



Saint Stephen's College

Year 9

Experiences Program

Academic Courses Handbook

Developing character,
inspiring hope

CONTENTS

General Information

Year 9 Curriculum	1
The Subject Selection Process	2

Subject Information

Business Enterprise	4
Design	6
Digital Solutions	7
Drama	8
English	9
English as an Other Language	10
Humanities	11
Japanese	12
Mathematics Methods	13
Media Studies	15
Music	17
Physical Education (Core)	18
Physical Education (Extension)	19
Science	21
Spanish	22
Visual Art	23

Laptops

BYOL Program	24
--------------------	----

YEAR 9 CURRICULUM

Students are introduced to new and exciting subject offerings, as well as new academic routines. In Year 9 (the Experiences Program), students undertake more intensive studies across a range of options.

English, Humanities, Languages other than English (LOTE), Mathematics, Physical Education (Core) and Science are compulsory subjects and will be undertaken by **all** students. There is also an opportunity for students to select from a suite of electives. Student academic strengths and personal interests will influence subject selection decisions.

The subjects offered are grouped under the following categories:

- Core
- Elective
- Additional

Core and **Additional** subjects are studied by **all** students, and each student must choose *two elective subjects per semester*. Specific information on each subject is contained within this handbook.

Core Subjects

The Core subjects consist of:

- English
- Humanities
- Japanese - Languages other than English (LOTE)
- Mathematics
- Physical Education (Core)
- Science
- Spanish - Languages other than English (LOTE)

Successful completion of the Year 9 Core subjects means students will have a sound base upon which to progress to Years 10, 11 and 12 subjects.

Additional Subjects

In addition to the *Core* and *Elective* subjects described above, **all** students in Year 9 will take part in *Additional* subjects/activities, as listed below:

- | | |
|---------------------------------------|--------------------------------|
| • Assembly | Rotational |
| • Chapel | One period per week |
| • Habits of Mind | One period per week |
| • Pastoral Care | One period per week |
| • Sport | Two periods per week |
| • Tutor Group | 10-minute session each morning |
| • Year Level and House Group Meetings | Rotational |

THE SUBJECT SELECTION PROCESS

Elective Subjects

The elective subjects provide opportunity for students to choose subjects from a range of Learning Areas.

Elective subjects offered include:

Subject	Learning Area
Business Enterprise	Business
Design	The Arts
Digital Solutions	Technology
Drama	The Arts
Media Studies	The Arts
Music	The Arts
Physical Education (Extension)	Physical Education
Visual Art	The Arts

Students must select **two** elective subjects to study in **each semester** of Year 9.

Subject Selection Process

The selection of subjects is a four-stage process:

1. Students complete a '**Subject Preference**' form indicating in order of preference, the subjects they wish to study in Year 9. Students are then required to transfer this information into the online survey.
2. A '**line structure**' will be developed that provides the widest range of elective combinations (within timetabling constraints).
3. '**Subject Allocation**' will occur for those students whose preferences are satisfied by the 'line structure'. Students will be advised in writing about their 'subject allocation'.
4. '**Subject Selection**' will have to be reconsidered for the few students (if any) whose preferences are not completely satisfied by the 'line structure'. This will be achieved via an interview with the Director of Studies.

*Note: Subject selections for **new enrolments** will be made according to the 'line structure' and are subject to class size constraints.*

Choosing Electives

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different to those of another student.

This means it is **unwise** to either take or avoid a subject because:

- another person says it is good or bad; or your friends are, or are not, taking it;
- you supposedly like or dislike a teacher;
- you think it is only for boys or only for girls (all subjects have equal value for males and females).

It is **wise** to take a subject because:

- you believe you will enjoy it and you expect to do well;
- it will help you gain knowledge and skills for further study or a career you are considering;
- it develops skills, knowledge and values useful to you in life.

Consider obtaining a broad and balanced portfolio of subjects. Strengths and interests can change as you mature. Sensible decisions incorporate a healthy balance across the Learning Areas. Premature specialisation in any one Learning Area may restrict options in Years 11 and 12.

Pre-requisites

Subject choices for Year 9 may be influenced by what you plan to pursue in Years 10, 11 and 12. The table below indicates whether it is 'recommended' or 'highly recommended' for you to study the Year 9 subject specified to increase your chance of successfully completing the corresponding subjects in Years 11 and 12.

Subject Desired in Years 11 and 12	Corresponding Subject to be Studied in Years 9
Accounting	Business (<i>recommended</i>)
Design	Design (<i>highly recommended</i>)
Digital Solutions	Digital Solutions (<i>highly recommended</i>)
Drama	Drama (<i>recommended</i>)
Film, Television and New Media	Media Studies/Film, Television and New Media (<i>recommended</i>)
Music	Music (<i>highly recommended</i>)
Physical Education	Physical Education (Extension) (<i>recommended</i>)
Visual Art	Visual Art (<i>recommended</i>)

Be Prepared to Ask for Help

Do not be afraid to consult the appropriate teachers, Subject Coordinators, Heads of Faculty, Head of Year, Career's Department, Director of Studies or the Headmaster. Do not be afraid or too shy to seek their assistance, they are prepared to help you.

BUSINESS ENTERPRISE

*Business has several components that will assist students with the study of Accounting, Business and Economics in Years 10, 11 and 12. If students are considering studying Accounting, Business and Economics in the future, they are **encouraged** to complete Business in Year 9.*

The purpose of Business is to give students an introduction to, and an awareness of, the activities of business. This subject promotes knowledge, skills, attitudes and values that will enable students to participate as active and informed citizens. Significant matters, such as ethics, rights, and social and moral responsibilities will be examined. Students will be required to exhibit thinking processes, such as problem solving, flexibility, strategic planning and decision-making. They will also be required to gather information about the business world, as well as apply their knowledge in practical and relevant situations.

Business, by its very nature, is a dynamic and constantly evolving subject. The subject content is designed to encompass a wide variety of foundation business concepts while remaining flexible enough to incorporate the continuing developments in the business, economic and technology environments. As a result, students learn to apply their knowledge in 'real-world' circumstances, which are current and relevant to them. The course is designed to encompass the following major topics:

- Entrepreneurship;
- Innovation;
- Marketing;
- The role of Basic Accounting and Finance;
- E-Commerce and Business;
- Economics, Business and the Local Economy;
- Social Responsibility - Business and the Environment;
- Business and Globalisation;
- International Business and Cross-Cultural Communications;
- International Business and Global Markets;
- International Business and Governance in a Global Economy.

BUS1: Business Start-Ups

Entrepreneurship is a key driver of our economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and a greater sense of control over their lives. As a result, many experienced business people, political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale.

