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GENERAL INFORMATION

Adolescent Learning at Grammar

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

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

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

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

Year 7

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

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

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

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

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

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

Some points unique to the Year 7 curriculum:

- Mathematics and English classes are ability grouped with classes on at the same time. This promotes dynamic grouping of students and encourages movement between groups as students improve thus providing incentive.
- Science is addressed through hands-on experimentation by specialist teachers in our science laboratories – this is motivational and engaging for all students.
Year 8

The significant difference when the students move to Year 8 is their ability to choose an elective to study for a semester.

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

All students will study: English, Mathematics, Science, Humanities (History and Geography), Health and Physical Education, Language (French or Japanese), and Christian Studies for the whole year; a semester studying Art, Drama and Music; and one semester long elective from the options of Cross Curricular Excellence (CCX), Food Technology, Industrial Technology, Information & Communication Technology (ICT) and Tennis (for those in Centre for Excellence program).

Year 8 signals a greater emphasis on the specialist teacher model the students will encounter on the remainder of their academic journey at Grammar.

Some points unique to the Year 8 curriculum:

- Mathematics and English classes are ability grouped with all classes on at the same time. Student movement between groups occurs as necessary.
- The CCX elective, which forms part of our Gifted & Talented program, will be offered to students who have performed consistently well across the curriculum.

Extension Opportunities:

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

Year 9

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

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

Some points unique to the Year 9 curriculum:

- Mathematics classes are ability grouped with all classes on at the same time. Student movement between groups occurs as necessary.
- Students have an expanded choice having experienced a taste of all subjects in either Years 7 or 8.

Homework

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

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

- School homework and assignment work
- Physical activity (sport, training, recreation)
- Read every day
- Teach your parents something you were taught
- Household chores
• Cultural/music/drama/arts activities (practise an instrument, draw or paint, drama work, practise a language)

• Leisure – media (television, computer, listening to music)

• Family time

• Reflection/relaxation/meditation/spiritual activities

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

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

• Year 7 – ½ hour to 1 hour

• Year 8 – 1 to 1½ hours

• Year 9 – 1 ¼ to 1 ½ hours
YEAR 8 ELECTIVE SUBJECTS

All students are required to select one (1) elective from the list of electives offered. Every attempt will be made to ensure that students are able to study their first choice of elective; however, timetable and individual constraints could mean that some students will be asked to reconsider their selections.

Centre for Excellence in Tennis

Contact: Mr David Andersson (dandersson@scgs.qld.edu.au)

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

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

Selection in the program is a two-step process. Students submit an application (including a tennis resume) to the Teacher in Charge of Tennis, Mr David Andersson. Those students, whose application indicates the required level of skill and/or potential, as well as the required level of dedication and motivation, will be referred for a trial with the head coach. Students who are deemed successful through these two steps will be invited to join the program.

Costs for this program need to be met by the students. Whilst not insignificant, the costs are very reasonable when compared to the cost of individual or small group lessons. Once committed to the program, students are billed at the start of each semester, and fees are non-refundable.

Cross Curricular Excellence (CCX)

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

The rationale for this course is to provide the opportunity for students who have achieved outstanding results in the multiple areas of English, Mathematics, Humanities and Science to work with their peers in applying their skills to significant real-life problems. By working with their academic peers and learning new skills, they will be able to advance beyond the usual boundaries of junior secondary studies. This course has its own content and skill development and does not simply cover senior subject material prematurely.

The course will be comprised of a series of significant (often complex) real-life problems, the solution of which will require the application (and development) of a wide range of investigative, mathematical and scientific skills and processes. A major emphasis will be in the areas of effective communication, use of technology (computer, CD technology, internet), working in a team to achieve a goal, development of independent learning skills (research, language, technological) and problem solving.

Special Note: Year 8 CCX will be invitation only and will be based on your results in Year 7 English, Mathematics, Science and Humanities. Students who perform to an outstanding level across these subjects will be offered a place. Students who receive a letter of offer, and accept that offer, need to select CCX in the selection process. Any enquiries should be directed to Mrs Brodrick (kbrodrick@scgs.qld.edu.au).
Food Technology

**Contact:** Mrs Carolyn Stafford (cstafford@scgs.qld.edu.au)

Life skills are an essential inclusion to a well-rounded education and this course will equip students with the necessary skills to begin their journey in Food Technology to Year 12 course level and beyond as they continue their life’s journey into the wider community.

Food Technology is a practical course where students will develop basic cookery techniques, reading recipe skills, as well as use basic kitchen equipment. Students will also study workplace hygiene and kitchen safety. These skills will be used to prepare snacks and meals for teenagers with the emphasis on fresh foods. Practical and theory work will revolve around foods from The Australian Guide to Healthy Eating. The unit will culminate with students preparing a nutritious meal suitable for a teenager.

Industrial Technology

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

Industrial Technology is a multifaceted subject with focus on design, critical thinking and practical skill development. Students are guided through the design and construction process as they complete a series of small timber projects within an industrial workshop environment. They are exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment. Students have the opportunity to develop sketching and computer aided design skills and are also briefed on relevant Occupational Health and Safety procedures.

Information & Communication Technology (ICT)

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

Technology is becoming increasingly embedded into the lives of students. This subject will equip students with 21st century learning skills by refining and expanding on their use of technology, utilising the school’s 1-1 tablet program.

Students will make use of the multi-media capabilities of their devices to create a range of projects designed to enhance their IT skills. The subject will culminate with the “Digital Gift” project, where students design a personalised project for a buddy assigned to them from the school’s infant classes.

Learning Enrichment

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

Learning Enrichment is provided to students with differing needs. For those who require support, lessons are conducted during elective times and programs are designed to meet the individual needs of each student. The program aims to provide students with the opportunity to further develop literacy and numeracy skills and to improve their general organisation and time management. In addition, students are given guidance with classroom work and assignments. Places in this program are limited and will be offered to those students who have the highest needs. Places are reviewed at the end of each semester. **Please only select Learning Enrichment as a subject if you have been advised by Mrs Kelly Brodrick.**
YEAR 9 ELECTIVE SUBJECTS

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

Business Studies

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

What is Business Studies?

This subject is relevant and appropriate for every student, regardless of the career path they choose. The content is up to date, interesting and diverse and provides students with the opportunity to use technology in their projects and interact with, and learn from, real business personnel through established industry links.

The purpose of this subject is to give students an introduction to and an awareness of the activities of business. Students are at the stage where they are starting to think about future employment and so the subject allows them to explore employment options. They will learn strategies on how to apply and interview for jobs, including compilation of their own resume and application letter, and undertaking a mock interview with business guests from industry. Once earning money, it is of high importance that students learn strategies for managing their own finances, be able to analyse their own spending options and be aware of spending traps.

Topics covered in Business Studies

- Business Beginnings – Types of business ownership and set up with a focus on Australian businesses.
- Working in Business – types of employment, how to apply for a job – resumes, application letters, interviews
- Earning and Saving – choosing a bank account, taxation, managing your money, budgeting, saving

Centre for Excellence in Tennis

Contact: Mr David Andersson (dandersson@scgs.qld.edu.au)

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

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

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Costs for this program need to be met by the students. Whilst not insignificant, the costs are very reasonable when compared to the cost of individual or small group lessons. Once committed to the program, students are billed at the start of each semester, and fees are non-refundable.
Drama

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

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

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

Topics covered in Drama
Continuing from Years 7 and 8, students are further skilled in the Elements of Drama through role play and a variety of styles of Drama. The focus of the first unit allows students to study and explore mask and movement and create a performance based on a social or moral issue. In the second unit, students explore and present a work from a scripted text. Students will be given the opportunity to cement their learning through a variety of techniques with an overall focus on acting for performance. Throughout the course students will reflect on performances and their own learning through a journal.

Food Technology

Contact: Mrs Carolyn Stafford (cstafford@scgs.qld.edu.au)

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

Topics covered in Food Technology

Practical
The practical component of this course selects recipes designed to teach students about specific cookery techniques, products, equipment and menu styles. The practical lessons are designed to progress from simple to complex as their skills and confidence in the kitchen evolve.

Theory
The theory components of this course are made up of the following units:

- Kitchen safety and hygiene
- Reading recipes, weights and measures, kitchen equipment and recipe terminology
- Safe food handling practices
- Cookery methods
- Time management in the kitchen
- Nutrition and the importance of a holistic approach to food and lifelong health
- Planning and budgeting simple meals
French

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

Special Note: Students who choose to study a language are recommended to choose both the ‘A’ and ‘B’ units, representing two of their four elective options if they wish to continue beyond Year 9. If students wish to complete just one unit of study, discussion with the Head of Learning Area is requested.

What is French?

French is spoken in Europe, North America, Southeast Asia and Africa. It is the second most spoken language of the Pacific and it has strategic economic importance for Australia in the future. French plays an important role in the trade and business sector, as well as maintaining its traditional roles in scientific research, engineering, the humanities, the arts and international community aid projects.

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

Topics covered in French

Topics and themes relate to personal and real-life situations likely to be encountered in French-speaking countries e.g. daily activities, school life, customs, food, shopping, transport and travel, booking accommodation, holidays and culture and past experiences.

Geography

Contact: Mr Mark Lingard (mlingard@scgs.qld.edu.au)

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

Unit 1 Feeding the World

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

Unit 2 Noosa is Going Under!!

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

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

What is Graphics?

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

Graphics develops students’ understanding of design factors and design processes in graphical contexts. Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences, including corporate and end-user clients. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design). In the development of solutions to design problems, students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically. Students will interpret, generate and create visual communications for particular purposes and audiences. Students plan and produce graphical representations in simulated real-world contexts.

Topics covered in Graphics

- Sketching
- Industrial Design
- Architecture
- Graphics Design

Software and other resources are supplied for students.

Industrial Technology

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

What is Industrial Technology?

Industrial Technology encompasses both the theoretical and practical components of this subject area. It is a course designed to prepare students for the senior subjects of Technology Studies and Industrial Technology. Year 9 Industrial Technology requires students to produce set projects including CO2 dragsters and an Eco Lamp. Students will develop a solid skills base while investigating the nature of design and technology, and are encouraged to be active participants in invention and innovation. They are exposed to a range of intellectual challenges while developing practical skills associated with hand tools, machinery and equipment.

Topics covered in Industrial Technology

1. Design Process – the principles of design, make and appraise
2. Safety – a working knowledge of workplace health and safety
3. Materials – working with range of natural and synthetic materials
4. Tools – appropriate tool selection
5. Processes – the processing of materials (separating, combining, finishing etc)

Special Note: Materials are supplied for this course of study.
Information & Communication Technology (ICT)

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

What is ICT?

There are two categories which can be classed as ICT. The first category is physical computer based technologies including desktops, laptops, tablets, iPads, and mobile devices. This can be further expanded to include digital cameras and a wide range of video and audio equipment. The second category is digital communication technologies which allow people to communicate documents and information digitally. This would include email, SMS, file sharing, social networking and augmented reality. In this subject students will learn to use a range of devices and platforms, ethically and purposefully, drawing from advancements in the wider world. Students will gain valuable digital skills which should serve them well prior to moving into a 21st Century workplace.

Topics covered in ICT

The semester course is composed of two units of study:

Video Editing and Digital Production

Students will work as a film ‘crew’ to write, produce, film, direct, edit and finalise a short video clip. Students will gain more than just the know-how of video making; they will also gain an appreciation of the aspects that enhance an audience’s engagement with films.

Virtual Dreaming

Students are introduced to virtual worlds and programming with Alice, a program developed at Carnegie Melon University, which was created to teach students about programming concepts without getting them bogged down in programming details. Alice uses 3-dimensional (3-D) graphics and 3-D models of objects. Students will work through a number of engaging tutorials before embarking on an interactive animation or story based project that uses this knowledge and skills.

Japanese

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

Special Note: Students who choose to study a language in Year 9 are recommended to choose both the ‘A’ and ‘B’ units, representing two of their four elective options. If students wish to complete just one unit of study, discussion with the Head of Learning Area is requested.

What is Japanese?

Japan continues to be of great importance to Australia in the fields of commerce, science and technology, agriculture, mining and education, and in the tourism industry. The study of this language will develop in our students, greater understanding, broader knowledge and increased confidence, which will enable them to interact more effectively in the region.

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

Topics covered in Japanese

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

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

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

Music

Contact: Mr Brendan Scully (bscully@scgs.qld.edu.au)

What is Music?

Year 9 Music explores aspects of our Western Music heritage through a study of the elements of music, and is realised through the study of the following three criteria:

- Analysing Repertoire
- Composing
- Performing

Topics covered in Music

Topics covered in Music include contemporary song writing and performance, and recording of students’ compositions and performances. Students also attend live performances through excursions, as related to their course work and for artistic inspiration.

Analysing Repertoire teaches students to aurally and visually recognise the elements of music and discuss them using the language conventions of Music and English. In Composition, students use the elements of music to emulate past styles and to create their own music. As Music is a performance based study, it is expected that students will rehearse and perform with one of the School’s formal music ensembles.

Robotics

Contact: Mr Paul Evans (pevans@scgs.qld.edu.au)

What is Robotics?

NASA suggests that: “Robotics is the study of robots. Robots are machines that can be used to do jobs. Some robots can do work by themselves. Other robots must always have a person telling them what to do”. It is an interdisciplinary science that encompasses electronics, engineering, mechanics, computing and others depending on the job. Students will be exposed to a variety of tasks to accomplish and be required to build, program, test and refine their robotic creation.

Topics covered in Robotics

Students will use Lego NXT Robotics kits to build a range of robots for a variety of challenges. The students work in teams to design, build and program robots to compete against each other in a series of increasingly complex challenges including The Obstacle Race, The Can Push, The Robots Dance and The Feeding Frenzy.

Students can choose to extend their interest in Robotics by entering State and national Robotics competitions. These allow the students to create robots to enter in the robots dance, rescue or soccer competitions.
Visual Art

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

What is Visual Art?

The study of Visual Art is of great benefit to all students whether they are considering a career in this field or not. Visual Art learning develops the student’s ability to think with an open mind, be resourceful, imaginative, perceptive, aesthetically aware and creative. The Year 9 course aims to develop:

- aesthetic awareness
- complex thinking skills
- creativity, imagination and perception
- self and inherent self expression
- personal tolerance and understanding of cultural beliefs
- skills in a wide range of art techniques and knowledge of the Visual Arts
- a continuing appreciation and enjoyment of our visual environment

Topics covered in Visual Art

The course involves the student generating ideas using skills, technologies and techniques while applying artistic processes. Students work with a wide range of art materials and media to produce images and forms using a variety of approaches. This is conducted in a series of studio studies that include ceramics, painting, drawing, mixed media, construction, printmaking, fibre art and foundation design. In these studio studies the elements of visual art/principles of design are explored and incorporated in the student’s practical work. The students reflect upon their own work and the work of others and develop the skills to analyse and historically appreciate and appraise art from past and present contexts.
**YEAR 8 SUBJECT SELECTION**

1. Students will study the same language they studied in Year 7.
2. All students will study one (1) semester long elective unit but we require you to select two (2), in order of preference, in case we cannot place you in your first choice.
3. This page is for students’ records only. **Students are required to return their subject selection form to their Form teacher by Monday 7 September 2015.**

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<th>ELECTIVE</th>
<th>PREFERENCE (1-2)</th>
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YEAR 9 SUBJECT SELECTION

1. Students are required to select four (4) semester long elective courses.
2. Students accepted into the Centre for Excellence in Tennis are required to select Tennis A and Tennis B, plus two (2) further semester long elective courses.
3. Students selecting a language **may** select both of the A and B electives e.g. French A and French B, plus two (2) further semester long elective courses.
4. Students selecting Music **may** select Music A and Music B, plus two (2) further semester long elective courses.
5. This page is for students’ records only. **Students are required to make their selections online as per the separate information sheet by Tuesday 1 September 2015.**

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<td>French B</td>
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<tr>
<td>Geography</td>
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<tr>
<td>Graphics</td>
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<tr>
<td>Industrial Technology</td>
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<tr>
<td>Information &amp; Communication Technology (ICT)</td>
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<tr>
<td>Japanese A</td>
<td></td>
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<tr>
<td>Japanese B</td>
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<tr>
<td>Learning Enrichment Semester One</td>
<td></td>
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<tr>
<td>Learning Enrichment Semester Two</td>
<td></td>
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<tr>
<td>Music A</td>
<td></td>
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<tr>
<td>Music B</td>
<td></td>
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<tr>
<td>Robotics</td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td></td>
</tr>
</tbody>
</table>
1. Students will study the same language they studied in Year 7.
2. All students will study one (1) semester long elective unit but we require you to select two (2), in order of preference, in case we cannot place you in your first choice.
3. Students are required to return this subject selection form to their Form teacher by Monday 7 September 2015.

<table>
<thead>
<tr>
<th>ELECTIVE</th>
<th>PREFERENCE (1-2)</th>
</tr>
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<tbody>
<tr>
<td>Centre for Excellence in Tennis</td>
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<tr>
<td>Cross Curricular Excellence (CCX)</td>
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<tr>
<td>Food Technology</td>
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<tr>
<td>Industrial Technology</td>
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<tr>
<td>Information &amp; Communication Technology (ICT)</td>
<td></td>
</tr>
<tr>
<td>Learning Enrichment</td>
<td></td>
</tr>
</tbody>
</table>

Parent Signature: ____________________________ Date: ______________

Please return to your Form Teacher by Monday 7 September.