

# **ALL HALLOWS' SCHOOL**

**Established 1861**

**Founded by the Sisters of Mercy**



## **CURRICULUM INFORMATION**

**Year 9 – 2016**

**Year 10 - 2017**

# CONTENTS

YEAR 9 & 10 PROGRAM FOR 2016 - 2017 .....	3
IMPORTANT POINTS IN ELECTIVE PROGRAM SELECTION.....	5
RELIGION AND LIFE SKILLS .....	6
LIFE SKILLS IN YEARS 9-10 .....	8
ART.....	10
DANCE.....	11
DRAMA.....	12
ENGLISH.....	13
ENTERPRISE EDUCATION.....	14
GEOGRAPHY .....	16
HEALTH AND PHYSICAL EDUCATION .....	18
HISTORY.....	19
HOME ECONOMICS.....	21
INFORMATION AND COMMUNICATION TECHNOLOGY .....	23
LANGUAGES .....	25
MATHEMATICS.....	27
MUSIC .....	29
PHYSICAL EDUCATION.....	31
SCIENCE .....	33

# YEAR 9 & 10 PROGRAM FOR 2016 - 2017

The time has come for you and your daughter to give consideration to the type of program she is to take in Years 9 and 10 and beyond. It is important that the program chosen is the best one for the individual student.

In Years 9 and 10 students follow a **core program** of Religious Education (including Lifeskills), English, Mathematics, Science, History or History/Geography and Health and Physical Education. Students select **two electives** to complete their program from subjects in the Learning Areas of the Arts, Business (including Information and Communication Technology), Physical Education, Home Economics, Languages, Social Science (both History and Geography can be undertaken).

Please note the following factors you and your daughter will need to consider when making a choice:

- A. The student's own abilities:** Our courses are designed to cater for the individual capabilities of each student. The program selected should be in keeping with your daughter's ability and her performance in subjects throughout Year 8.
- B. Preference in subjects:** The core subjects are compulsory for all students in Years 9 and 10 and ensure that all students have a good foundation for further studies in most learning areas. In choosing the electives; however, students and parents will need to consider particular talents and interests and possible pre-requisites for Year 11 and 12 subjects. Most importantly, a student should choose the subjects she likes best, and are likely to challenge her appropriately. She should also be open to new learning.
- C. Enrolment:** Subjects are offered conditional on sufficient enrolments. Where too few students enrol in Year 9 for a subject, that subject may not be offered.

## Additional Activities

In addition to the usual co-curricular sporting and cultural activities, students will be offered the following additional programs:

- Enrichment opportunities
- Retreats
- Athletics and swimming carnivals
- Interschool sporting carnivals
- Excursions and similar

## Students with particular needs

The Learning Support and Enrichment Department identifies, diagnoses and monitors students who need support or enrichment in Years 9 and 10. Teachers in this Department support colleagues by planning units with them, by working collaboratively in class with students and teachers and by withdrawing students. Recommendations from specialists' reports are used to plan programs that meet student needs. Students identified as gifted and talented are given the opportunity to participate in a variety of intellectually challenging programs, including Future Problem Solving, Opti-Minds, Cluster Days, Days of Excellence and a variety of competitions/assessments. A variety of enriching experiences is incorporated within the curriculum to cater to the range of abilities and learning styles in classrooms.

<b>COLUMN A</b> Year 11/12 subject you plan to study (based on 2016/17 offerings).	<b>COLUMN B</b> Year 10 subjects requiring pre-requisite levels of achievement at Semester 1 Year 10 for enrolment in subject in Column A.	<b>COLUMN C</b> Additional Year 9/10 subjects which will help you prepare for subjects in Column A. Compulsory core subjects other than Social Science not included here.
Accounting	English, Mathematics Alpha ,or Mathematics Beta	Enterprise Education
Ancient History	English, History/Geography Cycle, History	
Biology	Science or Science General, English	
Business Management	English	Enterprise Education
Chemistry	Science, Mathematics Beta	
Dance	Dance*, English	
Drama	Drama*, English	
Economics	English, Mathematics Alpha, Mathematics Beta	Enterprise Education, Geography, History
English	English	
English Communication	Nil	
Fashion	Nil	Home Economics
French	French*	
Geography	English Geography/History	
Home Economics	English	Home Economics
Hospitality Practices	Nil	Home Economics
Information Technology Systems	English	Information & Communication Technology
Italian	Italian*	
Japanese	Japanese*	
Legal Studies	English	Geography, History
Mathematics A	Mathematics Alpha or Mathematics Beta	
Mathematics B	Mathematics Beta	
Mathematics C	Mathematics Beta	
Modern History	English, Geography/History Cycle, History	
Music	Music*, English	
Physical Education	English, Health & Physical Education	Physical Education
Physics	Science, Mathematics Beta	
Pre-vocational Mathematics	Nil	
Religion and Ethics	Nil	
Science 21	Science or Science General, English	
Study of Religion	Religious Education, English	Geography, History
Study of Society	English, Geography/History	Geography, History,
Visual Art	Art*, English	
Visual Art Studies	Nil	Art

\* Please note that students may achieve appropriate skill levels in other studies of these subjects eg. extra-curricular studies.

# IMPORTANT POINTS IN ELECTIVE PROGRAM SELECTION

1. Choose your elective subjects according to the following criteria:
  - Subjects you **ENJOY** studying
  - Subjects in which you **ACHIEVE WELL**
  - Subjects that you need as **PRE-REQUISITES** for study in **YEARS 11 & 12**
2. **DO NOT CHOOSE A SUBJECT BECAUSE YOUR FRIEND CHOOSES THAT SUBJECT.** There are multiple classes for most subjects and so it is unlikely that two students with the same subjects will be in the same class.
3. Timetabling of subjects will be determined **AFTER** all students have chosen subjects. This is when the subjects that will be timetabled simultaneously will be determined.
4. Enrolment: Subjects are offered conditional on sufficient enrolments. Where too few students enrol In Year 9 for a subject, that subject may not be offered.
5. Choose subjects **VERY CAREFULLY.** Throughout the two years, students may request a change to elective subjects. Such changes may/will only be made under the following conditions: the change is requested at the **END** of a semester; fits the student's timetable; can be accommodated within the available class size; has parent and school approval.

# RELIGION AND LIFE SKILLS

In the Religion and Life Skills course approximately three quarters of the time is spent on the Religion component and one quarter on Life Skills.

## Why study Religion?

Students study Religion to develop their religious literacy in the light of the Catholic tradition, so that they may participate critically and effectively in the life of their faith communities and wider society.

## What is studied?

The Religion Program is based on the Guidelines for Religious Education in the Archdiocese of Brisbane. It is organised into four strands: Scripture, Beliefs, Celebration and Prayer, and Morality.

