ENGLISH

Welcome to 2018! We have some exciting learning ahead for Semester 1. Firstly, we are examining representations of Australia’s peoples, histories and cultures in the Cloncurry context.

In this unit, students listen to, read and view literary and non-literary texts featuring different perspectives of Australia’s peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity.

For assessment, students participate and interact in a panel discussion about language and visual features suitable for inclusion in a hypothetical promotional brochure that the Shire Council will be producing for the ‘grey nomad’ season that represents Australia’s peoples, histories and cultures in the local context.

Then we move onto exploring different perspectives. In this unit, students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs.

Students analyse and evaluate how text structures and language features such as humour and figurative language of personal memoirs are designed to engage an audience and to evoke an emotional response to significant human experiences.

For assessment, students respond creatively to memoirs and write an imaginative memoir.

Please contact us at school if you have any questions and/or comments about our learning processes and outcomes.
Erin Armstrong (earms39@eq.edu.au), Hugo Unwin (hunwi4@eq.edu.au) & Gillian Gardiner (ggard23@eq.edu.au)

MATHEMATICS

Welcome to a new year of Mathematics. This year we would like to introduce Mr Muz and Miss Jeffrey to our Maths teaching team. We are looking forward to all the equations, formulas and learning experiences that will be happening in the classrooms during Semester 1.

Throughout term 1 we will be learning elements of linear equations including finding distance and midpoints of a line, and applying these to mapping. The exam for this topic will be in late week 4 or early week 5. In the second half of our term students will do a practical investigation involving area/volume calculations and data collection. Our aim is to design a water tank suitable for collecting water from the resource centre roof during wet season.

Term 2 will be broken into two major topics. The first topic is Algebra from which students learn how to use maths language to represent everyday situations. The exam for this topic will be at the end of week 5. For the rest of the term, students will move on to the second topic which is Pythagoras and trigonometry. Students will explore shapes and the special relationship between sides in right angle triangles. The topic will culminate with an exam at the end of week nine. Please don’t hesitate to contact either Miss Vieira, Mr Muz or Miss Jeffrey if you have any concerns or questions in regard to your child’s learning and progress.

Murray Griffin mgrif83@eq.edu.au; Ashleigh Jeffrey ajeff115@eq.edu.au; Raquelle Vieira rxvie0@eq.edu.au
SCIENCE

This term in science we are undertaking a study in two different units called; It’s Elementary and Changing Earth. In the first unit, students will explore the development of scientific ideas about atoms and their subatomic particles protons, neutrons and electrons. They will research the use of radioisotopes in a range of areas of society and consider the impacts of these uses on society, including the technology and occupations resulting from these uses. In the second unit, students explore the historical development of the theory of plate tectonics. They explore technological developments that have aided scientists in the study of tectonic plate movement and consider how these assist societies living in tectonic event areas. Students research the impact of tectonic events such as earthquakes, tsunamis and volcanoes on humans and describe where science and technology are contributing to the development of safer buildings.

The early part of our term is going to be very hands on, we are practising for our assessment where students will perform an experiment involving salinity and conductivity. After this we turn our focus to heat, sound and light, again the aim being to complete as many informative practical activities as possible. It is important all our student remain focussed and attentive to ensure we get into the Science Lab as much as we can.

If you have any queries please contact us at school.
Ashleigh Jeffrey ajeff115@eq.edu.au; Matt Bailey mbail145@eq.edu.au

HISTORY

In the first unit of this semester, students examine the nature of the changes brought by the Industrial Revolution, such as the technological innovations and changes to living and working conditions; investigate the economic, political, social and environmental factors that led to the industrialisation of Britain and Australia; they then evaluate the economic, political, social and environmental impacts of the Industrial Revolution, over the short and long-term to determine the significance of the Industrial Revolution in making the world a better place. For assessment, students conduct an inquiry to determine how significant the developments that occurred during the Industrial Revolution in Great Britain were in changing the world and present their responses in a multimodal format.

The second unit investigates the relationship between Europe and Australia in the period 1750 to 1918. At the beginning of this period, Aboriginal peoples’ and Torres Strait Islander peoples’ societies were characterised by particular social, cultural, economic and political features. By 1918, however, Australia had been dramatically transformed and impacted by the presence of Europeans, first through the establishment of penal colonies, and then through migration and the expansion of settlement throughout Australia. One of the key events during this time period was the Federation of Australia. The enactment of the ‘White Australia’ policy at Federation, along with the introduction of major social legislation, impacted on the living and working conditions of different groups within Australian society at the time, the effects of which continue to be felt today. Students undertake a short response exam for assessment, wherein they explain patterns of change and continuity, the significance of events and developments, and the motives and actions of people during European extension of settlement in Australia between 1750 and 1918.

If you have any queries please contact us
Hugo Unwin hunwi4@eq.edu.au & Gillian E Gardiner ggard23@eq.edu.au
Business and Economics

Over this Semester (Terms 1 and 2), students will be learning about changing work environments AND managing financial responsibilities, risks and rewards. In this unit students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue.

The economics or business issue investigated will enable students to: 1) examine the roles and responsibilities of participants in the changing Australian or global workplace; and 2) explain why and how people manage financial risks and rewards in the current Australian and global financial landscape.

