject), English Essential (Applied subject) or Short Course in Literacy.

Currently, a passing grade in at least one semester of English, English Essential or completion of the Short Course in Literacy is a prerequisite to be eligible for a Queensland Certificate of Education. Students planning to pursue university study should aim to achieve a “B” or higher in Year 9 English.

Mathematics

Why study Mathematics?

Mathematics has the power to shape the future of a society. It is the basis of many activities related to everyday living — from shopping to advances in space travel. Mathematics assists us to develop strategies for managing time and money, interpreting data, estimating and taking measurements, giving and following directions, making calculations and determining the probabilities of events.

The aims for students at Loganlea State High School are:

- to become resilient, confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- to develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
- to recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Course Outline:

In Mathematics, the key ideas are the proficiency strands of understanding, fluency, problem-solving and reasoning. The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.

The content strands are ***number and algebra***, ***measurement and geometry,*** and ***statistics and probability*****.** They describe what will be taught and learnt.

Assessment:

Students will be assessed each semester using a Problem Solving and Modelling Task (PSMT), end of term exam and end of semester Exam.

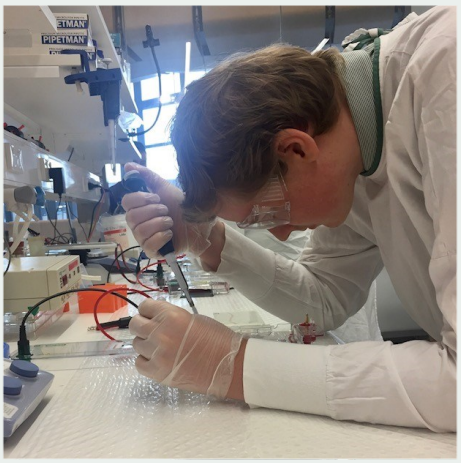
Calculator:

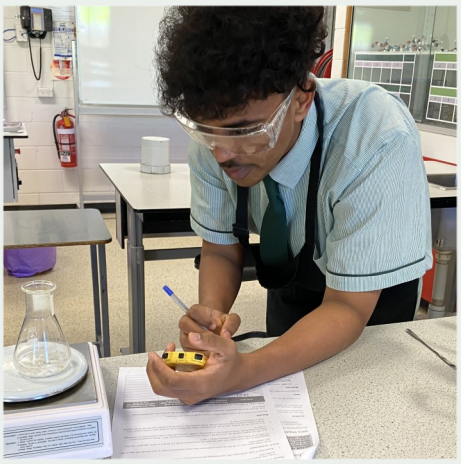
A **scientific calculator** is required as it is an essential tool for every maths student – a two-line display calculator is preferred (recommended CASIO FX82AU PLUS II Scientific Calculator).

Future Pathways:

This subject is compulsory at all year levels. Students in year 10 can choose to study 10 Maths or 10 Advanced Maths. Students planning to pursue university study should aim to achieve a B or higher in 9 Maths to be eligible for 10 Advanced Maths.

Science





Why study Science?

Humans are innately curious about their world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries and solving problems. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science aims to understand a large number of observations in terms of a much smaller number of broad principles.

The study of science supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Course Outline:

Science has three interrelated strands:

- **Science Understanding**
  Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations. The Science Understanding strand comprises four sub-strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences, and Physical Sciences.
- **Science as a Human Endeavour**
  Through science, humans seek to improve their understanding and explanations of the natural world. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account.
- **Science Inquiry Skills**
  Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence based arguments.

Units studied in Year 9 Science are:

- Energy On The Move
- Making Waves
- It's Elementary
- The Changing World
- My Life In Balance
- Responding To Change
- Chemical Change
- Burn and Grow

Assessment:

Students will be required to complete a number of assessment tasks including:

- Research investigation
- Student experiment (written report)
- End of semester exam

Future Pathways:

Science leads to the study of Chemistry, Physics, Biological Science, Agricultural Science or Science in Practice at a Year 11 level.

