Subject Selection Handbook

Year 7-10
2021

PERSEVERE

CHRISTMAS ISLAND DISTRICT HIGH SCHOOL

P.O. Box 866
Christmas Island WA 6798
Tel: (08) 9164 8546
Fax: (08) 9164 8544

CHRISTMAS ISLAND DISTRICT HIGH SCHOOL

2021 Year 7 - 10

Information and Handbook

Planning your future can be exciting and extremely motivating but it can also be scary and confusing. It is important to start thinking about these things early and try a range of different subjects to discover what it is that you love. When considering your future career it is important to do something that you feel passionate about. The working week can feel very long if you don't enjoy what you do.

The single most important thing that you can do now is to always do your best. If you constantly 'give your all' you will leave your options open as wide as they can be. Doing your best means attending school every day (except when you are sick), studying frequently and participating to the best of your ability.

This booklet identifies the courses available to you at Christmas Island DHS in Years 7 - 10 for 2021. This will allow you to plan ahead while having an understanding of specific courses and their requirements.

Courses in English, Mathematics, Science, Humanities and Social Sciences, Health & Physical Education, Languages Other than English (LOTE) as well as Enterprise/Life Skills are compulsory. Arts, Home Economics, Technology and Enterprise and Digital Technologies are also compulsory for Year 7 and 8 students.

In Year 9 and 10 students get to choose 3 options units each semester. Details of these courses and a preference form are at the back of this package.

Amy Luetich

Deputy Principal

Instructions

Section 1 – General Information

General School information

Section 2 – Compulsory Subject Information

Year 7 – 10 students need to read through the information in this booklet so they have an understanding of courses to be studied and the recommended target grades for entry into Senior School courses.

Section 3 – Option Subjects for Year 9 and 10 Students

Year 9 & Year 10 students need to choose options for Semester 1 and Semester 2 from the "2021 Year 9 & 10 Option Preferences" form at the back of this booklet. Each line indicates the subjects that are offered at the same time and students must rank the options on each line. Don't forget to get your form signed by a parent/guardian before handing it in.

Hand in the "2021 Option Preference Form" to the front office by Thursday 24 September.

Please Note – We will endeavour to ensure all student preferences are satisfied, however, there is no guarantee that all options will be running in 2021 or that students will receive their first preferences. Preference will be given to students who hand in the "2021 Option Preference form" first.

Changes to option courses will only be permitted in the first two weeks of each semester.

Section 1 - General Information

Vision, Ethos and Purpose Statement

VISION

Empowering innovative, community minded students who are challenged to reach their full potential.

ETHOS

Christmas Island District High School is a safe, secure and happy school that respects and values:

- community;
- environment;
- cultural diversity;
- the inclusion of all individuals;
- the home languages of the Island;
- achievement and excellence; and
- innovative approaches.

PURPOSE

CIDHS aims for a culturally inclusive education that enables students to develop a positive and healthy self-concept. Together, we strive for students who:

- are self-motivated learners;
- develop personal excellence whilst working with others; and
- are adaptive to a changing world.

Curriculum Overview Year 7 - 10

The Curriculum

This handbook has been prepared to provide students and parents with information about the Secondary School curriculum at Christmas Island DHS.

The Year 7 – 10 curriculum at Christmas Island DHS was developed to meet the requirements of the Western Australian Curriculum and Assessment Outline. It sets out 'the knowledge, understanding, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement'.

In 2021 all subjects will be taught using the Western Australian Curriculum apart from Languages Other than English (LoTE) courses, which will be taught using the former Western Australian Curriculum Framework.

Homework & Study Requirements

Homework and study is an important part of every student's routine. Teachers give homework for many reasons including helping to review work and practice what has been learned and to develop good habits and attitudes, e.g. independence, responsibility and self-discipline. Students need to use a homework diary (paper or electronic) to record when work is to be completed.

Homework includes such things as; completing assignments, completing unfinished class work, completing work set by teachers, revising for tests, reviewing work completed during the day/week/term, reading, writing, watching the news or other educational programs etc.

Better Attendance, Brighter Futures

School enables students to build on their knowledge and skills each day, each week and each year. If students miss too much school they can miss out on the basic life skills and may experience difficulties later in their learning. Students need to come to school every day except when they are unwell or have a contagious disease.

Reporting To Parents

Christmas Island DHS staff use both formal and informal methods to report student progress and achievement during the school year. A formal school report will be provided twice a year. The report is one of a number of strategies used by Christmas Island DHS to communicate with you about student progress and achievement, attitude, behaviour and effort throughout the year.

Secondary School Timetable

Secondary School students will have a number of different teachers for different subjects. Each day will be divided into 6 periods. Students will be expected to attend Form Class in the morning, which begins at 7.50am. In 2021, Christmas Island DHS will operate two semester timetables and courses will operate for one semester.

Contributions & Charges

Parents will be issued with information about contributions and charges at the end of this year along with a student personal items list. It is recommended that parents obtain these items. Parents who may have difficulty making payments are advised to contact the Registrar to discuss payment options.

Where You Can Find Further Information

Further information can be supplied on any parts of this booklet by speaking with a Deputy Principal at Christmas Island DHS.

Alternatively the parent and student information sections at the following websites can also assist www.education.wa.edu.au & www.scsa.wa.edu.au

Other useful websites include:

www.tafe.wa.gov.au	www.jobsearch.gov.au
www.myfuture.edu.au	www.uwa.edu.au
www.murdoch.edu.au	www.ecu.edu.au
www.curtin.edu.au	www.nd.edu.au

Christmas Island DHS Library – Access and Resources

The George Fam Library is the hub of CIDHS providing an inviting and flexible space that supports student learning and teaching. The Library is often utilized as a venue for school functions, assemblies, guest speakers and community events.