Throughout this unit, students will gain an understanding of the complexities and issues of managing business in a local environment. Students will also gain knowledge of key principles and concepts that are crucial to businesses staying viable and competitive in a volatile environment, including:

- Products and Services;
- Business Opportunities;
- Innovation;
- Business Environment;
- Business Ownership and Operating a Business;
- Entrepreneurship;
- Starting a Business;
- Marketing and Promotion;
- Finance.

BUS2: Tourism and International Business

Students will undertake a case study from the Tourism Industry. They will create a holiday package, which includes accommodation, attractions and cultural information, as well as currency and exchange rates.

Topics will include:

- Tourism – creating a holiday package;
- Economic Problems – unemployment, income distribution and the effect on Tourism;
- The economic effect of Tourism on the Gold Coast (Case Study);
- Tourism Attractions on the Gold Coast;
- Tourism and the Economic Environment;
- Tourism and Currencies;
- Tourism Marketing Organisations;
- E Commerce and Tourism;
- Tourism and Cultural Differences;
- Marketing and Promotion;
- Product as part of the Tourism Marketing Mix.

In today's economy, the world is shrinking and most economic boundaries have now disappeared, with those remaining continuing to diminish. Businesses today will in some way be affected and influenced by globalisation. Companies must understand the intricacies of doing business with other countries – whether the business is conducted in Australia or outside her borders. Culture, language, political systems, geography, and socio-economic factors all influence and shape the way we do business today. Throughout this unit, students will gain an understanding of the complexities and issues facing businesses operating and competing in a global environment.

Assessment

A variety of assessment instruments will be used, including short and extended response examinations, supervised assignments, responses to stimulus material and research assignments, projects and expos. An emphasis will be placed on assignment work throughout the course in order to develop valuable skills and knowledge of computer technology and its application in the business world.

DESIGN

The Design subject focuses on the practical application of design thinking to envisage creative ideas in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem solving using divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas. The teaching and learning of this subject is based around a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities, developing ideas and design concepts, using drawing and low-fidelity prototyping skills, and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences. Students will work with a variety of Computer Aided Design (CAD) software. Some of which include, Adobe Illustrator, Adobe Photoshop, Adobe InDesign, Adobe Premier Pro, AchiCAD, SolidWorks and Artlantis. Student licences are provided in most cases for educational purposes. All software programs are industry standards and link directly to associated university courses.

DES1: Graphic Design and Product Design

Students will be introduced to Product and Graphic Design. The teacher will provide a well-constrained simple problem. Students learn to devise design ideas and experience that multiple valid design concepts are possible for any design brief to present to a client. This includes a logo, light fitting and toy design.

Students will be experimenting with design in the 'Develop Phase of the Design Process'. Students will be preparing a series of rapid concept ideas based on a client brief. Selecting one of their ideas, students will prepare a prototype of their wearable design to exhibit in the *Wearable Art and Design Show*. This event attracts over five hundred attendees every year and gives students real work experience by providing the opportunity to show their works to an audience. Computer-aided Design, Sketching and Laser Cutting will be used as a part of the design process.

DES2: Architecture and Landscaping

Students will engage with more comprehensive design processes to gain a deeper experience of how designers work and the importance of stakeholders in the design process. Students will learn about the nature and complexity of design problems, how to identify design criteria based on the principles of good design. They will devise architectural and landscaping ideas using thinking strategies and drawing and digital prototyping skills.

Students will learn how contemporary designers are influenced by trends. Students are introduced to the elements and principles of visual design and this provides a lens through which design styles are recognised and analysed. They will apply the elements and principles of visual design to create a product. Computer Aided Design, Sketching and Laser Cutting will be used as a part of the design process.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of technical drafting, cartographer, mechanical/electrical design, landscaping, graphic design, computer modelling, teaching, game design, technical illustrating, interior design/CAD work, architecture, engineering, building, town planning and commercial artistry.

Assessment

Students are required to keep record of their Design Process for all projects in a folio. This folio will form part of their assessment. Students will be required to produce a prototype of their wearable art and design concept and have it worn and presented in the *Wearable Art and Design Show* (this can be by someone other than the students themselves). Each semester has a supervised examination that is a mini design challenge.

DIGITAL SOLUTIONS

*This subject has several components that will assist with the study of Digital Solutions in Years 11 and 12. Future Digital Solutions students are **encouraged** to complete Digital Solutions in Years 9 and 10. There is a strong academic component involving solving programming-like issues.*

We live in a world of rapid technological change. Students who have an awareness and mastery of current technology will always have an advantage over other students. More importantly, students who can analyse problems, design solutions, and then use the best technology to implement these solutions, will have a skill that can be used with any technology.

Digital Solutions allows students to master some of the latest software. It also allows them to master the analytical thinking and communication skills that are needed to complement this technology. The confidence that students gain in working with a variety of technologies will assist them to cope with the change that is certain to be a part of their future.

DIG1: Software Programming 1

This unit should appeal to students with an interest in program development, students who wish to use computers as a creative outlet or to help market products and services. A good sense of visual design is an asset, but not essential. Students will practise preparing various levels of programming techniques. These might be used as part of an organisation's website, or as a standalone production for entertainment or information. Students will learn programming techniques, culminating in a corporate program suitable for use by a company of production or entertainment. Students who would like extension work will go on to learn the principles of more complex programming using various software.

DIG2: Software Programming 2

This unit will be for students who are both new to the subject and those who have completed DIG1 in Semester One. Semester Two will cover a different programming language.

This unit should appeal to students wishing to explore emerging uses of programming techniques, particularly interactive games and puzzles. Planning and logical thinking skills are essential, as students will design games/puzzles themselves. This unit provides grounding for those interested in more advanced programming later.

Students will produce interactive games through the use of tutorials and sample games using an internet site and others within the classroom. The students will produce a game of their own design using the software development cycle (problem-solving, design, implementation, testing and evaluation). Students will learn how the coding within a program produces actions on the screen and they will adapt learnt code to produce their required outcomes within their program. In addition, students will examine the logic behind designing programs and what makes a good program. This will extend upon work from Years 7 and 8 Digital Technologies and will be introduced to programming from a developer's perspective.

Pathways

Many of the careers that this subject will assist with do not exist yet; however, it leads to careers in programming, multimedia, desktop publishing, database and web graphics.

Assessment

Assessment is both theoretical and practical; however, as this is a very practical oriented subject, both projects **and** examinations are often of a practical nature. Written reports and oral presentations may also occur.

DRAMA

It is **preferable** that students undertake Drama in Year 9 if they plan to continue with Drama studies in their senior years. Although it is **not compulsory**, senior studies in this subject will be more achievable with the sound grounding that the subject Drama in Year 9 provides.

Drama is a unique way for students to blend intellectual and emotional experiences in order to define their identity in the context of their immediate surroundings and of the broader society. Drama offers students a forum for independent social thinking and criticism, and teaches them how to learn to cooperate and coordinate with other people. Most importantly, Drama builds a sense of self-confidence and fosters speaking and listening skills in students. The focus of Junior Drama is to allow students to represent various “points of view” and build confidence in front of peers and an audience.