A Sound Level of Achievement in Science is a requirement of many TAFE Apprenticeship courses.

Social Sciences

Why study History?

History provides an opportunity for students to develop knowledge and understanding of the past in order to appreciate themselves and others, to understand the present and to contribute to debate about planning for the future. Students develop critical understanding and learn how to compare different accounts of events in the past relating to war, revolution, religion, imperialism and everyday life. In seeking explanations for historical events and developments, students encounter key historical concepts such as change, continuity, cause, motive and effect.

Why study Geography?

Geography provides students with an opportunity to learn about the physical world they live in. They will develop a deeper understanding and knowledge of their environment, land forms, political and economic systems as well as the cultures that live on and work the land. In seeking understanding of place and space students develop skills that can assist them in making considered future employment opportunities.

Why study Civics and Citizenship?

Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

Why study Economics and Business?

The study of economics and business develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it.

Course Outline:

Students will develop critical inquiry skills through the investigation of Biomes, urban planning, the Industrial Revolution, World War One, Democracy and economic development.

Assessment:

Assessment is based on a number of types of tasks, including range of written tasks, multimodal research tasks, oral tasks and ongoing moderated individual and group activities.

Future Pathways:

In Year 11 and 12, students have the opportunity to complete more advanced studies in the “General” subjects—Modern History, Geography, Business and the “Applied” subject, Social and Community Studies. To take advantage of this opportunity, students interested in these studies should aim for a strong passing grade in Year 9 social sciences. Through the study of the social sciences, students will gain the social and literacy skills required in senior and for life beyond school.

Art (Visual)

Why study Visual Art?

Visual Art is a subject best suited to students who enjoy making artworks and want to express their own creative ideas and meaning through art making. Art allows students to learn techniques and processes across a range of media areas including painting, drawing, collage, ceramics and digital media. As well as learning how to make artworks, students will learn about artists from a range of cultural backgrounds as well as historical and contemporary art movements and how they have influenced artworks made today.

Course Outline:

Unit One - Body Art
Unit Two - Surrealism on a Deck
Unit Three - Environmental Art
Unit Four - Printmaking

Assessment:

Students will be assessed through **making** artworks across a range of media. They will be required to **respond** to both their own and others' artwork.

In Year 9 Art, students will have the chance to develop their:

- creative expression
- imaginative, inventive and critical thinking
- independent work habits and teamwork when required
- valuable problem-solving skills
- openness to new experiences and ideas
- responsible and safe work practices
- researching and writing skills

Future Pathways:

Visual Art is one of the top ten subjects chosen for study in years 11 and 12 across the state. Students can elect to study **Visual Art** in their Senior Years through choosing **Visual Art (General)** or the **Certificate II in Visual Art.**

Dance

Why study Dance?

Year 9 Dance offers a unique opportunity for students to participate in an exciting and energetic creative
art-form, while increasing their self-confidence and physical fitness.

Dance allows the student to explore various cultures and learn techniques from numerous styles and forms of dance, through the dimensions of **Choreography, Performance** and **Appreciation** of dance. The program is designed to allow growth in students' creative expression, while increasing self-esteem and confidence through the medium of dance.

Course Outline:

Term 1:
Unit One: Top of the Pops

- Popular dance styles from around the world
- Perform for an audience
- Respond to genre of social dance

Term 2:
Unit 2: Street to Stage

- Hip Hop Dance
- Perform for an audience
- Choreographic techniques

Term 3:
Unit 3: Codebreakers

- Contemporary technique
- Perform for an audience
- Viewing and responding to contemporary dance works

Assessment:

Throughout the course students will be assessed through choreography, performance and appreciation.

Future Pathways:

The study of Dance in Year 9 can support students who choose to continue their studies in their senior years. Students can choose to study a Certificate II in Dance in Year 10 and then continue on to study General Dance or to complete a Certificate III in Dance in Year 11 and 12 Appreciation

Drama

Why study Drama?