There are many dimensions within religious traditions. These include personal and historical experiences, ritual, myth, lifestyle, doctrine and institutional forms of a religion. Each of these is integrated into our field of study.

Prayer and Retreat experiences to foster the students' spirituality are an integral part of the Religion curriculum.

The units in **Year 9 Religion and Life Skills** are based on the four strands. In the **Early Days** students explore the teachings of Paul, the emergence of the early Church and the spread of Christianity. In **The Church in the World** Vatican II and its influence is discussed and students explore how the Mass has developed from a shared meal to the ritual we celebrate today. In **Prayer, Power and Principles** students examine some significant people and events that have had considerable influence on the Catholic Church and how this has shaped the Church today. In **Our World Our Future** the concept of stewardship of the earth is explored.

**Year 10** begins with a study of **Judaism**, the "parent" religion of Christianity, and examines the emergence of Christian doctrines and ethics from this tradition. Students are given the opportunity of visiting the Brisbane City Synagogue and speaking with the Rabbi or members of the Orthodox Jewish Community. The second unit in Semester One, **Jesus: Ministry and Message** explores the teachings of Jesus and their relevance. From this basis, in Semester Two, students examine the teachings of the Gospel as they apply to **Foundations of Social Justice** and **the Gift of Sexuality**.

## How do students learn?

Students learn by:

- Engaging with scripture in a broad range of purposes and in a variety of contexts
- Investigating and engaging with beliefs, sacraments and ritual
- Investigating and applying ideas of Christian morality and justice

They will do this through:

- Identifying questions, researching using a variety of sources, evaluating research and ideas
- Exploring ideas critically and expressing them clearly for a variety of purposes

- Constructing and applying knowledge, concepts, theories and generalisations to make meaning and communicate religious ideas and concepts
- Developing and practising effective interpersonal skills in order to relate to others in peaceful, tolerant and non-discriminatory ways
- Taking part in practical projects
- Using innovative methods and technologies to solve problems, make decisions and envisage hopeful futures
- Taking part in prayer, Eucharist, celebratory rituals and retreats

The skills of religious investigation are as important a part of the learning process as religious knowledge in facilitating the students' journey in faith and in equipping them for continuing their quest in the future. Students encounter problems, seek out evidence, subject it to questions and reflection and suggest explanations for beliefs and traditions based on available sources. Materials used are extensive – scripture, historical documents and texts, illustrations, maps, DVDs, films, music, scripture dramas and internet sites.

### **How is student work assessed?**

A wide variety of assessment procedures is used in Years 9 and 10. Some of the techniques used include:

- Essay writing
- Oral work
- Scripture study
- Case study analysis
- Response to written and visual resources
- Variety of short answer and objective testing techniques
- Multi-modal presentations
- Research Projects

The assessment program tests the students' factual knowledge as well as their skills in understanding and interpreting information about religion – its beliefs, rituals and traditions. Assessment does not occur in relation to a student's faith development and therefore IT IS IMPORTANT TO REMEMBER that the report in Religious Education is NOT a comment on the spirituality of the student.

#### **Retreat**

Students in Year 9 and 10 take part in a one day Retreat each year where they reflect on aspects of their spirituality and their relationship with God and the implications for how they live their lives.

# LIFE SKILLS IN YEARS 9-10

## Why study Life Skills?

Life Skills is an integral part of the curriculum. It allows students to explore and reflect on a range of social and emotional issues. It helps equip them with developmentally appropriate skills to better cope with everyday challenges by encouraging self-reflection, building resilience and an awareness of their role in the school and wider community.

Personal and Social Capability is a general capability within the Australian Curriculum which identifies age appropriate concepts that can be taught throughout the years of schooling in self-awareness; self-management; social awareness and social management.

Career Education is a component of Life Skills. It provides students with the tools they need to make informed decisions and the skills and knowledge to effectively manage the transition from secondary school.

## What is studied?

**Year 9** topics include developing and maintaining a positive body image; boundaries in a digital age, focusing on the transmission of digital images and the legal implications; self-awareness, smart choices and sexuality and relationships. Careers education looks at self-directed learning, opportunity awareness, goal setting and how to manage their life choices, changes and transitions.

**Year 10** explores communication and negotiation in sexuality and relationships education; making healthy and dignified decisions in complex situations and there is a focus on mental health and wellbeing. This includes the ability to work and study to full potential, cope with day-to-day life stresses, be involved in community, and find meaning and satisfaction in life.

Careers Education helps students to identify personal attributes, abilities, interests and values; explore the world of work and the pathways in it and engage in Senior Studies and Career Action Planning supporting a successful transitions from secondary school to post school options.

## How do students learn?

Life Skills lessons are presented in a variety of media to engage students. These include large and small group activities, individual research and reflection, presentations by guest speakers, on-line quizzes, digital lessons and exploring their individual vocational interests through Career Development Programs.

## How is student work assessed?

There is no formal assessment in Life Skills. Students work towards the application of skills learned in their everyday lives. They are encouraged to develop respectful relationships, make informed choices, and contribute to a more collaborative, safe and inclusive community. In Year 9 they will be asked to prepare a visual Careers Profile indicating their Career Pathway to assist with planning their short and long term goals. In

Year 10 students will undergo a subject selection process, which includes an individual interview with middle leadership personnel. They will also complete a journal and e-portfolio. This personal documentation provides students with confidence and evidence of their individual learning styles, and enables reflection which leads to informed decision making for senior school.

# ART

## Why study Art?

The study of Art encourages students to explore artists and their work, directly linking class work with the local, national and global creative community in past and present contexts. This helps to develop an insight into creative practice, visual language and communication as well as exploring artists' cognition and strategies for success.

Students study Art in Years 9 and 10 because it develops creativity, encourages self-expression, and uses an exciting range of Art media and equipment. By studying Art in Years 9 and 10, students are also prepared for further art studies in Years 11 and 12.

The study of Art involves a unique set of Art-based skills, but it can also complement subjects where spatial abilities, creative thinking and problem solving are required.

## What is studied?

Throughout the two year program, Art in Years 9 and 10 explores the "Elements and Principles of Art and Design". These are the fundamental building blocks which create "composition" in an art work – colour, line and direction, shape, space and mass, tone, texture, size and scale, balance and harmony.

Students are introduced to a carefully selected range of media and techniques including painting, printmaking, drawing, ceramic sculpture and digital imagery. The focus is on 'term long' tasks that progressively build skills and link concept to media. Each term in Year 9 is a prerequisite for Year 10 – increasing in complexity and outcome.

## How do students learn?

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Visual Art. They extend their aesthetic understandings of arts elements and languages. Students create their own arts works and present and respond to their own and others' work, considering intended audiences and intended purposes. They recognise that there are many different art disciplines and that people may choose to work as artists or use their creative visual capabilities in other areas of their recreational and working lives.