DRA1: Theatre in Education

Students will explore the style of Children’s Theatre and investigate theatre with educational purposes. Students will devise, produce and feature in a performance for a young audience with an educational message. Students will study the skills of acting, with a focus on the elements of voice and movement. Students will also apply technical elements, such as lighting and sound in a polished performance.

DRA2: Tragedy, Production and Performance

Students will create and devise an original theatrical performance. Students will work collectively, focusing on the conventions of devising, scripting, directing and performing a play. The Elements of Drama will be utilised and explored to ensure the play has dramatic meaning. Students will explore the origins of theatre through ritual and mask focusing on epic tragedies classic tales of woe.

Special Equipment and Costs

It is hoped that students will have the opportunity to see suitable professional performances. The cost of such excursions varies; however, group bookings for students are very reasonable.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Assessment

Students will undertake assessment across the following dimensions:

- Knowledge and Understanding - The Elements and Conventions of Drama;
- Creating - Shaping the Drama;
- Presenting - Performing the Drama;
- Reflecting - Reflecting on the Drama.

ENGLISH

***English is a compulsory subject for all students in Year 9.
Students in Year 9 follow the Australian National Curriculum in English.***

English requires students to interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students will experience learning in familiar and unfamiliar contexts, local community, vocational and global contexts. Students will engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts whose primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Year 9 comprises of Australian literature, as well as classic and contemporary world literature, including texts from and about Asia. Students will study language, literature and literacy in Year 9 in four term units. Possible organising principles will include:

Getting There

This unit is thematic and generally explores how people “get there”. Students, through this study, will develop a greater understanding of the issues involved and examine human nature and society to explore how literature reflects and constructs our society’s values and beliefs.

Fantastic Film

In this unit, students will explore film. Students will look at the impact of film, film as entertainment, and film as a means of directors’ presenting their world-views on issues. Students will identify the main ideas in a film and analyse them. Students will identify and evaluate a range of codes and conventions used in film production. They will be given the opportunity to identify, analyse and challenge the ways in which groups are represented in film texts, and will identify and challenge the ways that the audience is positioned.

Pathways

A course of study of English can establish a basis for further education and employment in the fields of acting, radio and television announcing, librarian, court reporting, lawyer, teaching, publishing, interpreting, playwriting, editing, travel consultancy, reception work, politics.

Assessment

Assessment will be continuous and can take the form of *Reading and Viewing*, *Writing and Shaping*, and *Speaking and Listening*. All assessment tasks aim to give students a realistic opportunity to perform their understanding in a variety of genres and to a range of audiences. Students create a range of imaginative, informative and persuasive types of texts, including narratives, performances and literary analyses.

Students will be expected to draft their work and seek parent, student and teacher input in an attempt to develop their ideas and editing skills. The English course aims to give students a chance to be creative, to develop their skills, to appreciate how vital it is to be able to communicate successfully in today’s world, and enjoy themselves.

ENGLISH AS AN OTHER LANGUAGE

English as an Other Language (EOL) is a subject, which *supports* English second language students who are integrated into full mainstream courses. Pupils receive individualised and group tuition, with an emphasis on the content and editing assistance of set tasks, to develop their English language skills.

As most assessment is based on written tasks or essays, special attention is given to writing skills, essay planning and techniques to improve the quality of the students' writing. Pupils are also given supportive notes to enhance their understanding of English texts, and helped to prepare their set tasks and examinations in English to ensure they refer to the relevant criteria and perform to the best of their ability.

Special Equipment and Costs

English as an Other Language tuition is charged at \$750 per term, which is significantly less than home tutoring services of the same duration and expertise.

Assessment

Assessment for English as an Other Language is based on the National Languages and Literacy Institute of Australia (NLLIA) band scales, which is different to the grading system used in other subjects. English as an Other Language tutoring consists of timetabled lessons, while additional optional classes are also conducted outside of school hours.

HUMANITIES

Humanities is a compulsory subject for all students in Year 9.

Students in Year 9 follow the Australian National Curriculum in History and Geography.

Students will study one semester of History and one semester of Geography.

History involves the process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of events that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The study of History is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. History is being able to critically think and question if the historical narratives being told are correct, or is there an agenda that is giving misinformation about the event. Students are taught to be critical thinkers and to constantly question if what they are being told is true. In history, the process of historical inquiry develops skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives, and communicate effectively, all of which are relevant and important skills for tertiary study.

Geography involves the study of human and natural characteristics of places, and the interactions between them. It focuses on where things are and why they are there and considers how humans interact with environments. Geography prepares students by developing in them an informed perspective. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world. The study of Geography leads to a vast number of career opportunities based on the knowledge and skills geographers have. The attitudes and values developed are most important in making decisions that benefit our communities, the people, and the dynamics of our environment. Employers identify problem solving as one of the key skills developed through studying Geography.

Semester One

The curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

Semester Two

Students will conduct a geographical study of *Our Restless Earth*, focusing on natural disasters and their environmental, economic and social impacts. Students will also look at *Biomes* and *Food Security*, a unit, which examines the global patterns of food production and consumption and the related environmental issues.

Pathways

A course of study in Humanities can establish a basis for further education and employment in the fields of teaching, foreign relations, international diplomacy, property development, economist, business, international business, law, politics, stockbroking, architecture, engineering, tour planning, social work, librarian, researching, managing, human resources, journalism.

Assessment

Assessment tasks may include:

- Response to Stimulus Tasks;
- Practical Tasks;
- Written Assignments and/or Reports;
- D2L Quizzes;
- Multimodal Tasks.

JAPANESE

A LOTE (Languages Other Than English) subject is a compulsory subject for all students in Year 9. Students in Year 9 follow the Australian National Curriculum in LOTE.

It is ***desirable*** that students wishing to take Japanese in Year 9 can recognise and can produce the hiragana script. It is also ***desirable*** that students have studied Japanese in Year 8 and achieved ***at least*** a Sound Level of Achievement (C grade).

Learning a foreign language widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development.

For Australia, the countries of the Asian region are of critical importance. Japan is one of our closest neighbours and one of our major trading partners. The Gold Coast is also a popular holiday destination for Japanese tourists and is attracting a large number of Japanese students wishing to study here. Studying Japanese offers an opportunity for students to appreciate the uniqueness of Japanese culture while learning about similarities of modern Australian and Japanese societies.

Saint Stephen's College students will have the opportunity to travel to Japan every two years on short-term exchanges and experience Japanese lifestyle through a home stay situation at our sister school in Kyoto. Our students also have the opportunity to meet Japanese exchange students on a regular basis.