Drama is an exciting and creative subject. The Drama program is designed to give students the opportunity to develop their self-expression and increase their imagination and artistic awareness. The study of Drama at Loganlea State High School caters to a wide range of student abilities through the provision of practical and theoretical learning approaches. Drama constitutes and challenges the wide range of beliefs, values and meanings of the human condition.

Students will experience:

- Enhanced self-esteem;
- Increased skills and understanding of the elements of Drama;
- Improved communication skills;
- Individual contributions to group dynamics;
- Increased confidence in their own creative abilities.

Course Outline:

Unit 1 "Melodrama"

Unit 2 "Musical Theatre"

Unit 3 "Magical Realism"

Year 9 Drama incorporates a range of learning experiences through many dramatic forms and styles. Some of these include the elements of drama, scriptwriting, voice and movement, Improvisation, Process Drama and Realism. The Drama program operates under three general objectives. These components are **Forming**, **Presenting**, and **Responding**

Assessment:

Presenting scripting and un-scripted scenes, forming dramatic performances, responding to and analysing live performances.

Future Pathways:

Students are able to continue with Drama in the Senior School through the study of Drama (General) or Drama in Practice (Applied).

Media Arts

Why study Media Arts?

Storytelling for screen is no longer restricted to big budget cinema releases and television series commissioned by major networks. Media Arts offers students the opportunity to study a range of different media texts and to question how and why they were made. Students will learn how to discuss the messages media texts present to audiences and in some units will create their own media productions.

In Media Arts, students will have a chance to develop their:

- Understanding of media texts and technologies
- Interpersonal skills working in production groups
- Literacy and Numeracy skills
- Ability to use multimedia to communicate
- Time management and problem-solving skills

Course Outline:

Topics studied include:

- Podcasts
- The language of film, television and new media
- Film design, production and editing

Assessment:

Students will complete a range of different assessment tasks where they will be required to **design, evaluate** and **produce** a variety of media products.

Future Pathways:

Media Arts is an excellent introduction for students wishing to continue on in this subject area in Year 10, 11 and 12. The skills developed across the program prepare students for study in Year 11 and 12 **Film, Television and New Media (General)** or Year 10, 11 and 12 **Media Arts in Practice (Applied).**

Music

Why study Music?

There are many benefits in studying music. These include developing:

- Self-confidence
- Interpersonal skills
- Confidence in creative abilities
- Positive communication skills
- Understanding of music creation
- Value live performance as an enriching experience

Course Outline:

Year 9 Music gives students the opportunity to expand and explore musicianship through **composition, musicology** and **performance**. This course equips students with practical skills and background knowledge to assist them in becoming the complete musician.

Topics include:

- **Me, The Musician** - students have access to drum kits, acoustic, bass and electric guitar, PA systems, electronic keyboards, tuned and un-tuned percussion to complete their practical work.
- **My Music, My Creation -** students will use music software programs to publish their own compositions. They will learn to record and create music and set up and use audio equipment.
- **Music Through Time and Space -** students explore music classics and innovators throughout history from a range of genres such as indie, rap, RnB, pop, classical, rock and more.
- **The World is Music to My Ears -** students get the opportunity to discover how compositional devices and musical elements effect programme music both on and off the screen for the movies. They will create a piece of music using a range of instruments and recording technology in preparation for a series of in-class performances of student compositions.

Assessment:

Students will be assessed throughout the course in **composition, performance** and **responding.**

Future Pathways:

The study of Music can lead to continued study in Years 10, 11 and 12 in **Music** and **Music in Practice.**

Health & Physical Education

Why study Health & Physical Education?