## How is student work assessed?

The course is divided into two areas of study **Making** and **Appraising**. Students will be involved in **making artworks** demonstrating their **VISUAL LITERACY** and **APPLICATION SKILLS**. Students will complete two written **APPRAISING** tasks each year to describe, analyse and interpret a range of artworks across time and culture. A visual journal is also maintained by each student as a support for their making criteria.

Art encourages students to solve visual problems and think creatively.

Year 9 Cinderella's Revenge Ceramic Sculpture  
Printmaking Folio  
Still Life Painting  
Extended Drawing Task

Year 10 Pop Art Tea Pot  
Self-Portrait Lino Print  
Still Life Painting  
Foreshortened Drawing

# DANCE

***“Dance is the loftiest, the most moving, the most beautiful of the arts, because it is no mere translation or abstraction from life, it is life itself.” Henry Havelock Ellis (1859-1939)***

## **Why study Dance?**

Dance is a human activity of ancient tradition and an evolving form of expression which is fundamental to the human condition. Different cultures throughout history have refined and manipulated movement to communicate meaning through the symbol system of dance. As an aesthetic means of ordering movement into an expressive code, dance involves structuring gesture and motion to capture and convey powerful ideas, images and feelings, and uses the human body as the instrument of communication.

Dance fulfils various functions in our society. In the study of classroom Dance, the major focus is on dance as art whilst promoting an understanding of the social and ritual functions.

## **What is studied?**

Throughout the two year program and through structured learning experiences students are exposed to a diverse range of dance genres including: Popular Dance (Jazz, Funk, Hip/Hop), Tap, Ballet, Musical Theatre, Contemporary Dance and Production and Performance.

## **How do students learn and how are they assessed?**

Central to the study of Dance are the objectives of Choreography, Performing and Appreciating. Each of these objectives is assessed throughout the two year course.

### **Choreography**

- Involves making dances.
- Involves discovery, developing, doing and evaluating movements
- Allows for communication of ideas, emotions and images
- Builds group skills

### **Performing**

- Is the presentation of a sequence of movements
- Involves experimentation with a variety of dance techniques
- Builds self-confidence and physical capabilities
- Enhances co-ordination
- Fosters ensemble skills
- Increases strength
- Focuses on flexibility

### **Appreciation**

- Requires students to learn and observe dance critically
- Encourages observation
- Teaches critical reflection
- Interpretation, analysis and synthesis

Previous experience in dance is not a pre-requisite, and as Dance is a versatile educational subject, the course caters for girls of all ability levels. Whilst Dance can foster performers and creators, at the same time it can play a vital role in the development of each and every student by being a subject, like no other, that fits the criteria of educating the “whole” person.

# DRAMA

## Why study Drama?

This course is designed for students who wish to develop confidence, self-discipline, creativity, team-work skills and cultural awareness. Its emphasis on personal development makes it of value to all students, while those interested in a career as a performer, performing arts administrator, in the media or in public relations will find it a valuable foundation. The course is varied with a balance of individual and group activities including:

## What is studied?

<b>Personal Development</b> <ul style="list-style-type: none"> <li>• self awareness</li> <li>• self confidence</li> <li>• self expression</li> <li>• relaxation</li> <li>• empathy</li> </ul>	<b>Performance Skills</b> <ul style="list-style-type: none"> <li>• improvisation</li> <li>• role play</li> <li>• scripted drama</li> <li>• characterisation</li> <li>• rehearsal skills</li> <li>• storytelling</li> <li>• mask</li> </ul>
<b>Group Dynamics</b> <ul style="list-style-type: none"> <li>• decision making in small groups</li> <li>• responsibility</li> <li>• tolerance and courtesy</li> <li>• leadership</li> <li>• discussion skills</li> <li>• team work</li> <li>• inclusivity</li> <li>• valuing diversity</li> <li>• negotiation</li> <li>• trust</li> </ul>	<b>Audience Awareness</b> <ul style="list-style-type: none"> <li>• etiquette</li> <li>• involvement</li> <li>• appreciation</li> <li>• two way relationship</li> <li>• trust</li> </ul>
<b>Text and Movement</b> <ul style="list-style-type: none"> <li>• scriptwriting</li> <li>• directing</li> <li>• dramatic movement</li> <li>• body language/creative movement</li> <li>• dance</li> <li>• verbal dynamics</li> <li>• masks</li> </ul>	<b>Drama in Education</b> <ul style="list-style-type: none"> <li>• elements of drama</li> <li>• entertaining children</li> <li>• social themes</li> <li>• history of theatre</li> <li>• research skills</li> <li>• guest artists - workshops</li> </ul>
<b>Voice Production</b> <ul style="list-style-type: none"> <li>• safe use of the voice as a form of communication</li> </ul>	<b>Cultural Awareness</b> <ul style="list-style-type: none"> <li>• drama in Australia and the world</li> <li>• ritual as Drama</li> <li>• character analysis and exploration</li> </ul>

## How do students learn and how are they assessed?

Drama is a practical subject, with lessons consisting of workshops culminating in performances. Some units have a written component (creative writing, research and analysis). Assessment is continuous. Drama is an ongoing, enjoyable subject from which the students gain many benefits, particularly an appreciation of the world they live in.

# ENGLISH

## Why study English?

In English, students learn to speak, listen to, read, view, write and shape texts to make meaning with purpose, effect and confidence in a wide range of contexts. They learn how language use varies according to context, purpose, audience and content, and they develop their abilities to use this knowledge. Students develop their ability to use language to talk about language and to reflect on and critique its use.

## What is studied?

The program for Years 9 and 10 at All Hallows' School is derived from the Australian Curriculum for English. Students are prepared for Senior English through a framework which is structured around:

- Language
- Literacy
- Literature

The study of English encourages students to develop a range of literacy practices to help them become multi-literate, active and informed citizens able to participate as lifelong learners in a rapidly changing world.

## How do students learn?

Students engage with literary and non-literary texts through the practices of *Speaking and Listening, Reading and Viewing and Writing and Creating*.

Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of students. They may include:

- individual, small group and whole class activities which encourage students to talk, to discuss, to become articulate, effective communicators;
- workshops, conferencing;
- simulated contexts, eg. improvisations;
- real life contexts;
- guest speakers.

Throughout the course of study, students engage with a range of literary, media and everyday texts. Range and balance of texts is achieved by working with texts from various eras and cultures.

## How is student work assessed?

During the two year course, students will examine and construct written, spoken and multimodal texts such as narratives, news reports, biographies and autobiographies, drama scripts, role plays, analytical essays, seminar presentations and websites. Students will undertake both written and spoken assessment under a range of conditions including assignments, exams and individual orals.