Course Information

- all lessons are taught with a communicative approach and students are generally immersed in the target language;
- the Japanese language has three scripts: hiragana, katakana and kanji. By the end of Year 9, students should have mastered both hiragana and katakana and will be able to recognise about 50 kanji characters;
- Japanese is a phonetic language which means that pronunciation is easily acquired because of the consistency of sound patterns;
- Japanese has regular structure which assists students in comprehending and composing patterns;
- The study of culture is an integral part of language learning.

Pathways

Even partial knowledge of a foreign language is desirable for potential employees in any sector, particularly given the global community in which we now live. In the long-term, knowledge of Japanese language and culture is advantageous as an additional skill even when not utilised daily. It can be pursued solely at university through Asian Studies or Linguistics; however, it is best combined with other disciplines (Business, Education, Journalism, Law, Medicine and Science).

A course of study in Japanese can establish a basis for further education and employment in the fields of flight attendant, translating and interpreting, government diplomat, tourism industry, travel consultant, defence force, intelligence, international business/law, journalism, international trade (import/export), construction and mining sectors, teaching.

Assessment

Students will be assessed on Reading, Writing, Speaking and Listening, according to the Japanese syllabus. Generally, there are two examinations per term and there is no assignment component.

MATHEMATICS METHODS

***Mathematics is a compulsory subject for all students in Year 9.
Students in Year 9 follow the Australian National Curriculum in Mathematics.***

Mathematics plays an integral role in the holistic development of the individual, enabling them to respond effectively to the demands of a rapidly changing society. Mathematics helps students prepare to face these challenges by developing higher order thinking processes so they can respond appropriately to the challenges of unfamiliar situations, different contexts or even conflicting data or information. It also encourages students to elaborate on their knowledge interpretations through extended communication. Learning mathematics creates opportunities for, and enriches the lives of, all Australians. 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.

In recognition of the existing and future challenges facing today's students, the Mathematics courses at Saint Stephen's College have been designed to actively encourage students to construct knowledge. This is fundamentally different from the traditional emphasis on rote learning and reproducing of knowledge. For students to *construct* knowledge they need to use skills, such as organisation, synthesis, interpretation, explanation and evaluation; skills used extensively in adult life. This sort of student enquiry incorporates three important intellectual activities:

- it draws upon an established knowledge base;
- it stresses a deep understanding of the problem;
- it encourages students to elaborate on their knowledge interpretations through extended communication.

The Mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. This marks a shift in mathematics learning to more abstract ideas. Through key activities, such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated. The intent of the curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts.

Together with other key components of the course, already discussed, the language framework of mathematics is also recognised as a critical foundation for student success. It is only through words that meaning can be given to the ideas that are the foundation of clear thinking and Mathematics. Students who understand the meaning behind the words will make meaning of the facts and procedures of mathematics and enhance their success. Digital technologies will be used to facilitate the expansion of ideas, deeper understanding of concepts and to provide access to new tools for continuing mathematical exploration and invention. The use of technology also teaches students to be creative. There will be up to three courses available. There will be a continuation of the mainstream course, and for students who find this course challenging, there are two alternative courses available. These include:

General Mathematics

General Mathematics is designed for students who want to extend their mathematical skills where their future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. The General Mathematics stream is designed to reflect these links between real-life and mathematics and to provide the foundations for study of General Mathematics at the Senior Mathematics level.

General Mathematics is a course of study intended for those students who require a less mathematically rigorous course of study but who still require a level of mathematical knowledge necessary for further formal study at the Senior General Mathematics level and, even more importantly, provide for the achievement of proficiency in those aspects of mathematics needed in a rapidly changing technological society.

At the same time, it is hoped that this course of study will give students an appreciation of mathematics that will encourage them to go on learning and using mathematics. Indeed, the aim of the General Mathematics course at Saint Stephen's College is to deepen students' understanding and appreciation of mathematics, and broaden their experience of an exciting, enjoyable and relevant discipline.

Essential Mathematics

Essential Mathematics is a course of study for students who find mathematical concepts extremely difficult to master. It is designed to reflect the links between real-life and mathematics, and to provide the foundations for study of Pre-Vocational Mathematics at the Senior Mathematics level. It is a subject intended for those students who require a less rigorous course of study but who still require a level of mathematical proficiency needed for post-secondary courses, such as required by trades or some business courses and the social sciences.

The intent of the Year 9 Mathematics programs are to encourage more positive attitudes in students to the study of mathematics by stimulating their interest through a range of approaches, including exploration, investigation, application of knowledge and skills, problem-solving and communication. Students are encouraged to mathematically model, to work systematically and logically, to conjecture and to reflect, to justify and communicate, and to develop effective time management skills. These are invaluable life-skills regardless of the profession or vocation pursued.

Structure

- the Mathematics Course is organised around the interaction of three content strands and three proficiency strands;
- the content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*, they describe what is to be taught and learnt;
- the proficiency strands are *Understanding*, *Procedural Skills*, *Problem-Solving* and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

For more details, please visit the ACARA website www.acara.edu.au

Assessment

Assessment tasks could include traditional written examinations, practical investigations, oral tasks, written assignments and/or reports, and ICT tasks.

By the end of Year 9, **all** students should:

- appreciate the value of Mathematics and its applications in everyday life;
- know and apply concepts, facts, and procedures associated with number, measurement, space, chance and data, patterns and algebra, and be able to work reliably and accurately;
- be willing to think mathematically to interpret and solve problems and to investigate and explore situations;
- be able to effectively communicate mathematics;
- be confident, show initiative, creativity and be persisted in the face of initial difficulties;
- be **well-prepared** for the successful study of Mathematics in Years 11 and 12.

MEDIA STUDIES

*Saint Stephen's College offers the senior subject Film, Television and New Media in Year 11, and it is **advisable** to undertake these units if you wish to study the senior subject in the future.*

Australia leads the world in the development of media studies as a separate subject for secondary school students. In Queensland, Media Studies is one of the five strands of the Years 1 to 10 Arts Syllabus.

Media develops a young person's ability to:

- communicate information and ideas;
- use and explore technology;
- create for a purpose;
- produce for an audience;
- work in teams;
- persevere through to completion;
- be self-directed and self-assured;
- be innovative and entrepreneurial;
- explore new ideas and concepts;
- be critical of what they see, hear or read.

The course content includes a range of aspects. Listed below are several examples of the types of activities students will be involved in during Media Studies in Year 9.

- creating newspapers, magazines, videos, websites and radio scripts;
- recording interviews;
- analysing and deconstructing television programs and stereotypes;
- videoing their communities;
- photographing people and objects;
- creating storyboards;
- targeting audiences using music and soundtracks;
- recording voice-overs;
- writing scripts;
- focussing on the history of film;
- analysing important films/film-makers;
- conducting meetings;
- designing brochures and posters;
- advertising media products;
- focussing on elements of Youth Culture;
- experiencing filming techniques;
- constructing characters;
- editing images and sound;
- using computers to design and create;
- researching on the Internet;
- using scanners and digital cameras;
- interpreting words, sounds and images;
- examining the role of media;
- analyse the varying styles in presenting and reporting news on television, radio and newspaper;
- designing packaging and labels.

Students will develop a range of skills and processes in Media Studies, including:

- creative problem-solving;
- communication skills;
- cooperation with others;
- an understanding of visual text and meaning;
- application of ICT technologies;
- critical analysis skills;
- revising and reworking material;
- being sensitive to individual differences;
- being organised, following design briefs;
- visualising ideas and implementing plans;
- meeting deadlines.

MED1: Film – Teen Films

In this unit, students will critically examine the social and cultural purposes of the teen movie genre, paying particular attention to the representations of teenagers in these films. Students will complete a critical examination of the way teenagers are represented in film, and look at the impact this has on teen audiences. They will then work towards developing scripts and storyboards, which they will use when filming and editing a scene from a teen movie.

MED2: Television – Reality TV

This unit explores the way reality is 're-represented' by Reality and Lifestyle television, with a focus on being able to critically evaluate media representations, techniques used by institutions to position audiences, and the characteristics of the Reality television genre. Students will then apply this knowledge to designing and pitching a concept for a new Reality television show before preparing for the filming and editing of a Television Commercial or Introduction Package for their own Reality Show. Students will gain many useful skills that will make them critical media consumers, good team members and skilled with multimedia technologies.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of advertising, animation, audio engineering, events management, film production, graphic design, make-up artistry, multimedia, music recording, photography, public relations, promotions, publishing, sales and marketing, hospitality, interior design, journalism, scriptwriting, stage design, web design.

MUSIC

It is **recommended** that students be currently learning an instrument/voice or intend to commence during the year. It is **strongly encouraged** that students study **both semesters** of Music in Year 9 in order to ensure on-going skill development in the areas of audiation, musicology and composition.

The Year 9 Music course focusses on the development of musical literacy, audiation and performance skills, which provide students with an effective foundation for life-long knowledgeable engagement with music. Music provides many opportunities for cognitive and cultural experiences, as students learn to analyse music, perform and compose their own works.

The content of the Music course includes analysing repertoire, composing and performing activities through the following units:

MUS1: Popular Music

In this unit, students will revise the 12 bar blues and will be introduced to a variety of pop and rock songs with an emphasis on lyric, melody creation and arranging. They will explore the history of popular and rock music, identifying rhythmic and melodic patterns, learn new harmonic progressions and then analyse common structures and features of pop and rock songs. This new knowledge will be used in the creation of their own compositions from loops (in *Mixcraft*) and using notation software (in *Sibelius*). Students will look closely at how songwriters manipulate compositional devices to produce a 'hit' and form a class band to create cover versions of their favourite songs.

MUS2: Music of the World

In this unit, students will travel across Australia and around the globe to discover new and old music. They will explore popular music, orchestral repertoire and traditional songs from each continent to discover how other cultures have influenced 21st century music. Students will perform various works in group settings, compose original works and further develop their ability to analyse and evaluate compositions in different styles. They will continue to develop their musical literacy by exploring lyric analysis and development, harmony, form, instrumentation and look at how music echoes social and historical contexts.

Special Equipment and Costs

It is hoped that students will have the opportunity to see suitable professional performances. The cost of such excursions varies; however, group bookings for students are very reasonable.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of performing, conducting, accompanying, music producing, DJ, sound engineering, instrument repair technician, choreographer, musical directing, composing, song writing, game making, booking agent, promotions, advertising and marketing, journalism, musicology, theatre coaching, musician, teaching, music therapy, law (music and copyright), public relations and event and venue management.

Assessment

Students will be assessed on a variety of tasks including individual and group performances and compositions using both *Mixcraft* and *Sibelius*. They will also be assessed on their ability to listen through ongoing aural tasks and written analysis of repertoire.

PHYSICAL EDUCATION (CORE)

*Physical Education is a compulsory subject for all students in Year 9.
Students in Year 9 follow the Australian National Curriculum in Physical Education.*

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different classroom, leisure, social, movement and online situations. Physical Education will assist students to develop the knowledge, understanding, skills, values and attitudes to lead healthy, productive and satisfying lives. Students learn to apply more specialised movement skills and complex movement strategies in different physical activity settings.

Students will analyse how participation in physical activity and sport influence an individual's identity and explore the role participation plays in shaping our community and cultures. Opportunities are present which will allow students to consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Students will participate in a number of practical units of physical activity. These include evasive sports (direct and indirect), striking and fielding sports, individual performance, sports and aesthetics. Sports which may be included in this study are:

- Speedminton
- Team Handball
- Ultimate Frisbee
- AFL and/or Touch Football

Learning Experiences

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

Physical Education (Core) is a core subject and highlights the acquisition of understanding physical activities, as well as the motor skills required for participation in such activities. This is achieved through students' involvement in games, sports and other physical activities through monitoring and evaluating movement sequences and improving strategic awareness.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in human movement-related fields, including teaching, exercise science, health-related careers, recreation officer, sports coaching, physiotherapy, sports administration, paramedic, occupational therapy, nursing and medical careers, personal training, strength and conditioning, sports journalism, sports psychology, sports statistics and program analysis.

Assessment

A variety of assessment techniques will be used to gather information about each student's performance. Assessment will include demonstration of skills and abilities in a range of different modified drills and authentic environments.

Practical activities will be assessed throughout the unit and in a more formal setting at the end of the unit. Criteria-based assessment in skill development and performance, movement patterns in authentic environments, understanding of rules and safety and cooperation with others.

PHYSICAL EDUCATION (EXTENSION)

Physical Education (Extension) is to be studied in addition to Physical Education (Core).

It is **desirable**, but not essential, that students wishing to study Physical Education in Years 11 and 12 engage in Physical Education (Extension) in Year 9.

The Physical Education (Extension) coursework has been designed for students wishing to study Physical Education in Years 11 and 12.

Building on the foundations established in earlier years of Physical Education, the Extension program has been designed to encourage a smooth transition of student understanding and skill development through Years 9 and 10 Physical Education to Senior Physical Education in Years 11 and 12. Electives in Physical Education involve students learning in, about and through physical activity. The elective focuses on the complex interrelationships between motor learning, psychological and other factors that influence individual and team physical performances. The elective also focuses on the wider social attitudes to and understandings of physical activity. Learning in, about and through physical activity will enable students to acquire knowledge, skills and understandings directly and indirectly as they participate in and study physical activity. To allow students to develop as intelligent performers the thinking skills, associated with the cognitive processes, are part of the learning in these electives.

Students will study four physical activities over the duration of the elective, with equal time and emphasis given to each activity. These will include studies in a number of the major sports categories, which include net and wall games, striking and fielding games, performance, and individual aesthetic and invasion games. Subject matter is drawn from three focus areas, which are:

- learning physical skills related to the activities;
- processes and effects of training and exercise, including physiology of exercise, training and program development and how these can improve team and individual performance;
- sport, physical activity and exercise in the context of Australian society.

The Year 9 sport electives may change from year to year based on facility availability; however, students may be involved in learning Floorball, Softball, Volleyball and Flag Football. Students will participate in the sport of Softball. Physical skills will be developed and applied in drills, modified games and match play, using different learning approaches and strategies. The study of each of these activities will include classroom and physical performance tasks. Students will learn to collect primary data and create folio evidence of their performance in the sport to develop the skills needed for assessment tasks in Senior Physical Education.

Learning Experiences

Students will critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They will analyse the impact attitude has to community connection and well-being, and evaluate the outcomes of emotional responses to different situations. This allows them to investigate the impact sport can play on their own health and well-being. Students will examine the role physical activity has played historically in defining cultures and identity. They will apply decision-making and problem solving to enhance their own health. Students will demonstrate leadership, fair play and cooperation across a range of movement and health contexts. Students will apply and transfer movement concepts and strategies to new and challenging movement situations, and will apply criteria to make judgements about, and refine their own skills and performances.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in human movement-related fields, including teaching, exercise science, health-related careers, recreation officer, sports coaching, physiotherapy, sports administration, paramedic, occupational therapy, nursing and medical careers, personal training, strength and conditioning, sports journalism, sports psychology, sports statistics and program analysis.

Assessment

A variety of assessment techniques will be used to gather information about each student's performance. Assessment will include demonstration of skills and abilities in a range of different theoretical components, including written and oral tasks, examination essays, research reports, and multimodal presentations. Practical activities will be assessed throughout the unit, and in a more formal process at the end of the unit. Aspects in skill development, and performance and movement patterns and observed in modified and authentic environments. In addition, students will be assessed on the understanding of rules, safety and cooperation with others.

SCIENCE

***Science is a compulsory subject for all students in Year 9.
Students in Year 9 follow the Australian National Curriculum in Science***

The Australian Curriculum in Science emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation and application. This requires a context or point of relevance through which students can make sense of the ideas they are learning. Opportunities for student-led open inquiry will also be provided.

The Saint Stephen's College Science Work Program provides many opportunities for students to develop the valued attributes of life-long learners. Course content for Science covers the main areas of Science Understanding (Biology, Chemistry and Physics), Science Inquiry Skills and Science as a Human Endeavour. This provides students with an introduction into these main areas and a taste of the subject material that will be covered further in Year 10, then again in the senior levels.

Science is taught primarily through first-hand experiences and has an emphasis on acquiring and practising skills. Projects undertaken throughout the year allow students to develop their research skills and use technology appropriately. Science is also concerned with testing ideas and theories against evidence. Thus, it has a key role to play in developing in students the ability to draw logical, evidence-based conclusions, use problem-solving strategies and accept the provisional nature of scientific explanations.

By the end of Year 9, students will be able to use their knowledge to design research questions that can be investigated using a range of inquiry skills. They will apply their knowledge of science to explain phenomena in the environment and their own lives, and describe how knowledge has developed through the work of scientists. They will be able to plan experimental procedures, which include the accurate control and measurement of variables. They will also be able to identify inconsistencies in results and suggest reasons for uncertainty in data. They will use scientific language and representations when communicating their results and ideas.

Topics covered include:

- Chemistry – Make up of Atoms and Chemical Reactions (Term One);
- Physics – Heat and Electricity, and Physics of Motion (Term Two);
- Biology - Ecosystems and Plants, and Human Physiology (Term Three);
- Tasters of Biology, Chemistry and Physics to prepare for Year 10 courses (Term Four).

Assessment

Assessment items include:

- Examinations (one per semester) worth 50% of the semester assessment;
- Student Experiment (Semester One) / Research Investigation (Semester Two) worth 40% of the semester assessment;
- Data Test worth 10% of the semester assessment.

SPANISH

A LOTE (Languages Other Than English) subject is a compulsory subject for all students in Year 9. Students in Year 9 follow the Australian National Curriculum in LOTE.

It is **desirable** that students wishing to take Spanish in Year 10 have a basic knowledge of Spanish and its alphabet. It is also desirable that students have studied Spanish in Year 9 and achieved **at least** a Sound Level of Achievement (C grade).

Language is the essence of people. If we wish to understand other people and live in a harmonious, multiethnic society, we need to learn to communicate with other nations and identify with their culture. Learning another language not only develops communicative and intercultural competence, it also opens up new perspectives for the learners, widens their horizons and broadens their cognitive and cultural experience.

There are many reasons to study Spanish.

- Spanish is the third most spoken language in the world and will overtake English this century;
- it is the official language of 21 countries and is the most widely spoken European language. Spanish is now a de facto second language in the United States, Brazil, and virtually all the smaller states in the Caribbean and Central/South America;
- Spanish is one of the six languages of the United Nations Organisation and is the preferred language on the Internet after English;
- it is a language that is relatively easy for English speakers to learn, as in it is grammatically straight forward, quite easy to pronounce;
- Hispanic immigration into Australia dates back to the 19th Century. There are more than 100,000 speakers of Spanish living in Australia;
- a significant number of Australian companies have investments or trade with Spanish speaking countries, such as BHP, Hoyts and Qantas;
- several Queensland Universities have significant links with Latin America and Spain and offer an extensive Spanish program.

Pathways

In the global world that we now live, communication across nations is crucial and frequent. The means by which we communicate are ever changing and so are our life paths. Even a partial knowledge of a foreign language is desirable for potential employees in any sector. In the long-term, knowledge of the Spanish language and culture is advantageous as an additional skill, even when not utilised daily. It can be pursued at university combined with other disciplines, such as the arts, law, journalism, education, business, medicine and science. Having knowledge of Spanish could only widen the learner's opportunity for future employment and career paths.

A course of study in Spanish can establish a basis for further education and employment in the fields of flight attendant, tourism industry, travel consultant, translating, interpreting, government diplomat, foreign affairs, defence force, intelligence, international business, law, journalism, teaching, international trade (import/export), construction and mining sectors.

Assessment

Students will be assessed on Reading, Writing, Speaking and Listening, according to the Spanish syllabus. Generally, there are two examinations per term and there is no assignment component.

VISUAL ART

Students wanting to further their Visual Art studies in senior years are **encouraged** to study Visual Art in Year 9 to equip them with the relevant skills and experience essential for the course requirements in Years 10, 11 and 12.

Visual Art supports social, intellectual, physical, aesthetic, spiritual and emotional development. The study of Visual Art enhances students' creative thinking, problem-solving skills, questioning and interpreting skills and helps them with the expression of ideas. Visual Art provides opportunities for students to apply a variety of image making approaches to express thoughts, feelings, ideas and beliefs. Students develop self-confidence, social and personal skills whilst exploring a personal aesthetic and style in their individual responses to concepts. Students will gain experience in generating and developing ideas, using a variety of skills and techniques to experiment, problem-solve and invent visual responses and images. Students learn to reflect upon their own artwork and the work of others whilst developing skills to analyse and appraise art from a diverse range of cultural, social and environmental contexts.

Students are required to keep a Visual Diary, which contains their ideas, notes on work in progress, difficulties that occur in production and how they were overcome and any theory work undertaken. The use of a Visual Diary in Junior Art means students will be familiar with the format and requirements of Senior Art – where the Visual Diary is submitted along with art works as part of their result.

ART1: Painting

This course enables students to learn and participate in a variety of two-dimensional image making approaches in abstract and realistic painting. Students will learn the fundamental and theory practice of using acrylic and watercolour paint with a range of techniques, skills and concepts. Students become familiar with the history of painting from the Renaissance to Postmodern and Contemporary Art to gain a developed understanding of the many diverse approaches in the way that artists have created their own work.

ART2: Ceramics

This course enables students to learn and participate in a variety of three-dimensional image making approaches in Ceramics. Students will learn the fundamentals and theory practice of using clay, glazes, basic kiln design, in order to create a range of Ceramic objects. Students become familiar with the history of ceramics to gain a developed understanding of the many diverse approaches in the way that society has created functional and non-functional ceramic objects throughout history.

Special Equipment and Costs

It is hoped that students will have the opportunity to view suitable exhibitions or experience workshops. The cost of such excursions varies; however, group bookings for students are very reasonable. Most equipment will be supplied; however, some equipment may need to be purchased by the student depending on their individual objectives.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of fine artistry and cartooning, teaching, lecturing, graphic design, fashion design, illustrating, animation, curating, set/stage design, interior design, visual merchandising, photography, art directing, jewellery making.

Assessment

Students will be assessed on both their practical work and Visual Diaries at the end of each unit. They will also be required to appraise their own and other artists' works, and research periods in Art history as part of their theoretical assessment.

BYOL (BRING YOUR OWN LAPTOP) PROGRAM

All students in Year 9 require a laptop computer.

A Uniform Windows 10 Environment?

The College is a Windows 10 environment on Windows 10 hardware that meets minimum specifications. Any other type of device, such as an Apple laptop running Windows via BootCamp, Parallels or any other type of virtual environment, or a Linux computer running Windows in a virtual environment is not suitable. Unsuitable operating systems and hardware include Windows 7, Windows 8, Apple OSX, Linux and Chrome OS. Unsuitable devices include iPads, Android Tablets, NetBooks, ChromeBooks, WebBooks, Surface 3s (not Surface Pro 3s) and Apple laptops. Unsuitable devices or devices running unsuitable operating systems will not be connected to the network and cannot be used in class.

Digital Ink and Devices with a Stylus

The College is moving to a pen-based model. While a pen-based device is not a requirement at this stage, it is *desirable*.

'Hand me down' Computers

We have had situations in the past where an old computer has been handed down to a student. This has caused problems where the computer is slow and not really up to specification; or at the point where hardware is beginning to fail. Because laptops are used extensively at school, it is important that they meet the *minimum* specifications, as previously discussed. Older laptops may also have batteries that are losing charging capacity: Typically, laptop batteries last for a couple of years. A laptop *must* be able to operate for most of the school day without the need for recharging. The *minimum* working period should be four hours. Many laptops have batteries that cannot be removed; however, if the battery has limited life and it can be removed, it is worth buying a replacement. There are many online and local suppliers that can provide quality batteries at a very competitive price. In extreme cases, it may even be worth having a spare, fully charged battery for use at school if the existing laptop does not have a long-life battery. This would be cheaper than buying a new laptop. If a laptop has a battery that is failing, it may indicate that the laptop is reaching **replacement age**. If old, it may also not meet the minimum specifications for our learning environment.

Security

Each student is able to store his/her laptop in a locker during breaks. Laptops should not be left unattended.

Software

Most software needed by students is provided by the College. This includes the latest version of Microsoft Office, which is the standard software used across all subject areas. ***Please do not purchase Microsoft Office when purchasing a computer.*** Each student will be shown how to download and install a legal copy of Microsoft Office at no cost.

Updating Laptops

Students are ***expected*** to keep software (the operating system, Microsoft Office, anti-virus software, plug-ins, such as Flash, Java, Shockwave – and other software) updated. Windows should be updated when required; however, updates should be done at home, as they can take some time to complete and often require a reboot, which makes the computer inoperable and this may impact class time. ***Students should check for updates the weekend prior to returning to school after holiday periods.***

Charging Laptops at the College

Students are ***expected*** to bring their laptops to school fully charged each day. Some power points are available in classrooms; however, these are limited. Workplace Health and Safety does not permit power leads to be draped around a room. Twenty 'charging lockers' are available in the *Teams* area (ground floor of QW/Science building); however, these are for 'emergency' use only, at lunchtime and outside of lesson times, rather than for regular daily charging by individuals.

“Loaner” Laptops

The College has a small number of ‘loaners’. These are available at no cost for short-term loans (up to two weeks, with extensions possible in certain circumstances) in the event that a student has a computer being repaired. They will not be available for excessive loan periods or if students simply forget to bring their laptops to school. The application form for a ‘loaner’ laptop is available in Student Cafe, Parent Lounge, our student OLE (Online Learning Environment) and from the IT Department. The agreement must be signed by a parent or guardian before a laptop can be provided.

Computer Laboratories

The College has retained some computer laboratories for specialist subjects, such as Design and Media Studies. These laboratories house powerful desktop computers loaded with the software required for these subjects.

Anti-Virus, Spyware and Malware

Students **must** have viable and current anti-virus software operating on their laptops. **For uniformity**, we recommend the default product that is provided with Windows 10 (Defender) rather than any other free or commercial anti-virus product. These other products all operate in their own way and have caused support problems in the past.

Warranty

Please check the conditions of the warranty to ensure the service provided is acceptable. When purchasing a new computer, some questions you should be asking yourself and the retailer, include:

- does the computer warranty conversation happen with the store I purchased it from, or do I phone a state/national phone number?
- what is the normal turnaround time for repairs? (days, weeks?)
- is the computer repaired locally or does it have to be sent away?
- if the computer is sent away, who arranges the courier? Do I have to wait at home for the courier to collect the device?
- what happens if what was thought to be a warranty repair isn't? (i.e. It was a software problem or it appears that the device was dropped, which caused the problem.) Is there a cost?

Many laptops come with a standard 12-month warranty; however, ***an extended warranty is recommended*** as a laptop should last two to three years in a school environment (depending on the physical treatment of the device). It is safer to have the warranty cover this full period of use.

Insurance

A large percentage of the hardware problems that we see are due to physical damage, which is not covered by warranty. ***Accidental Damage Insurance is highly recommended.*** This can sometimes be arranged at the time of purchase and it can prove to be useful.

Accessories

Laptop Case/Bag: The hybrid laptop/tablet devices (e.g. Surface Pro) should be encased in custom-made protective cases in order to minimise the chance of damage. These are available from companies, such as STM, UAG and Targus. Each student should have a padded case for his/her laptop. This reduces the risk of damage when travelling around the College or to and from home. The College is happy for each student to choose his/her own laptop case, *as long as it is appropriate*. A general guide for students regarding appropriateness is, ‘Would the student be happy to show his/her laptop case at assembly when all staff and students are present?’ Individualised laptop cases will also reduce confusion amongst students. We do not want students accidentally picking up the incorrect laptop because their case looks the same as everyone else's.

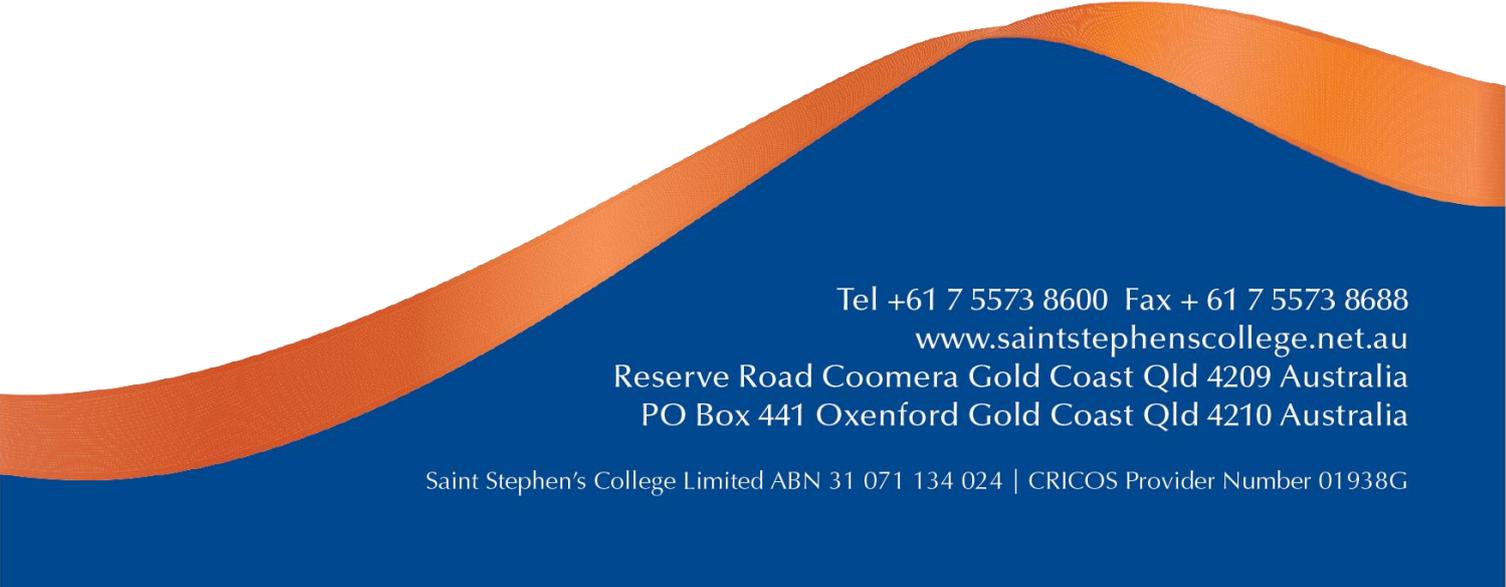
Computer Mouse: For ease of use and ergonomic reasons, it is recommended that students have a mouse to use with their laptops. This can be wired or cordless. A cordless mouse offers greater flexibility. A Bluetooth cordless mouse does not use a USB port, which is useful for some devices with a limited number of USB ports.

Hardware Specifications - What needs to be purchased?

Minimum laptop specifications need to be adhered to. These have been outlined to ensure that each student can use his/her laptop efficiently and effectively in order to maximise potential learning. When purchasing a new computer, it is important to get one that will meet minimum requirements. Computers that use Atom, Pentium, Celeron, Intel-Core 2 and similar CPUs may be inexpensive but are not suitable for the learning environment at the College.

CPU (Processor)	i3 minimum i5 preferred i7 optional (for power users) Note: It is unlikely a student would require an i7 CPU for general schoolwork. (Note that these are Intel CPUs. The equivalent AMD CPU is also suitable). Atom, Celeron, Intel Core 2 and Pentium processors are not suitable.
Screen Size	Between 11 and 15 inch is suitable Note: Larger screen sizes, such as 17 inch make the device bigger and heavier when carried.
Screen Resolution	Most recent computers that meet our minimum specifications have a suitable screen resolution.
Battery Life	4 hours of continuous use is a minimum . Longer is obviously better. NB: Batteries generally lose capacity over time, particularly if not charged according to recommendations.
Warranty	Speed of service is the key! Being able to have the laptop repaired within a day or two is ideal. Thus, it may be better for repairs to be done locally rather than having to ship the laptop to another location.
Memory (RAM)	4GB is the minimum recommended. Of course, more is better.
Operating System	Windows 10
Wireless	The 'AC' standard is recommended, while the 'n' standard is also acceptable.
USB Ports	At least one that is free for use. A student must be able to plug in a USB device quickly and easily, whenever necessary.
Hard Drive	Most traditional hard drives are of sufficient capacity for schoolwork. (i.e. 250 Gb or greater). Many devices now contain a SSD (Solid State Drive). These are faster, more reliable and use less power than traditional drives, but sometimes have a smaller storage capacity. This can be as small as 64 Gb (not suitable) or 128 Gb (minimum). A laptop with a small SSD Drive may need an external medium, such as a large capacity SD memory card or an external hard drive, to supplement storage space, particularly if large files are used.
Video Card	A dedicated video card adds significantly to overall costs and is not necessary for most students.
Optical Drive	An optical drive, such as a DVD drive, is not necessary.
External Mouse	A Bluetooth or wired mouse is essential for ease of use.

For further information or guidance with regards to purchasing laptops, please contact the College's eLearning Department via elarning@ssc.qld.edu.au.



Tel +61 7 5573 8600 Fax + 61 7 5573 8688
www.saintstephenscollege.net.au
Reserve Road Coomera Gold Coast Qld 4209 Australia
PO Box 441 Oxenford Gold Coast Qld 4210 Australia

Saint Stephen's College Limited ABN 31 071 134 024 | CRICOS Provider Number 01938G