Students studying Health & Physical Education are learning skills for life. Health & Physical Education provides them with the opportunities to learn and to practice these life skills. The course focuses on Personal Development, Personal Health, and Physical Activity. Sport Excellence students will be engaged in an extension HPE program designed to enhance exposure to the health and sport industry

Course Outline:

Students will learn "in, about and through" Health and Physical Education. The theory component of this subject covers health education issues and personal fitness. Each student's personal fitness is monitored and developed throughout the course to achieve their maximum potential. Written work will represent fifty percent of the course and the content will cover the following:

SEMESTER 1

- Respectful Relationships (Sex education, sexual health, sexuality)
- Food for Sport (nutrition)

SEMESTER 2

- My Social Responsibility (Drug & Alcohol)
- Summer Safety (beach awareness, skin cancer, water safety)

Practical Areas:

Students will participate in a selection of the following:

- Field Athletics
- Touch Football
- Softball
- Cross Country
- Track Athletics
- Fitness
- Soccer
- Basketball
- Futsal
- Volleyball
- Netball

Assessment:

Students will be required to complete a number of assessment tasks, including:

- Written exams
- Written homework research tasks
- Written research assignment
- Workbook
- Practical Assessment

Future Pathways:

Health & Physical Education as an elective subject in Year 10. Senior Physical Education and Physical Recreation Studies.

Outdoor Recreation

Why study Outdoor Recreation?

Students studying Outdoor Education are learning skills for life. Outdoor Education, delivers the HPE curriculum through an experiential approach, connected closely with experiences in nature, which provides student with the opportunities to learn and to practice these life skills. The course focuses on connections with our natural environments, health, personal growth and physical development.

Course Outline:

In Outdoor Education, students explore more adventurous activities as a way of exploring self and nature, and apply lessons learned to everyday living. They experience guided, integrated learning which focuses on skills and knowledge associated with Outdoor Recreation, human-nature relationships, conservation and sustainability of our natural environments and, health and wellbeing.

UNIT	THEORY	PRACTICAL
1 - Problem Solving	Participation in Sport and Recreation	Physical Problem-Solving Challenges
2 - Navigation	Ethics in Sport & Outdoor Recreation for the Community	Orienteering Rogaining
3 - Expeditions	Environmental Conservation & Human Connection	Expedition Camp*
4 - Rock Climbing	Risk, Thrills and Activity Design	Rock Climbing*

*These activities have costs associated with their facilitation.

Assessment:

Students will be required to complete a number of assessment tasks, including:

- Practical Observations
- Research Projects and Investigations
- Reflection Journal

Future Pathways:

Physical Education, Sport & Recreation Studies and Certificate II in Outdoor Recreation are available for future study.

Chinese

Why study Chinese?

A second language is an asset in many career paths: from hospitality and tourism, to commerce, construction, trade, banking, retailing, agriculture and the public service. These are all areas in which Australia's links with China are growing now and will continue to grow in the future. Therefore, being able to speak Chinese and having inter-cultural language skills are significant assets that students can offer their employers in the future. Learning Chinese at Loganlea is more than just learning to speak Chinese. The aim of the course is to assist students to develop inter-cultural language skills; to unlock the treasures of Chinese language and culture by developing a greater awareness, understanding and appreciation of the student's own first language.

Course Outline:

The Year 9 program refines and extends the students' language skills, building on what they have learned in Years 7 and 8. The primary focus of the course is spoken and written communication; using language in real-life situations here in Australia. All four macro skills (reading, writing, speaking and listening) are assessed throughout each term.

Assessment:

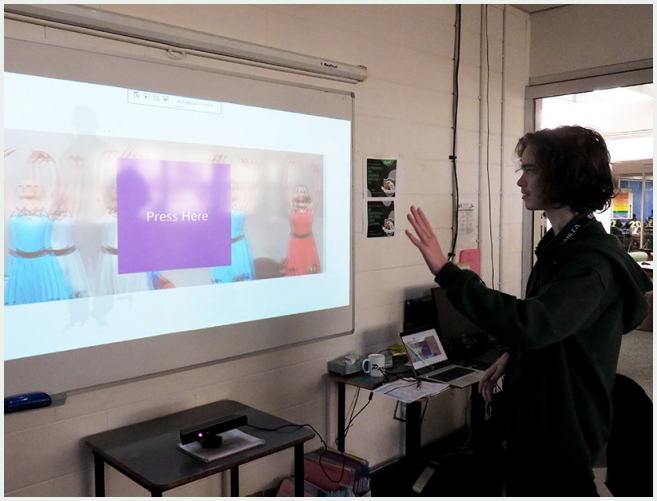
All four macro skills (reading, writing, speaking and listening) are assessed throughout the year.