Assessment for Term 1 is formative and involves completing a number of worksheets so that students build strong foundational knowledge to achieve success in Term 2’s learning and assessment, which involves conducting an inquiry and proposing a course of action for a hypothetical client about strategies to manage finances and accumulate future savings in a written statement of advice report.

Please don’t hesitate to contact me if you have any ideas or queries in this regard
Gillian E Gardiner ggard23@eq.edu.au

TECHNOLOGIES - INDUSTRIAL TECHNOLOGY AND DESIGN (ITD)

Welcome to ITD for 2018! Our students will investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. They will design a ‘BBQ Tray’ which is based on their own design and needs and this will be their assessable project for term 1. Outcomes are based on how their design relates to the completed project.

Please don’t hesitate to contact me via my email at: Murray Griffin - mgrif83@eq.edu.au if you have any concerns or questions regarding your child’s learning

VISUAL ARTS

In Semester 1, students will cover the theme ‘I am...’ which comprises drawing in Term 1, and painting in Term 2. In Term 1, students will be experimenting with different drawing media and compositions. Students will learn how to draw a variety facial features, and explore different shading techniques. Students will apply this knowledge to create a self-portrait.

Students will also write an artist statement to explain their final artwork and the choices they made in creating it.

In Term 2, students will create an artwork that relates to dreams or nightmares. Students will experiment with a variety of painting techniques, and media such as acrylic and water colour. Students will also explore the Surrealism art movement, and complete a research task related to this.

If you have any queries please contact me at school, Michelle Handley mhand58@eq.edu.au
**MUSIC**

Welcome to Music 2018! In Term 1 students will be exploring music that involves fusing various styles, genres, musical sources, ideas and other art forms. Students will be learning an instrument or extending their knowledge on their instrument through practise and rehearsals to refine a music fusion performance. Students will learn about the elements of music and how to manipulate combinations of sounds to create their own composition and they will analyse a range of musical forms which will inform and guide their interpretation of music fusion.

In Term 2 students will explore movie music. They will be building on their knowledge and skills of composing, performing and responding to investigate how music in movies are manipulated to tell a story, create sound effects or encourage the viewers perspective of characters/scenes.

If you have any queries please contact me at school,
Kristine Mars kamar10@eq.edu.au

**HEALTH AND PHYSICAL EDUCATION**

Students will be learning two units in HPE this term. The health unit will be focusing on respectful relationships and will require students to investigate how to make safe and health decisions regarding different relationships they may have. The movement unit will provide students with the opportunity to learn and develop skills relating to invasion games. Students will be completing and exam during their health unit and will be assessed on their ability to perform specific skills during their movement lesson.

In term 2 students will be learning and playing a variety of striking and fielding during their movement lessons and will be studying a unit looking into sustainable health challenges during health lessons.

Please feel free to contact Mr Bailey or Mr Prince at school on 47428333 if you have any questions or concerns regarding student learning this term.

Matt Bailey mbail145@eq.edu.au  Preyan Prince ptpil0@eq.edu.au

**DIGITAL TECHNOLOGIES**

In the new Digital Technologies unit this semester, students will be learning to construct an app and a website using a set of data online. Students will learn to use a programming language which is object-oriented to run algorithms and data structures. Students will use mark-up language and style sheets to design and create a prototype data-driven webpage or web app which solves an identified problem. Students will interrogate the ethics and nature of data management, as well as learning to design user experiences.

Please feel free to contact Mr Hugo Unwin at school on 4742 8333 if you have any questions or concerns regarding student learning this term.
9/10 Home Economics is all about solution-based design projects. Students will be learning about the chemical and nutritional properties of different ingredients to manipulate recipes to make products with particular qualities, such as a low-fat cake with minimal textural changes.

Please don’t hesitate to contact me if you have any ideas or queries in this regard.

Megan Gartside  mmgar1@eq.edu.au

JAPANESE

In Term 1 Japanese, students will be exploring fast food options in Australia and Japan, comparing the types of food available in each country, and explaining whether or not certain foods are healthy. Students will also learn to say where they shop, ask how much something costs, and discuss why they like particular types of shops. We will also be reflecting on similarities and differences between Australian and Japanese shopping experiences. Students will apply this knowledge and understanding to complete a speaking task and a reading exam.

In Term 2, students will be exploring life in the country compared to life in the city. We will be examining the similarities and differences between country and city life in Japan and Australia. Students will learn to ask for and give directions, as well as describe their own neighbourhood. By the end of the term, students will be able to translate directions in a listening exam and write a description of Cloncurry using hiragana, katakana, and kanji.

Please feel free to contact Miss Handley at school on 47428333 if you have any questions or concerns regarding student learning this term.

Michelle Handley  mhand58@eq.edu.au

Year Coordinators

Year 9 – Miss Raquelle Viera & Mr Murray Griffin
Please feel free to contact Miss Viera at school on 47428333 if you have any questions or concerns regarding your student this term.

Raquelle Viera - rxvie0@eq.edu.au

Year 10 – Miss Michelle Handley, Miss Mars and Mr Pryan Prince
Please feel free to contact Miss Handley at school on 47428333 if you have any questions or concerns regarding your student this term.

Michelle Handley - mhand58@eq.edu.au