# ENTERPRISE EDUCATION

## Aim of Enterprise Education

Enterprise Education involves developing enterprising attributes such as those skills that will enable students to contribute to creating an enterprising culture in Australia. Social, economic and environmental changes make it imperative that people become more innovative, knowledgeable, skilful, adaptable, and enterprising problem solvers. Meeting these needs enhances personal and vocational fulfilment and equips students to make a worthwhile contribution to society.

Enterprise Education is a method of learning through enterprising experiences and is studied in the context of understanding the world of business. Enterprising attributes of job skills such as how to operate a business, and life skills such as the characteristics of being a risk taker and marketer are developed. Education through business enterprising activities is an essential component of societies and should be acknowledged as encompassing a body of knowledge needed by all citizens.

## What do students learn?

Enterprise Education draws on the discipline of business organisation, management of human and financial resources, economics, information communication and technologies and legal studies. It incorporates the use of co-operative learning techniques and reflective processes designed to foster student responsibility for their own learning and decision-making. Literacy education is developed through business communication and financial practices whilst information communication and technologies are developed through applied software (e.g. PowerPoint, Excel, Word, MYOB, Internet).

Students with this knowledge and skill level will not only enhance their personal attributes but will also be highly desirable and marketable in the workforce.

An overview of this course is:

### Year 9

**Risky Business** – the business idea, innovation and invention, characteristics and motivators of entrepreneurs/intrapreneurs, business structures, sources of finance, and assessing business opportunities using pre-determined criteria.

**Information Overload** – types of business information, source documents, accounting concepts and principles, transaction analysis and the accounting process.

**Dream Market** - consumer needs and wants, the marketing environment, market research, market segmentation, target markets, product definition and selection, and marketing strategies (the 4 P's).

**Breaking the Law** - sources of law, social norms and rules, the Australian legal system, intellectual property, copyright, copyright infringement, and stakeholders.

### Year 10

**War of Wealth** – wants and needs, resources and scarcity, opportunity cost, supply and demand, factors influencing supply and demand, personal economics, budgeting, managing credit, currencies and banking.

**Market Day** – product development, business planning, vision and mission statements, goals and objectives, SWOT analysis, market research, legal requirements and business enterprise.

**Cooking the Books** - accounting concepts and principles, transaction analysis and the accounting process using an accounting software package.

**World of Work** – types of employment, rights and responsibilities, national employment standards (NES), awards and enterprise bargaining, unions, superannuation, payroll, dismissals and discrimination.

## **Assessment:**

Assessment is varied in each semester according to the topics studied. Assessment instruments include orals, projects, assignments, computerised, written and practical work.

## **How can parents help?**

Parents/guardians can help by discussing with and encouraging your daughters to take an active interest in the world around them and the challenges that come with being enterprising. These challenges may include:

- Participating as a responsible citizen in business environments
- Making consumer decisions to meet the needs and wants of self and others
- Entering into contractual agreements and managing finances, investments and records
- Owning or managing a business, enterprise or venture.

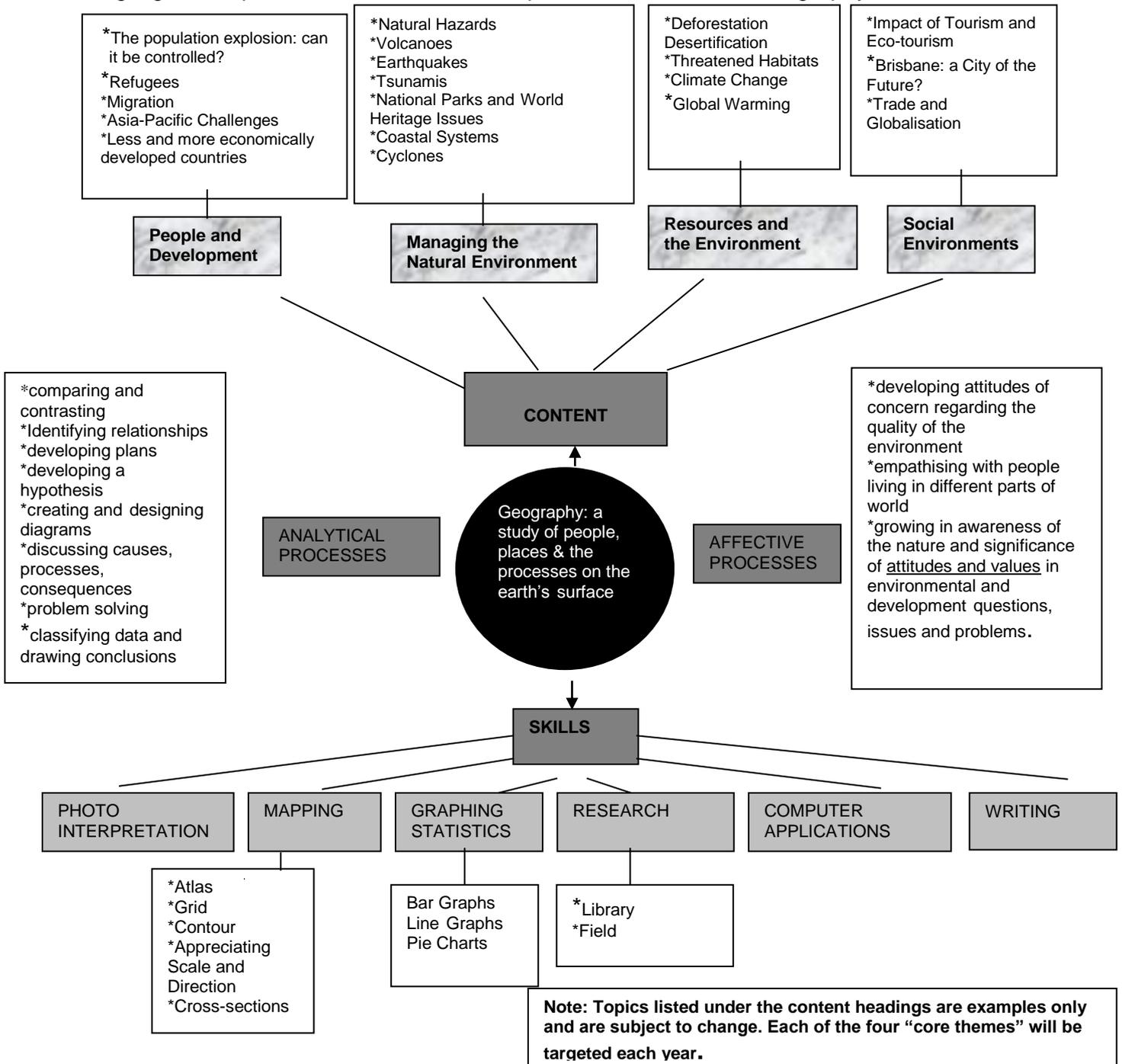
# GEOGRAPHY

## Why study Geography?

Geography is the study of the earth's surface as the space in which people live. It consists of studies of people and places, and of the relationship between people and their environment. We are all geographers because we live on this earth and make many of our life decisions with reference to the earth's surface, e.g. travel, recreation, choosing a site for a house, industry or business.

## What is studied?

The diagram below indicates the scope of content which might be studied. It also highlights the processes and skills developed in Year 9 and 10 Geography.



**Therefore,** our students generally investigate the following questions.

**In Year 9:**

- Where does our food come from?
- How are we connected?

**In Year 10**

- Are we loving the beach to death?
- Geography of Wellbeing

**How do students learn and how is student work assessed:**

Geography is applied to real life situations and problems. Students are encouraged to develop decision making skills that reflect those decisions made on a daily basis by community leaders and organisations.

Activities in Geography take place in a variety of settings: computing facilities, classrooms, the library, school grounds and surrounds (such as the urban landscapes of inner-city Brisbane) and students' own local communities in the suburbs. Field excursions are also part of the study of Geography.

Students complete a wide variety of assessment items such as written and non-written research presentations, mapping exercises, short response items, field reports and practical exercises. Tasks are developed in such a way that both student interest and "real life" connections are made. A number of different tasks are assigned so that students can demonstrate the skills they have developed. These are also developed in such a way as to help prepare students for the Queensland Core Skills Test held in Year 12.

**How can parents/caregivers help?**

By encouraging an interest in world, local and national events which have an impact on the environment; watching news and documentary programs; utilising library facilities; travelling to as wide a variety of place as possible. This should enable your daughter to develop an accurate "sense of place" with reference to the world in which we live.

# HEALTH AND PHYSICAL EDUCATION

*(compulsory subject)*

## Why study Health & Physical Education?

Health and Physical Education (HPE) offers students opportunities to develop knowledge, processes, skills and the attitudes necessary for making informed decisions about:

- Personal, social and community health
- Movement and physical activity

Active engagement in physical activity is a major emphasis in this core subject. This emphasis recognises that participation in vigorous physical activity promotes health and wellbeing and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time in the subject will be allocated to learning experiences that actively engage students in physical activity.

The concepts developed in this subject are organised into two strands:

## What is studied?

### Personal, Social and Community Health

This strand acknowledges that health has a number of different dimensions including physical, social, emotional, mental and spiritual and that health is maintained and enhanced by both individual actions and the combined actions of the community members. This strand focuses on:

- acquiring information, developing skills and implementing strategies to promote personal, group and community health and safety;
- examining issues related to the selection and use of health products, services and information;
- investigating how health is linked to individual behaviours and to the interaction between people and their social, cultural and physical environments.

### Movement and Physical Activity

This strand highlights the acquisition of understanding in, about and through physical activities; as well as the motor skills required for participation in such activities.

This strand focuses on:

- enhancing physical performance in games, sports and other physical activities through monitoring and evaluating movement sequences;
- applying basic movement concepts and improving strategic awareness in games, sports and other physical activities.

# HISTORY

## Why study History?

History focuses upon a broad range of events and trends from ancient to contemporary times. Taking part in such a course allows students to make sense of the world in which they live. It also assists them to develop the knowledge, skills and values needed by active participants in society.

In History, students are confronted with problems – of justice and injustice, of oppression, of discrimination, of conflict – and with a range of human responses to these problems. Studying history assists students to clarify their attitudes to such issues, both as they existed in the past and as they are found in the world today.

## What is studied?

History in Years 9 and 10 provides a broad overview of the key developments of the past. In addition, it enables students to develop their skills of critical inquiry, reflection and decision making. Topics are broadly arranged chronologically and cover a wide range of spatial contexts (Australian, European, Asian and American). Building upon the units studied in Year 8, Year 9 and 10 History continues the human story to include topics such as:

- The Rise of Nations – The French Revolution
- Anzac Cove to Anzac Day
- Democrats and Dictators – Nazi Germany
- Civil Rights in Australia and the USA
- Social and Cultural Changes in the 20<sup>th</sup> Century

## How do students learn and how is student work assessed?

The emphasis in Years 9 and 10 History is on being involved in the processes of social science inquiry. As students encounter problems, they learn to seek out evidence, subject it to critical analysis and evaluation, and draw conclusions based on available sources. It challenges students to think beyond the routine and to explore a variety of possible approaches to problem solving.

Materials used are extensive – documents, texts, newspapers, illustrations, photographs, cartoons, graphs, maps, video and film. The activities are similarly varied – web based searches, research, discussion, group work and debate. Importance is placed on questioning, systematic reading, careful thinking and coherent, purposeful writing.

Assessment takes place through a variety of formats including research tasks (both written and non-written) and stimulus response items (in which students analyse source material such as cartoons, media articles and historical documents).

Assessment items are therefore an extension of student learning experiences. They encourage critical thinking and careful judgement. In addition, assessment tasks are developed in such a way as to help prepare students for the Queensland Core Skills Test (held in Year 12).

## **How can parents/caregivers help at home?**

There are many ways in which families can assist in their daughter's study of History. Being positive and drawing her attention to issues confronting the modern world are invaluable.

Encourage your daughter to experience the media and to cast a critical eye over the images presented daily. Historical dramas and documentaries on television, or films with historical themes, are more than just entertainment to students of History. These are useful tools that allow students to draw parallels and to experience to some extent words and issues that may be quite distant both in space and time!

Above all, by encouraging an inquiring mind and a thoughtful attitude, you will assist your daughter greatly.

# HOME ECONOMICS

## Why study Home Economics?

Home Economics is concerned with improving the quality of life by developing a lifestyle which encourages sustainable living through sound decision making in the use of both human and non-human resources. The well-being of the individual and the family is the central focus around which the Home Economics program is built and:

- Encourages individuals to become more active and informed members of society
- Develops positive self-concepts
- Develops abilities to work and get along with others
- Uses textiles to create clothing
- Develops sound nutritional knowledge
- Develops an ability to manage problems of daily living in a practical way

## What is studied?

The topics covered by students include core topics:

- Nutrition and Food
- Textiles and Fashion

They apply their knowledge in practical settings:

### Develop practical skills

Students develop skills in food and textile production. Real-life contexts in school and in homes provide springboards for learning. Students demonstrate the knowledge they have acquired about such things as preparing food for people with different dietary needs or different ethnic backgrounds, cooking food that is ethical and ecologically sustainable and producing garments that enhance the well-being of an individual.

### Triggers thinking and action to create change

Students learn how critical and reflective thinking about current social issues contributes to informed choices about food and nutrition and enables optimum health.

Students also explore the impact an individual's clothing and textile choices has on environmental and social sustainability.

## How do students learn?

### NUTRITION AND FOOD

Students explore the food system, from its origins to the market. They research topics related to nutrition and ethical food issues, such as multinational food production and health-enhancing nutritional innovations. These include aspects of the safe storage, preparation and handling of food.

They learn to evaluate evidence using data, surveys and statistics to make informed decisions about food choices and to develop cooking skills based on factors such as nutrition, economics, culture, ethics and sustainability.

Students inquire into the diverse cultures that contribute to Australia's unique food heritage, and also consider global phenomena that are shaping food choices and eating habits.

## **TEXTILES AND FASHION**

Through a practical approach, with a focus on textiles, Home Economics will also provide an opportunity for students to develop their critical thinking to manage a range of resources in order to develop textile items which are suited to the needs and enhance the well-being of individuals and/or families, and to recognise the influences of current trends, technological changes and sustainability concerns on decision making.

It will provide opportunities to develop interdisciplinary skills including the capacity for critical thinking, creativity, independence and group problem solving

Home Economics is essentially a very practical and creative subject where students learn by "doing" in weekly practical lessons. Theory lessons prepare and reinforce the practical sessions. Additionally, practical sessions involve group work which develops management and team work skills.

### **How is student work assessed?**

Assessment is carried out during the course of the semester using the following criteria:

Criteria 1: Knowledge and Understanding

Criteria 2: Reasoning and Communicating Processes

Criteria 3: Practical Performance

# INFORMATION AND COMMUNICATION TECHNOLOGY

## Why study Information and Communication Technology?

Today, more than ever before, it is imperative that all students can apply information technology knowledge and skills to emerging opportunities. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively use design thinking to generate solutions to authentic challenges. Students with these skills develop a critical appreciation of the processes through which technologies are developed and how technologies can contribute to societies.

## What is studied?

Information and Communication Technology builds on the existing skills of the students by expanding basic concepts to industry standard. This subject develops literacy in a wide range of information and communication technologies. Students learn to communicate electronically using web technology, publishing technology, business technology and multi-media technology.

In this subject, students explore and develop their existing knowledge and apply new skills at advanced levels to all of the different types of technologies available to them. Learning is hands-on. Students should develop independent learning skills, acquire various problem solving techniques and gain confidence as they decide which appropriate technologies need to be utilised to achieve specific tasks.

## What do students learn and how is student work assessed?

The main emphasis on learning is to explore and manipulate information and communication technology in a variety of contexts. Authentic tasks are developed for students who will need to develop solutions from scenarios given.

Students will engage with a variety of software programs, hardware peripherals and activities including:

**Software:** (this list is not exclusive as software packages are updated and included depending on the needs of the students and staff)

- Microsoft Office Suite – Word, Excel, PowerPoint, Access, Publisher
- Microsoft Photo Story
- Windows Movie Maker
- Adobe Creative Suite – Dreamweaver, Photoshop, Premiere Pro, Flash, Fireworks
- Lego Mindstorms
- Kodu Game Lab

**Hardware peripherals:** (this list is not exclusive as additional hardware requirements are updated and included depending on the needs of the students and staff)

- Digital still cameras
- Digital video cameras
- Scanners
- Data projectors
- Graphics Tablets
- Robots

**Activities may include:**

- Digital image editing and manipulation
- Electronic photo-albums
- Short films
- Graphic design and enhancement
- Comparison of data storage systems
- Digital narratives
- Video game development
- Website development
- Animation
- Robotics

**Assessment:**

Students undertake individual and group assignments. Assignments generally require a design stage, development phase and an evaluation of finished products and the process undertaken. Usability testing and peer evaluations are tools often used in the evaluation stage.

# LANGUAGES

## Why study Languages?

All Hallows' School offers **FRENCH, ITALIAN** and **JAPANESE** in Years 9 and 10. The study of a language is regarded as beneficial for the following reasons:

- It contributes to the cultural, intercultural, personal, educational, intellectual and social development of the student.
- It is a discipline that develops skills which are transferable across the curriculum and beyond the school context.
- It improves the student's understanding of English, through the explicit teaching of transferable grammatical concepts.
- It leads the student to recognise the value of all languages and cultures.
- It fosters greater intercultural and interfaith understanding and thus develops respect and tolerance for other people.
- It provides a variety of opportunities for employment, especially in the fields of education, hospitality, tourism, commerce, industry, trade, banking, the armed services, medical services, the public service, the diplomatic service, the police force and the legal profession.
- It also has recreational benefits; for example, knowledge of other languages is useful when travelling overseas, and when socialising with people from different cultures.
- Language learning is challenging, rewarding and enjoyable.
- It supports the school's Mission Statement, as the development of intercultural understanding aids the development of an informed conscience, and a sense of responsibility to the wider community.

## FRENCH, ITALIAN AND JAPANESE

### What is studied?

Students study the four main aspects of language: they learn to listen, speak, read and write in the target language. By the end of Year 10, students should be able to:

- Listen to, and understand simple spoken examples of the language within the limits of the topics they have studied;
- Speak with a certain amount of confidence on familiar topics using the forms of language they have learnt;
- Read simple texts and practical examples of the written language such as short articles, comics, menus, timetables, various signs, charts and maps;
- Write answers to questions and write simple stories, short letters, emails and postcards.

### How do students learn?

The main emphasis is on learning to express ideas, feelings and opinions in a variety of contexts. Students are taught about the countries in which the language is spoken and also cultural differences and similarities.

- Many resources are used to help create a stimulating learning environment, **e.g. DVDs, CDs, films, on-line learning tools, screen casts, songs and apps.**
- Students are encouraged to participate in international language competitions and cultural events so that they can practise their language skills in a variety of contexts.
- They are also encouraged to read second language texts and to watch second language programs on television and to view foreign language films.
- They will visit restaurants and sample the delights of European or Japanese Cuisine and will have the opportunity to interact with visiting exchange students and language assistants in the target language.
- There are several student exchange programs and study tours on offer and students are encouraged to participate in these, as well as local co-curricular activities.
- Discussions on a range of interesting cultural topics are undertaken in both English and in the target language to develop intercultural understanding.

## How is student work assessed?

Assessment is carried out once per semester across the four skills of Listening, Speaking, Reading and Writing. It is an expectation that students who wish to continue a language into Years 11 and 12 will have completed a language course during Years 9 and 10 or its equivalent.

## Pre-requisite:

It is suggested that a student wishing to study a language in Years 9 and 10 will have attained an overall achievement level of C in Year 8.

## How can parents help?

Parents can help students in their study of a language by:

- Encouraging them to use the second language at home, in simple greetings or naming various household items, 'teaching' family members about topics studied in class, quizzing them on new vocabulary.
- Encouraging them to do language work consistently to maintain continuity of learning (**e.g.** *revising class work, listening to language Podcasts, recording their own voice while reading language articles, utilising computer programs which monitor their progress and participating in language competitions*);
- Taking note of foreign language programs on television and radio and encouraging students to watch and listen;
- Encouraging students to extend their cultural understanding through Internet research, and additional reading from a wide variety of sources;
- Attending displays and fairs in the wider community, that promote cultural aspects of various international groups and promotions which include displays of crafts, foods, singing and dancing;
- Encouraging them to share their language learning experiences, and discussing cultural activities they have participated in;
- Fostering respect for all people whose first language is not English and whose customs and beliefs may be different from our own.

# MATHEMATICS

The Years 9 and 10 Mathematics courses are designed to continue to develop students' knowledge and skills in Mathematics, following the Australian Curriculum. The courses aim to develop students' increasingly sophisticated mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills.

## Why study Mathematics?

Learning mathematics creates opportunities for and enriches personal and work life. Mathematics provides students with essential knowledge and skills to develop numeracy capabilities and the fundamentals on which mathematical specialities and professional applications of mathematics are built.

## What is studied?

Mathematics courses will provide opportunities for study in each of the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Within each of the three strands, concepts are developed over Years 9 and 10 in the following sub-strands.

<b>Number and Algebra</b>	<b>Measurement and Geometry</b>	<b>Statistics and Probability</b>
<ul style="list-style-type: none"><li>• Number and place value</li><li>• Real numbers</li><li>• Fractions and decimals</li><li>• Money and financial</li><li>• Mathematics</li><li>• Patterns and algebra</li><li>• Linear and non-linear relationships</li></ul>	<ul style="list-style-type: none"><li>• Units of measurement</li><li>• Geometric reasoning</li><li>• Pythagoras and trigonometry</li></ul>	<ul style="list-style-type: none"><li>• Chance</li><li>• Data representation and interpretation</li></ul>

## Subjects offered

In Year 9 Mathematics, students study a common curriculum, within one of the two subjects offered. These two subjects are named as Alpha Maths and Beta Maths.

Alpha Maths follows the Australian Curriculum with a focus on core understandings and skills. It allows students who have studied in the modified Mathematics course in Year 8 or students who have experienced some difficulty with Year 8 Mathematics to learn at a pace and level of challenge more appropriate for their academic development at this stage.

Beta Maths follows the Australian Curriculum with a comprehensive coverage of content and a higher level of understandings and skills. It allows students who have studied in the mainstream Year 8 Mathematics course to continue to learn at this pace and level of challenge and for most students, this is appropriate for their academic development at this stage.

At the end of the year, you will receive a letter with more detail about each subject and your daughter's recommended placement, based on her academic performance in Year 8 and her teacher's judgement.

### **How do students learn?**

Students engage in learning experiences through a variety of teaching strategies, and learning and assessment opportunities at an appropriate level of challenge. When engaged in learning the content of Number and Algebra, Measurement and Geometry and Statistics and Probability, students will build knowledge of mathematical concepts and have opportunities to make connections and transfer familiar concepts to new situations, explain their thinking and interpret information. Students will also learn through selecting and carrying out procedures accurately, efficiently and appropriately, and recalling knowledge and concepts readily, when faced with solving routine type questions. Learning will also occur through activities that develop students' ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students will also be provided with experiences to develop reasoning skills such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.

Student engagement in these actions provide for the learning to occur through such experiences as participating in class discussions and demonstrations, completing textbook questions, undertaking investigations and extended tasks, working with concrete materials and exploring with technologies. Students will experience using Mathematics in real-life problems and apply concepts taught to enable increased awareness of Mathematics in life and its interrelatedness to other disciplines, such as Science.

### **How is student work assessed?**

Student work is assessed formally through techniques such as supervised examinations and assignment tasks.

### **Additional Information**

Parents can assist their daughters by familiarising themselves with the courses and resources provided on Moodle, supporting students with homework practices and home study routines and encouraging them to set both short- and long-term goals in their study of Mathematics.

# MUSIC

## Why study music?

*Not because we expect you to major in music, not because we expect you to play or sing all your life, not so you can relax, not so you can have fun but so you will be human, so you will recognise beauty, so you will be sensitive, so you will be close to an infinite beyond this world, so you will have something to cling to, so you will have more to love, more compassion, more gentleness, more good – in short, more life. Of what value will it be to make a prosperous living unless you know how to live? That is why we study music!*

Year 9 and 10 Music empowers students to extend themselves even further as performers, composers and listeners. Any student who enjoys listening to, performing or creating Music will find the program exciting and challenging. The Year 9 and 10 Music program is designed to achieve the best possible standards for each and every student.

By studying Music in Years 9 and 10, students are also prepared for further Music studies in Years 11 and 12.

## What is studied?

The Year 9 and 10 Music Program at All Hallows' School focuses on students making music and developing the ability to think and express themselves creatively in sound. Through exposure to carefully selected repertoire, students develop a broad and deep understanding of musical style and culture. The topics include:

Year 9 Semester 1 Folk traditions and Spiritual Connections  
Year 9 Semester 2 The Blues  
Year 10 Semester 1 Protest in Popular Song  
Year 10 Semester 2 Renaissance and Baroque: Textual Patterns

## How do students learn?

### Performance

- Involves ensemble and/or solo work
- Involves individual musicianship skill development
- Develops an understanding of style and music conventions within each unit

### Composition

- Involves creating new compositions which reflect desired genres and styles
- Involves creating arrangements of studied material
- Builds skills to write for the piano, the voice and other instruments

### Musicology

- Involves aurally analysing the musical elements of studied and unstudied material
- Involves visually analysing the musical elements of studied and unstudied material
- Develops skills to examine the relationship between musical elements and style
- Involves learning how to apply subject-specific language

## **How is student work assessed?**

Performance, Composition and Musicology are the three criteria assessed in the Music Program. Students will complete an assessment from each dimension every semester. The assessment program has been developed in such a way as to enable sequential and developmental learning and to prepare students for the Senior Music program.

# PHYSICAL EDUCATION

## (Elective Subject)

### Why study Physical Education?

Physical Education (elective) is an extension to the key learning area of Health and Physical Education and a precursor to the Year Eleven and Twelve subject Physical Education. Physical Education would interest students who are physically active, enjoy a range of sports, participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as:

- sport development, management, marketing, sales, sponsorship and fundraising
- sport and physical activity policy development
- sport journalism
- sport psychology and coaching
- athlete conditioning and management
- personal training
- primary, middle and senior school teaching.

### What is studied?

Students study **four physical activities** over each year of the course, with equal time and emphasis given to each activity. These physical activities serve both as a source of content and as a medium to learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

Subject matter for written/oral work is drawn from three focus areas which are:

- Learning physical skills
- Processes and effects of training and exercise
- Equity and access to exercise, sport and physical activity in Australian society.

Physical Education students will be involved in learning in, about and through a diverse range of physical activities. In Year Nine, these **may** include:

- Biathlon
- Touch
- Hockey
- Softball

In Year Ten, these **may** include:

- Badminton
- Volleyball
- Sport Aerobics
- Team Handball

## How do students learn?

By learning in, about and through physical activity, students become intelligent performers and physically educated. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. Learning is developed in complexity and sophistication over the course, with the development of student abilities across the general objectives that reflect the depth of their skill acquisition as well as developing psychological, biomechanical, physiological and sociological concepts, within and across physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners.

In Physical Education, the dimensions of *acquiring*, *applying* and *evaluating* group the general objectives so that once skills and knowledge are acquired, they can be applied to a range of physical activity contexts and then evaluated to improve performance and strengthen and broaden understanding. Evaluation and reflection are used continually to provide feedback for future acquisition and application of behaviours, performance, knowledge and skills.

## How is student work assessed?

Assessment in Physical Education encourages students to be active, critically reflective and research orientated learners. Through the use of personalisation, assessment in Physical Education is contextualised and authentic. Personalisation enables students to make meaning of complex understandings by providing connections with their real-life contexts.

Assessment involves students applying conceptual understandings from the focus areas to the physical activities they are studying, as well as actively participating in physical activity. Students are assessed both academically and physically each term. A wide range of assessment techniques may be used in Physical Education. These tasks include the following:

- Supervised written assessment
- Research assessment and
- Physical performance

The criteria for assessment are:

- **Acquiring** – refers to the ability to acquire knowledge, understandings, capacities and skills in, about and through physical activity.
- **Applying** – refers to the ability to apply knowledge, understandings, capacities and skills in, about and through physical activity.
- **Evaluation** – refers to the ability to make decisions, reach conclusions, solve problems and justify solutions and actions.

# SCIENCE

## Why study Science?

The study of science offers the combination of knowledge and understanding, inquiry processes, practical skills and attitudes that are considered necessary for people to function in our contemporary and constantly changing society. It allows students to explore and explain their everyday experiences, to critically evaluate processes and decisions and to learn to work in collaboration with their peers. Science contributes to the development of such skills by providing each student with opportunities to develop:

- An understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations; collecting and analysing data and drawing evidence-based conclusions.
- An ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims.
- An ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications.
- An understanding of historical and cultural contributions to science as well as contemporary science issues.
- A solid foundation of knowledge of the Biological, Chemical, Physical and Earth and Space sciences.

## What is studied?

### Course Overview

The Year 9 and 10 Science courses incorporate study of each of the strands and sub-strands of the Australian Curriculum, consisting of a sequence of units that span each of the disciplines of Biological, Chemical, Earth and Space and Physical Sciences, and their applications to society. Students re-visit the disciplines in differing contexts, constructing and building on their Science Understandings and Scientific Inquiry Skills as well as furthering their appreciation of the role of Science as a Human Endeavour.

## How do students learn?

### Learning Experiences

Students participate in a variety of activities, including class discussions, experimental and investigative work, group problem solving, viewing and critiquing of audio-visual resources, conducting research and publishing reports, using data logging equipment and manipulation of a range of scientific equipment. Core aspects of the junior science course at All Hallows' School are an understanding of the scientific method through investigation, and the selective use of scientific equipment and technological tools.

## Resources

Each student is provided with digital copies of the Oxford Big Ideas and Pearson Science Focus texts. A significant number of on-line and digital resources as well as scientific experimental equipment and data logging equipment support the curriculum. Companion websites also provide a multitude of quiz, animation, research and other activities and are linked within our Learning Management System.

## How is student work assessed?

### Junior Science Assessment

The underlying principles of our junior science assessment are that it is criteria based, continuous and balanced over the course of study, reflecting the Senior Sciences available at All Hallows' School. Each assessment task assesses achievement across one or more of the criteria; Understanding, Investigating and Communicating

Tasks focus on individual student ability to perform valid investigations, explain scientific concepts and communicate and relate findings from research. The emphasis on each criterion varies from task to task. The All Hallows' School Science Department uses Extended Experimental Investigations, Extended Response Tasks, Supervised Assessments and Collections of Work, in addition to diagnostic quizzes and practical reports, as tools for assessment.

**Extended Experimental Investigation (EEI).** The EEI requires students to complete research and experimental tasks in a project of several weeks, collecting, displaying and analysing primary and secondary data and reaching a justified conclusion.

**Extended Response Task (ERT).** The ERT requires students to respond to a scientific question, in a variety of differing formats.

**Supervised assessment (SA).** The SA is a supervised assessment, such as a written examination.

**Collection of Work (CW).** The CW is a folio of work that may include responses to stimulus, multimedia presentations, data collection and analysis, poster design and presentation and analyses of short investigations.

## Additional Information?

### How may parents/caregivers help?

Ensure that your daughter is equipped to study and complete her homework and revision of concepts effectively. Ask her to explain recent concepts studied – paraphrasing is an excellent way to consolidate understanding and to identify misconceptions. Be aware of the organisation and resources available in our Learning Management System, and in individual teachers' folders.



## ALL HALLOWS' SCHOOL SUBJECT SELECTION Years 9 and 10 2016/17

<b>NAME:</b>	<b>HOME GROUP:</b>
--------------	--------------------

### SECTION A : CORE SUBJECTS

All students will study:

- Religion and Lifeskills
- English
- Mathematics
- Science
- Health & Physical Education

Please **select one of these Social Sciences** by placing a tick ✓ in the relevant box.

History/Geography	
History	

### SECTION B: ELECTIVE SUBJECTS

Please **select two electives** by placing a tick ✓ in the relevant box.  
Please **select one reserve** preference by placing an **R** in the relevant box.

	Art
	Dance
	Drama
	Enterprise Education
	Geography (not available if History/Geography selected above)
	Home Economics
	Information Communication & Technologies
	French
	Italian
	Japanese
	Music
	Physical Education

Student signature: \_\_\_\_\_

House Co-ordinator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

House Co-ordinator's comments (if any):

\_\_\_\_\_

\_\_\_\_\_

I/we approve of this program selection

Parent/Caregiver signature/s: \_\_\_\_\_ Date: \_\_\_\_\_

***N.B. Subjects are offered conditional on sufficient enrolments. Where too few students enrol in Year 9 for a subject, that subject may not be offered.***

**Please return this form to the House Co-ordinators no later than Monday 24 August**