Future Pathways:

The study of Chinese in years 9 and 10 is a prerequisite for the Year 11 and 12 program, which continues the journey of discovery; extending and maturing the student's vocabulary and language skills.

Digital Technologies (Computing)

Why study Computers and Digital Technology?
Technology is growing fast, are you?

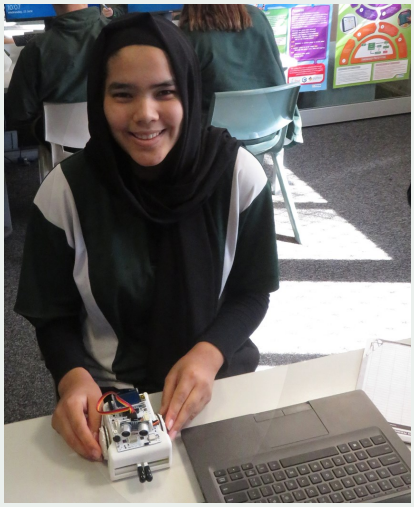


Learning in Digital Technologies focuses on further developing an understanding and skills in computational thinking and solving real world problems with innovative solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Digital Technology also incorporates kinaesthetic or "hands-on" approaches where students will be given the opportunity to build and create physical devices to which they will then code. Then you should consider enrolling and studying a course in Computers and Digital Technology.

Course Outline:

App Creation	Students create their own smartphone app, complete with their own custom graphics
Virtual Reality	Students create their own VR experience with the intention to inform a user on a skill or interest
Smart Device	Students create their own smart device (such as a smart watch)
3D Printing	Students will design and create 3D objects for use in computer games
Website	Students will create their own website
Networking	Students will learn how networks operate using Minecraft EDU



Assessment:
The assessment for this subject will be done through assignment tasks, examinations as well as through folio work.

Future Pathways:
This qualification provides foundation digital literacy skills to support a wide range of varying industry occupations such as Multimedia Specialists, Web Developers and Programmers.

Engineering Principles and Systems (Mechanics)

Why study Engineering Principles and Systems?

The course enables students to participate in a vocational Mechanics course with a vehicle development focus.

Course Outline:

It is an activity-based subject where students learn by doing, develop a commitment to the mechanical ideologies, good work ethic (both independently and in a team) and prepare for the workplace. There is a focus on planning and carrying out routine tasks with some assistance. This subject is an introductory subject to the automotive service and repair industries. By the conclusion of the course of study, students should have developed industry standard knowledge and skills related to primary and associated industries.

Assessment:

Assessment strategies depend on the particular unit task. Assessment will be based on two elements of practical / technical abilities working on vehicles in a workshop situation as well as theory elements encompassing components of vehicle maintenance.

Future Pathways

A certificate course of study in Mechanics can establish a basis for further education and employment in a range of fields such as, light vehicle mechanic, Agricultural / Heavy vehicle mechanic, mobile plant, auto electrical, heavy commercial vehicle.

Food and Fibre Production (Agribusiness)

Why study Food and Fibre Production?
In the Food and fibre Production courses students have opportunity to complete industry relevant tasks in a practical setting. Our working farm provides students with the opportunity to learn about agriculture, the environment (including plants and animals) and machinery. The program is tailored to meet the individual needs of students. Food and Fibre Production offers real world experiences and a hands-on approach to study. Life skills and the ability to work as a team are important aspects of Food and Fibre Production studies at Loganlea State High School.

Course Outline:
Food and fibre Production at Loganlea State High School offers subjects on a yearly progression where students gain the basic knowledge and skill base required for the senior subjects.