Students are welcome to visit the Library during lunchtimes for quiet reading, study or games with the duty teacher. Secondary teachers often bring their classes to the Library as an alternative teaching space.

The library collection boasts a wide selection of fiction and non-fiction books, graphic novels, e-books (SORA), digital media (ClickView) and IT equipment. Students can access the collection using their Library / ID card.

A dedicated secondary student reading room, The Book Nook, is located in the Secondary block of the school and can be used with the permission of teaching staff.

Section 2 – Compulsory Subject Descriptions

The Arts

In the Arts learning area students develop creative skills, critical appreciation and knowledge of

artistic techniques and technologies in dance, drama, media, music, visual arts and combinations of arts forms. The Arts develop students' sense of personal and cultural identity and equips them for lifelong involvement and appreciation of the arts.

YEAR 7 VISUAL ART

This course provides students the opportunity to extend their skills and knowledge from primary school and to try a range of techniques from a variety of studio areas including computer art, printmaking, painting, drawing, sculpture and ceramics. It encourages creative and critical thinking and 'hands-on' learning.

YEAR 7 MUSIC

In Year 7 Music, students will study twentieth century rock & popular music, starting from the 1950's (rock & roll) and focusing on Australian content through to our day. Besides examining examples of various styles of Rock, students learn to play samples of each [on either guitar or keyboard], including early Elvis through Beatles, Beachboys, Men at Work, AC/DC, Hilltop Hoods etc. We augment this with a formal study of the Theory of Music online, and link such to the examples we practise in class. Our course will include a school/community performance as part of an assessment task.

YEAR 7 DRAMA

In Year 7 Drama, students will study the origins of drama by exploring Ritual Theatre [including Storytelling and Oral Traditions like legends and myths]. They will look at a number of legends including the story of Robin Hood, William Tell, The Lone Ranger and the story of Maui [from the movie Moana]. Students will examine some of the elements of Drama in detail, including Movement [exploring Mime and the Use of the Body & Stage Area]. They begin studying the Voice [how it works and how to use Pitch, Pace, Power and Pausing to advantage]. Students also examine Improvisation and prepare a short Mime and Skit to present to an audience.

YEAR 8 VISUAL ART

This course provides students the opportunity to try a range of techniques from a variety of studio areas including computer art, printmaking, painting, drawing and ceramics. It encourages creativity and 'hands-on' learning.

YEAR 8 MUSIC

In Year 8 Music, students study twentieth century rock & popular music, starting from the 1950's (rock & roll) and focusing on Australian content through to our day. Besides studying and watching examples of various styles of rock, students learn to play samples of each (on either guitar or keyboard), including early Elvis through Beatles, Beachboys, Men at Work, AC/DC, Hilltop Hoods etc. We augment this with a formal study of the Theory of Music online, and link such to the examples we practise in class. Our course will include a school/community performance as part of an assessment task.

YEAR 8 DRAMA

Drama is the performing arts subject that gives students the opportunity to learn the skills of acting, effective communication and creative expression. The Year 8 Drama program will provide a positive and supportive environment where students will learn the exciting art of improvisation, physical comedy (slap-stick) and delivering speeches and monologues.

Students will develop rehearsal skills in preparation for performances for their peers and families

English

Although Australia is a linguistically and culturally diverse county, participation in many aspects of Australian life depends on effective communication in Standard Australian English. The study of English helps create confident communicators, imaginative thinkers and informed citizens.

It is through the study of English that students learn to create, analyse, understand and communicate in order to build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them to become ethical, thoughtful and active members in society.

YEAR 7

In Year 7 students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These include newspapers, magazines, digital texts, early adolescent novels, non-fiction, poetry and drama. Students will learn how context, purpose and audience influence these texts. They will understand that texts reflect different points of view and that the language, images and vocabulary used can affect meaning. Year 7 students will be expected to create structured, coherent texts that demonstrate good grammatical knowledge, accurate spelling and correct punctuation. Students will actively contribute to class discussions and will develop skills to create presentations that engage and entertain. A language focus on spelling, grammar and vocabulary building will be included in the English program.

YEAR 8

Throughout the year students will engage with a variety of texts. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. Students will develop an appreciation of literature through class novel studies as well as developing their understanding of how texts, including media texts are influenced by context, purpose and audience. They will be building on and extending their visual language and knowledge through exploring a variety of visual text types. These may include animations, picture books, film, magazine advertisements and still images. Students will be required to create a range of imaginative, informative and persuasive texts throughout the year. A language focus on spelling, grammar and vocabulary building will be included in the English program.

YEAR 9

Students will engage with a variety of texts for enjoyment and to improve their reading, viewing, writing, speaking and listening skills. They will be required to interpret, create, discuss, and evaluate and perform a wide range of literary texts. These will include various types of media texts including newspapers, film and digital texts, fiction, non-fiction, poetry and multimodal texts. The texts they will examine will explore themes of human experience, relationships, ethical and global dilemmas and will represent a variety of perspectives. They will also explore how language has changed and evolved over time. A language focus on spelling, grammar and vocabulary will be included in the English program.

YEAR 10

Year 10 English builds on concepts, skills and processes developed in earlier years. Students will engage with a variety of written, visual and multimodal texts to improve their understanding and skills in listening, reading, viewing, speaking, writing and creating. Literary texts are drawn from a range of genres and increase in complexity from texts studied earlier in the years. Students will be required to interpret, evaluate and discuss texts with more difficult and abstract themes and issues. Students will develop critical understandings of how texts are constructed and how textual conventions and techniques are manipulated to create meaning. As well as analysing texts, students will create a range of literary texts, such as short stories, and texts designed to inform and persuade, such as opinion pieces. Students are expected to be independent readers who read widely outside of the classroom. Students will interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. A language focus on spelling, grammar and vocabulary extension will be included in the English program. In a wide range of texts, students will analyse how characters, settings and ideas can be constructed through written and visual language to produce a particular representation. Reading will be a focus with students learning to consider 'how' they read and the different readings they produce of texts. Students will be encouraged to read widely at home to support their understandings.

PREREQUISITES FOR YEAR 11 ENGLISH

Non-University Entry	Foundation English	Category 1 or 2 in OLNA Reading and/or Writing
Non-University Entry	General English	C or D grade in Year 10 English + Category 3/Pass in OLNA Reading and/or Writing
University Entry	ATAR English	C grade or above in Year 10 and Category 3 in both OLNA Reading and Writing

*English as an Additional Language/Dialect – a student must be granted eligibility by SCSA to study an EALD course in Year 11/12. The eligibility process will be completed in Year 10.

Enterprise and Life Skills

YEAR 7 & 8 ENTERPRISE

The Year 7 & 8 enterprise program encourages students to develop their business and innovation skills and to foster collaboration in a small business environment. Students will develop business products and services and learn to market these effectively. They will learn about digital advertising and marketing, creating names and logos, budgeting, profit and loss, managing money and creating simple business plans. This program aims to equip them to be innovative, and to identify, create, initiate, and successfully manage personal, community, business, and work opportunities, including working for themselves. Students will have the opportunity to put into practice a range of skills developed in many other curriculum areas. This is a flexible program that will be developed and adapted as needed to ensure students are developing the critical and creative thinking and entrepreneurial skills that will be essential as Australia moves forward into the 'ideas' boom. This program will conclude with the national $20BOSS enterprise competition in Year 8.

YEAR 9 LIFE SKILLS

The Year 9 Life Skills course focuses on building effective life skills such as working as part of a team, IT and study skills. Students will also begin investigating future career aspirations and volunteer work within the community.

YEAR 10 LIFE SKILLS

The Year 10 Life Skills course plays a crucial role in assisting Christmas Island students and their families to make important decisions about the Senior School options available to them on the island and the mainland. Through the course students are assisted in choosing from a range of educational and training options that will suit their skills and career preferences.

Students and their families are provided with information on courses leading to University, TAFE and Traineeship options. Students will be led through the Career Education model of Self Exploration, Making Career Plans & Decisions, and Implementing Career Decisions & Managing Transitions.

Students will also participate in the 'Keys for Life' program that empowers young people to make informed decisions about safer driving. They will learn about road rules, licensing, vehicle safety, safer driving and have the opportunity to sit a test to gain their learners permit. Students will also have access to our onsite driving simulator to practice their driving skills in a variety of conditions.

Health and Physical Education

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and wellbeing.

YEAR 7 HEALTH EDUCATION

Students build upon prior learning and experiences to gain a more detailed understanding of their personal health, growth and development, and the changes that occur from childhood through puberty to adulthood. They examine the social and cultural factors which influence physical and mental health and further develop their understanding of the value of respect for the rights of others. Opportunities are provided for investigating changing relationships with peers and individuals and students are encouraged to value the maintenance of positive relationships. Students practice using strategies to manage physical, social and emotional changes (such as threatening behaviours and bullying), which leads to enhancement of their self-esteem and the esteem of others.

YEAR 7 PHYSICAL EDUCATION

In this course students will develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. Students will have opportunities to analyse their own and others' performance using feedback to improve body control and coordination. The application of fair play and ethical behaviour continues to be a focus for students as they consider modified rules, scoring systems and equipment, which allows participants to enjoy physical activities and experience success. They begin to link activities and processes to the improvement of health and fitness. This course is a familiarization course exposing the students to a variety of sports, games and fitness activities. The students will be given the opportunity to display their level of fitness, movement skills and co-ordination using a wide range of equipment and in a variety of competitive/non-competitive sporting contexts

YEAR 8 HEALTH EDUCATION

Students will develop knowledge, understanding and skills of a variety of topics related to their own emotional, mental and physical health. The topics dealt with will assist the students in coming to terms with their developing bodies and the relationship between personal health choices, lifestyle and their own wellbeing. Topics covered will include identity, self-concept, bullying, resiliency, decision making, puberty, reproductive systems, gender stereotyping, legal drugs issues, smoking and harm reduction strategies.

YEAR 8 PHYSICAL EDUCATION

This course is a familiarization course exposing the students to a variety of sports, games and fitness activities. The students will be given the opportunity to display their level of fitness, movement skills and co-ordination using a wide range of equipment and in a variety of competitive/non-competitive sporting contexts.

YEAR 9 HEALTH EDUCATION

This subject will improve student's knowledge attitude and skills in aspects of personal and societal health. Students will continue to develop skills to effectively cope with various influences on their health including coping with societal and peer pressure and decision making scenarios. Topics that will be covered include cybersafety, conception, birth, pregnancy, birth control, alcohol, common illegal drugs and local community health issues. Students' interpersonal skills, self management skills and physical wellbeing will be enhanced through applying knowledge and understandings in the context of their own health and those around them.

YEAR 9 PHYSICAL EDUCATION

This course focuses on further improving students' skills and knowledge across a range of sports, modified games and fitness activities. Students will be given opportunity to develop sporting ability in both individual and team sports. Students will be introduced to the concept of sports education and be encouraged to take greater control of their own progress in Physical Education pursuits.

YEAR 10 HEALTH EDUCATION

This subject encourages students to take responsibility for their own health and wellbeing, as well as their relationship to society. Students' interpersonal skills, self management skills and physical wellbeing will be enhanced by developing knowledge and understanding of illegal drugs, mental health issues and community health. Students will also have the opportunity to examine the issues relating to sexuality in today's society. These issues will include sexually transmitted infections, contraception, marriage, abstinence, postponing sexual involvement, choosing healthy relationships, harm reduction strategies and making healthy choices.

YEAR 10 PHYSICAL EDUCATION

In this course students will have the opportunity to learn the fundamental skills relating to the particular sports studied. This course builds on students' throwing, catching, striking and coordination skills. They will also focus on team building and game strategies and tactics in individual and team sports. Students will also participate in a Sport Education Program. In this course students organise and conduct in-class competitions with individuals. Each student will choose a role to play in setting up and running these competitions.

Humanities and Social Sciences (HASS)

The HASS learning area explores history, geography, economics, politics and law. Students develop an understanding of the way different systems affect each other and consider the values that underlie them. Students learn to express their personal values with those of the world around them.

YEAR 7

In Year 7, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own place. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.

YEAR 8

In Year 8, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

YEAR 9

In Year 9, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I

YEAR 10

In Year 10 Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire in to the values and practices that enable a resilient democracy to be sustained.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

PREREQUISITES FOR YEAR 11 HUMANITIES AND SOCIAL SCIENCES SUBJECTS

For entry into Economics, Geography, Politics and Law and/or History in year 11 students will need to attain an A or B grade in Year 10.

For entry into a non-university entry pathway students will need to attain a C grade in Year 10.

Languages other than English (LOTE)

In the Languages Other Than English (LOTE) learning area, students learn to communicate practically in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and practical skills which they can use in future social, cultural and vocational areas.

Students further develop their skills and understanding of English and of literacy. Although LOTE is compulsory for Year 7, 8, 9 & 10 students they have the opportunity to select Mandarin or Malay.

YEAR 7 BAHASA MALAY

This subject is designed for students from Malay and non-Malay speaking backgrounds. Students will learn about the geography of Malaysia, the national flag and coat of arms. Other topics include giving an understanding directions, transport and places in a town or village. They will also learn to identify and apply simple prefixes to their writing.

YEAR 7 CHINESE: MANDARIN

LoTE Mandarin aims at introducing beginners to a practical understanding and usage of the language; as well as assisting native speakers to maintain their own language. Lessons are built around topics, which are familiar to the students, such as our island life, school, home, sports, food and family. In the larger context, the course extends its range to include the West Australian Curriculum's priority of engagement with Asia, an ongoing theme that has now been taken on a national and international prominence.

YEAR 8 BAHASA MALAY

This subject is designed for students from Malay and non-Malay speaking backgrounds. Students will learn about Malaysia and Malay culture including learning about the types of Malay food and the common related vocabulary and phrases. Students also consolidate their language orally and aurally when they ask and answer questions related to daily routine, directions and making plans, such as conducting interviews and role-play. Students will also extend their knowledge and application of prefixes and classifiers (penjodoh bilangan) in their writing.

YEAR 8 CHINESE MANDARIN

This year-long course aims at improving the ability to understand, speak, read and write using Chinese and pinyin characters. Students extend their knowledge of Chinese characters and begin to discuss, in a mixture of Chinese and English, many things that interest them within a context they are familiar with. They will be given the opportunity to practice questioning and answering by means of role-play and other co-operative learning activities. Topics include home, Christmas Island, birthdays and the calendar, daily routine and leisure activities.

YEAR 9 BAHASA MALAY

This subject is designed for students from Malay and non-Malay speaking backgrounds. Students will learn about Malay traditional houses and then design their own dream house. They will also learn about Malaysian idioms and compare these with Australian idioms. Students will read poems and song lyrics in Bahasa Melayu in order to write their own short poems.

YEAR 9 CHINESE: MANDARIN

This year long subject aims at further developing the ability to read and write using both pinyin and Chinese characters. Students continue to develop their oral language skills through activities such as role-plays and presentations. They will continue to discuss in a mixture of English and Chinese, many things that interest them, gaining a deeper understanding into the Chinese way of life, customs and traditions. Topics include: telephoning, clothing, shopping, visiting and dealing with money.

YEAR 10 BAHASA MALAY

This subject is designed for students from Malay and non-Malay speaking backgrounds. Students will learn restaurant vocabulary and engage in cooking traditional Malay food. They will consolidate their learning through role-play, interviews and reading and writing activities. Year 10 topics of study are largely negotiated with the students. Students will however, refine their questioning techniques and explore more in depth grammatical features including prefixes and suffixes in Bahasa Melayu.

YEAR 10 CHINESE: MANDARIN

In this subject emphasis will be placed on the extending the student's knowledge of Chinese characters while continuing to further develop their skills in oral language. Students will compare aspects of Chinese and English to develop effective language learning strategies to help them consolidate their general literacy skills. Students will be given the opportunity to broaden their knowledge of the Chinese-speaking regions and Chinese Culture. There will be a focus on obtaining information by researching details from spoken or written texts, listening or reading texts and processing that information. Bilingual skills will be strengthened through extensive practice in oral and written forms. Topics include: talking about Chinese cuisine, festivals, contemporary issues and Chinese immigrants in Australia.

Mathematics

Learning mathematics creates opportunities for and enriches the lives of all. The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge in the three strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and the Australian Mathematics Curriculum aims to promote an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years and are constantly being developed. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, and analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

During the delivery of the Year 10 curriculum, the 10A curriculum is delivered congruently to individual students who have shown an interest in persuing a career in the field of Mathematics. This 10A curriculum prepares students for the year 11 and 12 courses of Mathematics Methods and Specialist Mathematics.

Below is a grade recommendation to assist students whith their subject selections who are entering year 11 and 12. These grades recommendations along with teacher consultation is suggested for selecting subjects in upperschool Mathematics.

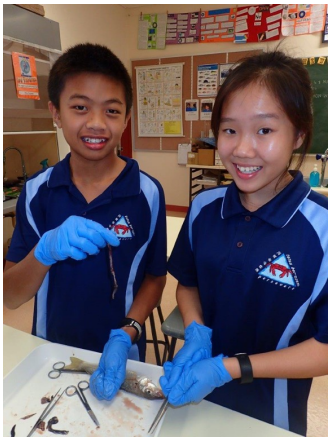
PREREQUISITES FOR YEAR 11 MATHEMATICS

A: Consider ATAR Mathematical Methods/Specialist (completion of year 10A curriculum)

B: Consider ATAR Mathematical Applications with Category 3 OLNA

C: Consider ATAR Mathematical Applications if you want to go to university, or Essential Mathematics for non-university entry

D/E: Consider Essential/Foundation Mathematics



Science

Science proves an empirical way of answer interesting and important questions about biological, physical and the technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is dynamic, collaborative and a creative human endeavour arising from our desire to make sense of the world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

YEAR 7

Scientists make observations, leading to hypotheses that can be tested resulting in data collection. This data is analysed and interpreted, and the procedure evaluated for improvement, with further work suggested to take the question further. This forms the basis of Scientific Inquiry, which runs all the way from Year 7 to Year 12. In Year 7, using 21st Century skills, investigations, Habits of Mind and thinking skills, we explore different Biological habitats and how organisms are classified, the Earth's place in the Solar System, including seasonal changes and the phases of the moon. Students go to the microscopic level and explore atoms and states of matter, ending with the forces that act upon us and how this understanding can be used to make machines.

YEAR 8

As microscopes have improved, so has our understanding of cells. Students explore cell structure, before studying how organisms are structured into tissues and systems, and the different systems of the body. The Periodic table arranges the elements into a specific order. Using this understanding students explain why certain chemical reactions take place and how different elements can bond together. Energy is neither created nor destroyed. Students investigate how energy is transferred from one type into another. Certain rock formations are as a result of geological activity. Students identify the different types of rock and explore tectonic theory.

YEAR 9

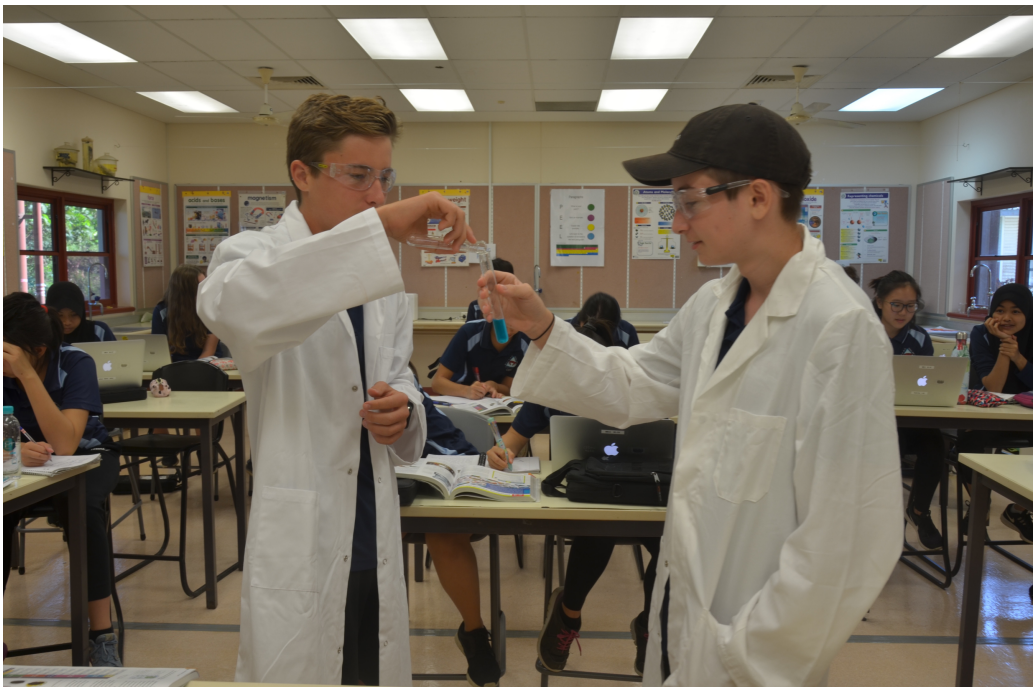
Students study ecosystems and the human impact on them. Can we change our habits? Will it make a difference? Students explore the inter-relationships between organisms. Two aspects of Physics are investigated; how energy is transferred in the form of waves, and electricity; what it is, how it can be formed and utilised. Students are always looking for solutions to problems. In this section, students look at different types of solutions, including the formation of precipitates and acids and bases. Finally, students investigate how multicellular organisms work as coordinated individuals, ie. how we respond to changes in the environment.

YEAR 10

In the Year 10 Science curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

PREREQUISITES FOR YEAR 11 SCIENCE

For entry into ATAR Science units in Year 11 & 12, it is recommended that students attain an A or B grade in Year 10. Students who do not attain an A or B grade would be recommended for Integrated Science.



Technologies

Christmas Island District High School's (CIDHS) Technologies program enriches and impacts the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. At CIDHS students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities. In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design challenges.

Through the practical application of technologies CIDHS students develop dexterity and coordination through experiential activities. Teachers inspired to motivate you and help engage your learning in a range of experiences that are transferable to family and home, constructive leisure activities, Christmas Island community contribution and the world of work. The courses will endeavour to provide you with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These attributes are necessary when using and developing solutions to make sense of complex ideas and relationships in all areas of learning. Technologies helps students to be regional and global citizens, capable of actively and ethically communicating and collaborating.

DESIGN AND TECHNOLOGY

Knowledge, understandings and skills involved in the design, development and use of technologies are influenced by, and can play a role in, enriching and transforming societies and our natural, managed and constructed environments.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future. Decision-making processes are informed by ethical, legal, aesthetic and functional factors.

Through Design and Technologies at CIDHS students manage projects, independently and collaboratively, from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop their ability to generate innovative designed products, services and environments.

YEAR 7 DESIGN AND TECHNOLOGY

Students have opportunities to learn about Design & Technologies through four different contexts; Wood Materials & Technologies, Systems Engineering, Metal Materials & Technologies and Product Design. Students are provided with opportunities to design and produce products, services and environments. In Systems Engineering and Product Design, students identify the use of motion, force and energy to manipulate and to control electromechanical and mechanical systems. In Wood and Metal Materials and Technologies specialisations, students identify how the selection of material and technology process is influenced by the combination of materials, systems, components, tools and equipment.

With all Design and Technology contexts, students develop solutions and identify the purpose for a given task by considering constraints and components/resources. Students use a range of techniques, appropriate technical terms and technologies to design, develop, review and communicate design ideas, plans and processes. They follow sequenced steps to a problem-solving plan. Students apply safe procedures to make solutions, using a range of components, equipment and techniques. They apply given contextual criteria to independently evaluate design processes and solutions. Students work independently, and collaboratively, to plan, develop and communicate ideas and information, when using management processes.

Practical projects include the following; wooden dump truck, tea light candle holder, acrylic fun-glasses, solar boat challenge, C02 dragster challenge, sheet metal task, nut man welding fabricating task, laser cut key tag, fidget spinner design project and a Swiss Army house key pocket knife.

YEAR 8 DESIGN AND TECHNOLOGY

Students have opportunities to learn about Design & Technologies through four different contexts; Wood Materials & Technologies, Systems Engineering, Metal Materials & Technologies and Product Design. Students are provided with opportunities to design and produce products, services and environments. In Systems Engineering and Product Design, students identify and use the design of simple solutions using motion, force and energy, to manipulate and control electromechanical and mechanical systems. In Wood and Metal Materials and Technologies specialisations, students identify decision making demands of selecting and combining materials, systems, components, tools and equipment.

With all Design and Technology contexts, students investigate a given need or opportunity for a specific purpose. They evaluate and apply a given design brief, using some examples. Students consider and select components/resources to develop solutions, identifying constraints. They use appropriate technical terms and technology to design, develop, evaluate and communicate alternative design solutions. Students develop sequenced steps to produce a simple, problem-solving plan. They apply safe and appropriate techniques to make solutions, using a range of components and equipment.

Practical projects include the following; wooden stool, spindle turning/lathe project, pizza tray design competition, solar car challenge, innovated laptop stand design project, metal lathe turning project, virtually indestructible minimalist toy vehicle, wrought iron scroll project and jumbo naughts and crosses set.

YEAR 7 HOME ECONOMICS

In semester one, students will learn food preparation skills, food hygiene practices and how to use a range of food preparation equipment. They will learn about the Australian Dietary Guidelines and how to use these to plan and prepare healthy meals and snacks. Through the use of the technology design process they will design, produce and promote a healthy snack for teenagers. Students will also learn about some basic skills with textiles. This will include simple hand sewing stitches, which will enable them to do basic repairs on clothing items. They will also learn to use the sewing machine and will use the machine and technology process principles to create some small items.

YEAR 8 HOME ECONOMICS

In Semester One, students will learn basic nutrition, food preparation skills, food hygiene practices and how to use a range of food preparation equipment. Through the use of the technology process students design and prepare a healthy and safe school lunch.

In Semester Two, students will revise the use of the sewing machine and then use it to create a bag of some sort- it could be a sports bag, uniquely decorated to reflect their personality. They will also use their skills to create a variety of small objects such as a snake, cushion or inside ball. Textile decoration techniques may also be incorporated into this course.

YEAR 7 DIGITAL TECHNOLOGIES

This course introduces students to simple computer programming and using it to creatively find solutions to problems. This course may include a unit on robotics. They will develop basic skills in the design and construction of databases and websites. Students will create presentations on cyber-safety and cyber-bullying and will learn to use the Internet safely and effectively to achieve their goals. They will use a range of devices including computers, iPads and digital cameras and develop the skills to use them independently. Students will also be involved in a digital photography unit and will build their photo editing skills in Photoshop and video editing skills in iMovie.

YEAR 8 DIGITAL TECHNOLOGIES

This course builds on students' existing skills and exposes them to a deeper understanding of digital technologies. Students will model real-world situations and design solutions. They will develop an understanding of computer programming and learn software development skills. Through the semester students will design and construct websites, databases and use a range of software effectively to solve problems. Students will extend their digital photography and video skills through Photoshop and iMovie to create texts for a range of audiences.

Section 3 – Year 9 & 10 Option Units – Semester 1 2020

LINE A – SEMESTER 1

YEAR 9 & 10 MUSIC

YEAR 9

Besides further practical study on their chosen instrument (guitar, keyboard, bass, drums or voice), Year 9 students look at the workings of a radio station and try their hand at writing an advertisement. They also look at different styles of music video and some historical footage of TV shows. Besides applying music theory by writing some music for the opening/closing credits for a TV show, students will visit the local radio station and prepare a brief podcast for broadcast.

YEAR 10

Besides further practical study on their chosen instrument (guitar, keyboard, bass, drums or voice), Year 10 students will focus on songwriting and recording their efforts this year. Areas covered include: lyrics, melodies, chord patterns as well as basic arranging for a pop/rock band, using computer software. There is also the opportunity to augment the arrangements by recording student vocal or instrumental parts.

YEAR 9 & 10 POTTERY

In Year 9, this unit is ideal for those students who like to work with clay. You will have the chance to design and make clay objects by hand and using the pottery wheel. This unit develops hand skills through a range of creative projects.

For students in Year 10, this is a great unit for people who love creating objects from clay. It is an opportunity to further extend clay skills or for beginners to learn new techniques.

YEAR 9 & 10 OUTDOOR EDUCATION

During Semester One students will develop knowledge and skills in a variety of recreational pursuits, focused on land based outdoor activities. In first semester these pursuits may include orienteering, rogaining, bushwalking, mountain biking, camp craft skills, basic rope work, and triathlon. These activities will culminate in a camping experience in Term 2.

It is anticipated that by utilizing a variety of equipment and activities, students may have the opportunity to experience a wide range of outdoor pursuits, culminating in camping experiences and day trips into our unique Island environment. Students may also have the opportunity to participate in weight training, aerobics, triathlons, biathlons, touch, golf, and other fitness-based games, which assist in the development of fitness components.

Opportunities will be provided for students to develop and consolidate skills and strategies for effective leadership and teamwork, and apply ethical behaviour in an Outdoors environmental context. These units are an ideal preparation for students wishing to complete their Certificate II in Outdoor Recreation in upper school.

The program is dependent on current staffing and student abilities.

YEAR 9 & 10 DESIGN & TECHNOLOGY – ISLAND LIFE

This subject is a combination design and technology subject that focused on metalworking, woodworking and marine studies. It is a project based subject and the theme of the projects come from our diverse cultural backgrounds and traditions of Christmas Island. Students use design and technologies knowledge and understanding, processes and production skills, and design thinking, to produce solutions to identified needs or opportunities. The focus is on students designing solutions, using creativity, innovation and enterprise skills with confidence, independence and collaboration. Practical projects include gasing spinning top, wood carving, jewellery making, weaving, aluminium welding and fabricating while making an aluminium boat, fishing rod building and repairs, lure making, outboard engine maintenance, and knot tying. This subject progresses into yr 11 & 12 Marine and Maritime Studies, Woodwork and/or Metalwork.

YEAR 9 & 10 VISUAL ART

YEAR 9 VISUAL ART

This course is for those students who have a genuine interest in the visual arts. Your skills will be extended when you become involved in activities such as textiles, ceramics, painting and other creative endeavours.

YEAR 10 VISUAL ART

This course is for those students who have a genuine interest in the visual arts. Your skills will be extended when you become involved in activities such as textiles, ceramics, painting and other creative endeavours. This is a prerequisite for Senior School Art.

YEAR 9 & 10 FOOD

There are four short courses rotating over a two-year period for year 9 and 10 students. “Food for Life” explores a range of recipes for maintaining good health and wellbeing. Students will prepare and serve a range of foods that will develop and extend their food preparation skills. Students will practice modifying their favourite recipes to produce a healthy alternative. “Food for the Future” This course will encourage students to consider sustainable practices in their cooking. Foods grown or harvested on Christmas Island will be featured. It is hoped to include some guest chefs, a cooking competition and to produce recipes with Christmas Island specialties. “Food from Afar” sees students embark on a culinary course exploring food from different cultures. Students will cook and serve a variety of foods from other countries and gain an appreciation of foods and ingredients from around the world. “Food with Flair” focuses on creativity, presentation and cooking for others. Students will show off their skills by planning and cooking for an event with invited guests.

YEAR 9 & 10 DIGITAL TECHNOLOGIES

Students will participate in the NCSS challenge where they will develop their programming skills in Python, one of the most widely used programming languages. They will then build a physical computer network and design and host websites within that network. Students will then be able to negotiate between choices that include the creation of film based resources using either the Mavic Pro drone or a 360 degree camera or a Photography project using Digital SLR cameras.

YEAR 9 & 10 WOOD MATERIALS & TECHNOLOGIES

Woodworking – Furniture Making Students use design and technologies knowledge and understanding, processes and production skills, and design thinking, to produce solutions to identified needs or opportunities. The focus is on students designing solutions, using creativity, innovation and enterprise skills with confidence, independence and collaboration. Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements, such as sequenced time, cost and action plans to manage a range of design tasks safely. Learning experiences require students to transfer theoretical knowledge to practical activities across a range of projects. This course prepares students to enter into the year 11 & 12 Materials Design & Technologies Woodwork course that we offer. Practical projects include the following; Lathe Turning Project, Jewellery Box, Sushi Serving Platter, Hallway/Bedside Table, Stool.

YEAR 9 & 10 MUSIC

In this subject you will have the opportunity to develop your music skills (musicianship), music knowledge and strengthen your instrument playing / singing ability. Song writing and music composition are exciting aspects of the course that students will be introduced to. There will be opportunities to experience rehearsing with your peers in bands and ensembles getting ready for performing.

YEAR 9 & 10 VISUAL ART

YEAR 9 VISUAL ART

This course is for those students who have a genuine interest in the visual arts. Your skills will be extended when you become involved in activities such as textiles, ceramics, painting and other creative endeavours.

YEAR 10 VISUAL ART

This course is for those students who have a genuine interest in the visual arts. Your skills will be extended when you become involved in activities such as textiles, ceramics, painting and other creative endeavours. This is a prerequisite for Senior School Art.

OR

YEAR 9 & 10 OUTDOOR EDUCATION

During Semester Two there is an aquatic emphasis building on basic snorkelling skills, aquatic sports, introductory kayaking, and water rescue skills, culminating in a kayaking day trip along the Christmas Island coastline. It is anticipated that by utilizing a variety of equipment and activities, students may have the opportunity to experience a wide range of outdoor pursuits, culminating in camping experiences and day trips into our unique Island environment. Students may also have the opportunity to participate in weight training, aerobics, triathlons, biathlons, touch, golf, and other fitness-based games, which assist in the development of fitness components.

Opportunities will be provided for students to develop and consolidate skills and strategies for effective leadership and teamwork, and apply ethical behaviour in an Outdoors environmental context. These units are an ideal preparation for students wishing to complete their Certificate II in Outdoor Recreation in upper school.

The program is dependent on current staffing and student abilities.

YEAR 9 & 10 METALS MATERIALS & TECHNOLOGIES

This course builds on from the Wood Materials & Technology course but is delivered in a metals context. Students use design and technologies knowledge and understanding, processes and production skills, and design thinking, to produce solutions to identified needs or opportunities. The focus is on students designing solutions, using creativity, innovation and enterprise skills with confidence, independence and collaboration. Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements, such as sequenced time, cost and action plans to manage a range of design tasks safely. Learning experiences require students to transfer theoretical knowledge to practical activities across a range of projects. This course prepares students to enter into the year 11 & 12 Certificate II Engineering Pathways course that we offer.

Building on from the woodwork course students are given more opportunities to be independent and have more free choice on their practical projects. Practical projects include the following; Lathe Turning Project, BBQ Spatula, Fishing Gaff, Chicken Rotissery, CNC Plasma Design Challenge and Sporting Equipment design Task.

YEAR 9 & 10 POTTERY

YEAR 9 POTTERY This unit is ideal for those students who like to work with clay. You will have the chance to design and make clay objects by hand and using the pottery wheel. This unit develops hand skills through a range of creative projects.

YEAR 10 POTTERY This is a great unit for people who love creating objects from clay. It is an opportunity to further extend clay skills or for beginners to learn new techniques.

YEAR 9 & 10 FOOD

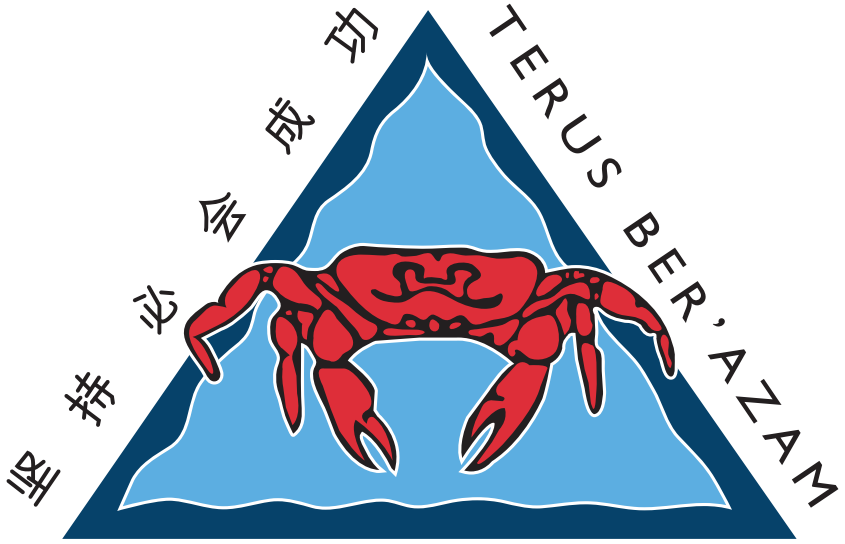
There are four short courses rotating over a two-year period for year 9 and 10 students. “Food for Life” explores a range of recipes for maintaining good health and wellbeing. Students will prepare and serve a range of foods that will develop and extend their food preparation skills. Students will practice modifying their favourite recipes to produce a healthy alternative. “Food for the Future” This course will encourage students to consider sustainable practices in their cooking. Foods grown or harvested on Christmas Island will be featured. It is hoped to include some guest chefs, a cooking competition and to produce recipes with Christmas Island specialties. “Food from Afar” sees students embark on a culinary course exploring food from different cultures. Students will cook and serve a variety of foods from other countries and gain an appreciation of foods and ingredients from around the world. “Food with Flair” focuses on creativity, presentation and cooking for others. Students will show off their skills by planning and cooking for an event with invited guests.

YEAR 9 & 10 DIGITAL PRODUCTION

In Digital Production students will be engaged designing and producing customer focussed digital products. They will learn how computers store and represent data, with particular emphasis on binary, hexadecimal and decimal number systems. They will also be learn how text, images and audio and are encoded within a computer and then transferred between computers. This knowledge will help them to plan and capture live events using a live TV Studio, whilst taking on specific roles such as directing and camera operating. This knowledge will also help them to run a negotiated project, such as the development and publication of a CIDHS year book.

YEAR 9 & 10 PRODUCT DESIGN

Product design is an increasingly popular university and career option and this course is designed to prepare students for engineering and technical careers, introduce students to key design and engineering concepts and methodologies as well as skills and knowledge in reverse engineering and project management. Using a range of technologies, including a variety of graphical representation techniques, students have opportunities to generate and represent original ideas and production plans in two-dimensional and three-dimensional representations using a range of technical drawings, including perspective, scale, orthogonal and production drawings with sectional and exploded views, appropriate to their designs. Students will learn how to design in the industry standard Adobe Illustrator and use the laser cutter. The skills learned in this course will apply directly to the demands of project-based learning. Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements, such as sequenced time, cost and action plans to manage a range of design tasks safely. Students apply management plans, changing direction when necessary, to successfully complete design tasks. In 2020, the main practical project will be a ukulele.



CHRISTMAS ISLAND DISTRICT HIGH SCHOOL

2021 Year 9 & 10 Option Preference Form

Students completing Year 9 or Year 10 in 2021 can cut this form out of this handbook. **This form must be filled in and returned to the front office by Thursday 24 September.**

Please rank your options on each **row**, with 1 being your preferred option, 2 for your second choice and 3 for your final choice.

STUDENT NAME: _____

PARENT SIGNATURE: _____

YEAR LEVEL IN 2021: _____ DATE HANDED IN: _____

Semester 1 2021						
A	Music		Pottery		Outdoor Education	
B	D&T – Island Life		Visual Arts			
C	Food		Digital Technologies		Wood Materials & Technologies	
Semester 2 2021						
A	Music		Visual Art		Outdoor Education	
B	Metal Materials & Technologies		Pottery			
C	Food		Digital Production		Product Design	

Please Note: We will endeavour to ensure all student preferences are satisfied, however, there is no guarantee that all options will be running in 2021 or that students will receive their first preferences. Priority will be given to students who hand in their "2021 Option Preference Form" first.

Changes to option subjects may only occur during the first two weeks of each semester.