Food and Fibre Production encompasses multiple agricultural areas and is about students getting in and having a go. The subject content covers both practical activities and related theory. This approach achieves a balance of "hands-on" experience with an understanding of how and why things are done.

In Year 9, students will learn about workshop safety and work with plants and animals (sheep, goats and cattle, pigs and poultry). Students will learn about safe handling techniques, animal behaviour and welfare, breeds, digestion, reproduction, anatomy and physiology as well as diseases and parasites, soil and water quality.

Assessment:
This subject assesses on both the theoretical and practical aspects. Theory assessment includes tests and assignments. Practical assessment involves demonstrating correct handling techniques and procedures.

Future Pathways:
Students studying Food and Fibre Production in Year 9 will gain pre-requisite knowledge and skills for the Year 10 Food and Fibre Production Certificate Program and provides an opportunity to develop a sound base knowledge and skill set leading into the Year 11/12 Agricultural subjects that are offered at this school. The skills learned are also usable in "real life" after school.

Considerations:
As this course does involve practical activities, students should expect (and are expected) to get involved with the real life farm situations. Changes of clothes are advisable.

This subject does expose students to some degree of risk, as animal behaviour cannot be totally controlled. Students who pose a risk to other students or animals, who do not participate or who persistently ignore instructions will be required to reselect a different subject.

Food Specialisations (Cooking and Hospitality)

Why study Food Specialisations?

The year 9 Food Specialisations subject introduces the concepts and topics that form the basis for the senior subject selection on offer in the Home Economics department. The students are assessed in both theory and practical settings throughout the year. The subject will be delivered with a strong Hospitality focus and hands on approach to the knowledge and content.

Course Outline:

Students will engage in critical thinking and reflective practices and will be challenged in design-based assessments with an emphasis on future school career and post school pathways. Students will be required to create a refined product or food solution in order to meet the requirements of a design constraint or food problem.

Students will have the opportunity to:

- Explore the elements embedded in the food safety industry and how it impacts their world.
- Develop design solutions for how media influence food / dining experiences and how this affects society and healthy eating choices.
- Investigate the principles that underpin the manufacturing, marketing and sustainability practices that impact on food preservation, preparation and presentation.
- Examine and research the influence that cultural practices have on eating habits and traditions.

The subject will be well suited to students who have a genuine interest in the practical elements of Hospitality and aspire to broaden their knowledge and skill set in the area. Students are required to provide some ingredients for the subject and will require an A4 lined book and a blank A4 design book. All other material will be provided. Students have access to technologies in order to complete assessment tasks.

Assessment:

The assessment program for this subject consists of practical activities, observations and associated theory tasks.

Future Pathways:

Food Specialisations focuses on future occupations within the design technology realm and enables students to become informed members of society with an understanding of the impact that design decisions can have on products, services and environments.

Materials and Technologies Specialisations (Industrial Technology)

Why study Materials and Technologies Specialisations?

Are you good with your hands? Do you like making things? Would you like to learn in a practical setting? Then Materials and Technologies Specialisations is for you. The Industrial Technology and Design department teaches this subject as a set of practical activities that lets you develop your hand skills and hand/eye coordination. You will take home projects that can be kept and used for many years to come.

Course Outline:

Students progress through a range of learning activities centred on the production of products.
They focus their learning on topics such as:

- How to make basic products
- Manufacturing activities conducted in workshop
- Safety and safe working practices

Assessment:

- Designing and making products
- Completing assignment tasks
- Testing knowledge of safety and safe working practices
- Testing of technical understanding

Future Pathways:

Materials and Technologies Specialisations has been developed to provide students of all aspirations and abilities with experiences working with materials. The subject is useful for students seeking employment in the trade areas (such as building, joinery, plastics industries) and for those requiring skills for leisure and home maintenance activities.

Thinking ahead to 2022 and 2023

Queensland Certificate of Education

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

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Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements