

curriculum handbook



9-10

middle school

Linking Learning
with Life

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OUR MOTTO

Linking Learning with Life

OUR AMBITION

To be a leading Queensland school where students can excel in: academic studies, cultural and creative fields, sporting pursuits and community service.

OUR VALUES

Respect for Teaching and Learning

Respect for Myself and Others

Respect for Property

OUR VISION

To provide the highest quality teaching and learning experiences to enable all students to achieve success and maximise their outcomes.



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This comprehensive guide has been carefully designed to assist our students and parents in making informed decisions about the elective subjects available to them. At this crucial stage of their education, students have the opportunity to explore a wide range of subjects, nurturing their interests and discovering new passions.

Our school is committed to providing a well-rounded education that not only emphasises academic excellence but also encourages personal growth and development. The elective subjects offered in Years 9 and 10 are an essential component of this holistic approach to education. They enable students to tailor their learning experience, preparing them for future academic pursuits and equipping them with valuable life skills.

This handbook serves as a valuable resource that will help you navigate through the diverse range of elective subjects on offer. Each subject is accompanied by detailed information, including its, content, and assessment methods. We encourage students and parents to explore this guide thoroughly to gain a comprehensive understanding of the options available.

The decision-making process for selecting elective subjects can be both exciting and challenging. It is a time for students to reflect on their strengths, interests, and aspirations. We encourage open communication between students, parents, teachers, and Guidance Officers to ensure that the choices align with individual goals and aspirations.

Remember, this handbook is not just a static document; it is a dynamic tool that can be used to foster dialogue and inspire thoughtful decision-making. We believe that a supportive and collaborative approach will lead to the best outcomes for our students.

Wishing you all the best in selecting your elective subjects and embarking on an enriching educational adventure.

how to use this guide



This handbook contains essential details of the Year 9 and 10 curriculum offerings, thoughtfully designed to assist students and their families in making informed decisions about their future learning pathways. While the selection of subjects is a personal decision, we encourage students to seek advice and information from various sources, such as subject teachers, Heads of Department, the Guidance Officer, educational websites, and family members.

At Ormeau Woods State High School, our paramount objective is to provide a high-quality education that supports every student in achieving their full potential. In alignment with this commitment, we offer the Australian Curriculum in Years 9 and 10, ensuring a seamless transition between Year 10 and senior secondary studies. Core subjects including English, Maths, Science, HMS, and History are a compulsory part of the curriculum. Additionally, students will have the opportunity to broaden their horizons by selecting two (2) electives from the diverse range of subjects listed in this Curriculum Handbook.

As you embark on this exciting journey of subject selection, consider the following steps to make the most informed choices:

- **Explore the Elective Options:** Take the time to thoroughly review the elective subjects listed in this handbook. Each subject's description provides valuable insights into its content and assessment.
- **Seek Advice from Experts:** Engage in discussions with subject teachers, Heads of Department, and the Guidance Officer. Their expertise and guidance can help you understand the expectations and opportunities associated with each elective.
- **Consider Your Interests and Aspirations:** Reflect on your passions, strengths, and future aspirations. Select subjects that align with your interests and complement your desired career path.
- **Plan for a Balanced Curriculum:** Strive for a well-rounded education by choosing a mix of subjects that challenge and inspire you in different domains.
- **Review Prerequisites and Requirements:** Pay attention to any prerequisites or specific requirements for certain electives to ensure eligibility for enrolment.
- **Discuss with Family Members:** Involve your parents or guardians in the decision-making process. Their support and insights can be invaluable during this important phase of your academic journey.
- **Enjoy the Journey:** The process of selecting elective subjects is an exciting opportunity for self-discovery and growth. Embrace the experience with a positive mindset and enthusiasm for learning.

Remember, this handbook serves as a valuable tool to help you make well-informed decisions about your academic journey. Embrace this opportunity for self-discovery and growth, and we are confident that your choices will lead to a fulfilling and successful learning experience at Ormeau Woods State High School.

curriculum overview



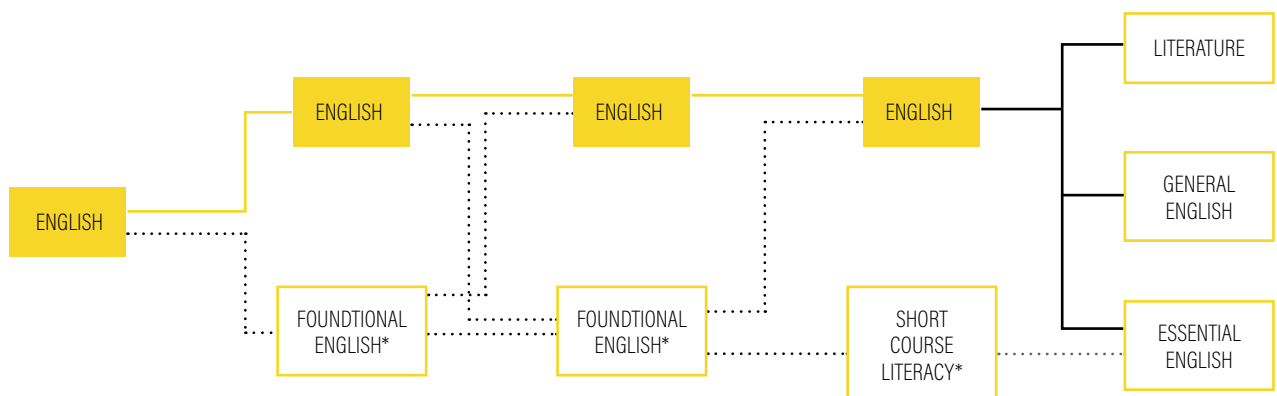
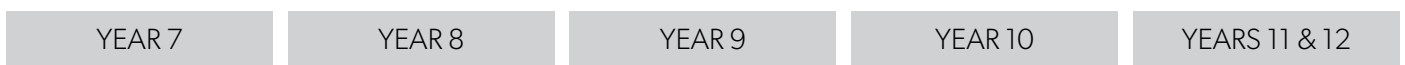
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEARS 11 & 12
English	English Foundational English*	English Foundational English*	English Short Course Literacy*	General English Literature Essential English
Mathematics	Mathematics Foundational Mathematics*	Mathematics Foundational Mathematics*	Mathematics Short Course Numeracy*	General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics
Science	Science Foundational Science*	Science Foundational Science*	Science STEM	Biology Chemistry Physics Aquatic Practices
History Geography Civics and Citizenship Economics and Business	History Geography Civics and Citizenship Economics and Business	History Economics and Business Geography Civics and Citizenship	History Economics and Business Geography Civics and Citizenship	Ancient History Business Geography Legal Studies Modern History Philosophy and Reason Social and Community Studies Certificate III in Business
Japanese	Japanese	Japanese	Japanese	Japanese
Dance Drama Media Arts	Music Visual Arts	Dance Drama Media Arts Music Visual Arts	Dance Drama Media Arts Music Visual Arts	Film, Television and New Media Music Visual Art Dance in Practice Drama in Practice Media Arts in Practice Visual Arts in Practice
Health and Movement Studies	Health and Movement Studies	Health and Movement Studies	Health and Movement Studies Health Education Physical Education Recreation and Fitness Recreation and Sport	Health Education Physical Education Sport and Recreation Certificate II in Sport Coaching & Certificate III in Fitness Certificate II in Sport and Recreation & Certificate III in Fitness
Digital Technologies Food Specialisations	Digital Technologies Design and Technologies	Food Specialisations Design and Technologies Digital Technologies Material and Technology Specialisations (Timber)	Food Specialisations Design and Technologies Material and Technology Specialisations (Fashion) Material and Technology Specialisations (Metal) Material and Technology Specialisations (Timber) Engineering Principles and Systems Certificate III in Aviation	Design Engineering Building and Construction Skills Engineering Skills Fashion Industrial Technology Skills Hospitality Practices Certificate III in Aviation Certificate II in Cookery & Certificate III in Hospitality

*Subjects in bold are studied as a compulsory part of the curriculum.

Subjects with an '' are intervention curriculums.



curriculum pathways english



- COMPULSORY SUBJECTS
- ELECTIVE SUBJECTS and/or INTERVENTION*
- COMPULSORY CURRICULUM PATHWAY
- PREFERRED SUBJECT PATHWAY
- AVAILABLE SUBJECT PATHWAY



Overview

In Year 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the 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 a critical understanding of the contemporary media and the differences between media texts.

In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews and critical responses for a range of audiences.

UNITS OF STUDY			
Year 9		Year 10	
1	Advertising for a Cause	1	Gothic Literature
2	Social Issues in Texts	2	Introduction to Shakespeare
3	Novel Study	3	Novel Study
4	Dystopian Worlds	4	Media Representations

Assessment Techniques

- Persuasive Spoken
- Analytical Essay
- Imaginative Short Story
- Feature Article
- Imaginative Short Story
- Short Response Examination
- Analytical Essay
- Multimodal Presentation

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



Overview

All students are entitled to access and participate in all eight learning areas of the Australian Curriculum, without exception. Ormeau Woods State High School recognises a small percentage of individual students may require an individualised approach to learning. Ormeau Woods State High School employs a variety of tailored intervention curriculums to increase the skills, cognitions and engagement for students who have continued to struggle despite proactive differentiation and ongoing evidence of support (class differentiation plans) at Tier 1. Foundation Curriculums are written to meet the Curriculum, Assessment and Reporting Framework (CARF) and align to the Australian Curriculum.

UNITS OF STUDY	
Year 9	Year 10
1	Representations in Advertising
2	Our House is on Fire – Poetry
3	Novel Study
4	Dystopian Worlds

Assessment Techniques

- Combined Response Examination
- Oral Presentation
- Narrative Intervention
- Analytical Film Review

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



Overview

In this course, students develop reading, writing, oral communication and learning skills through expressing personal identity, achieving personal goals, the working environment and understanding and interacting with the wider community. They learn to make meaning from different text types, to identify their own purposes for reading, and to understand the role they play in the construction of meaning. They identify and develop the set of knowledge, writing skills and strategies needed to shape written language according to purpose, audience and context. Students also come to understand that learning is a purposeful activity undertaken to achieve objectives that they value. It is an active process of gaining understanding and developing skills that draws on students' prior knowledge and experiences as they shape meaning.

UNITS OF STUDY		
Year 9	Year 10	
	1	Personal Identity and Education
	2	Personal Identity and Education
	3	The Work Environment
	4	The Work Environment

Assessment Techniques

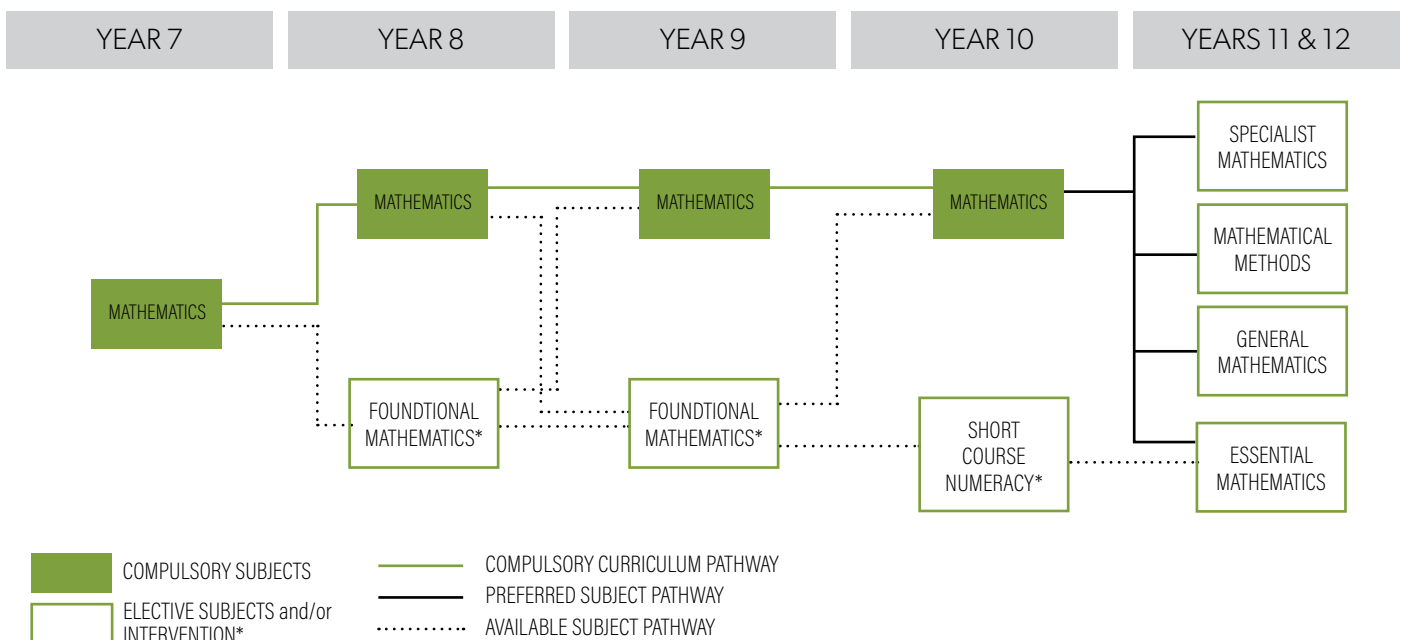
- Learning Journal
- Extended Response
- Examination
- Multimodal Presentation

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



curriculum pathways mathematics





Overview

In Years 9 and 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

UNITS OF STUDY			
Year 9		Year 10	
1	Number	1	Number
2	Algebra	2	Algebra
3	Measurement and Space	3	Measurement and Space
4	Statistics and Probability	4	Statistics and Probability

Assessment Techniques

- Problem Solving and Modelling Task
- Examinations
- Problem Solving and Modelling Task
- Examinations

Fees, Materials and Curriculum Specific Resources

- Scientific Calculator
- Graph Book

All other fees and materials are included in the School Resource Scheme.



Overview

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UNITS OF STUDY		
Year 9		Year 10
1	Measurement and Number	
2	Patterns and Algebra, and Linear and Non-Linear Relationships	
3	Chance and Data	
4	Pythagoras, Trigonometry and Geometric Reasoning	

Assessment Techniques

- Examinations
- Problem Solving & Modelling Task

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



Overview

In Years 9 and 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

UNITS OF STUDY		
Year 9	Year 10	
	1	Personal Identity and Education
	2	Personal Identity and Education
	3	The Work Environment
	4	The Work Environment

Assessment Techniques

- Learning Journal
- Multimodal Presentation

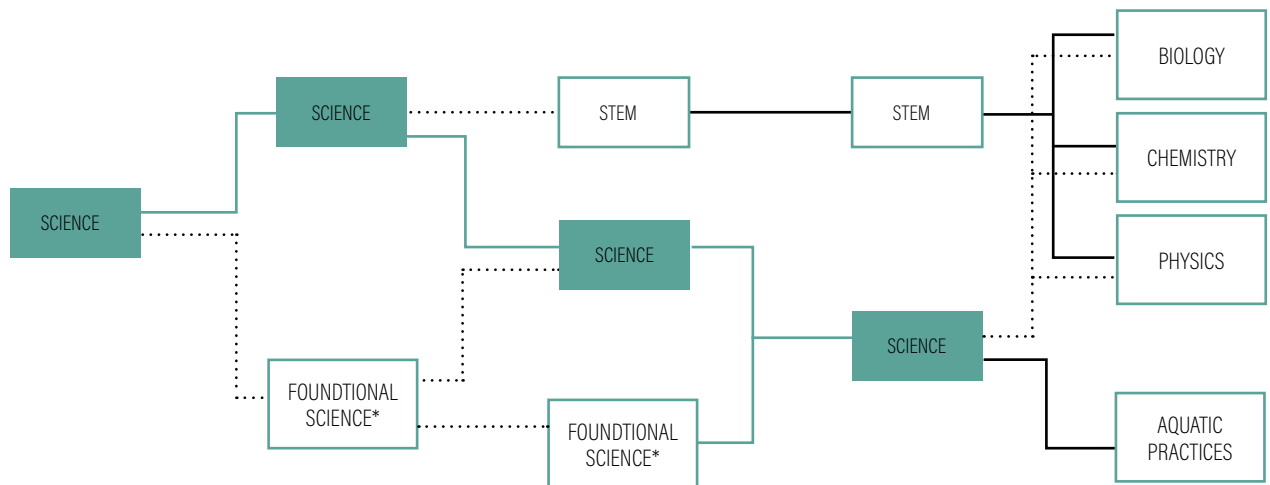
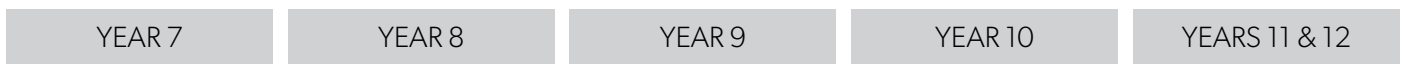
Fees, Materials and Curriculum Specific Resources

Scientific Calculator

All other fees and materials are included in the School Resource Scheme



curriculum pathways science



- COMPULSORY SUBJECTS
- ELECTIVE SUBJECTS and/or INTERVENTION*
- COMPULSORY CURRICULUM PATHWAY
- PREFERRED SUBJECT PATHWAY
- AVAILABLE SUBJECT PATHWAY



Overview

In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

In Year 10 students explore the biological, chemical, geological and astronomical evidence for different theories, such as the theory of natural selection and the big bang theory. Through investigating natural selection and processes of heredity they come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.

UNITS OF STUDY			
Year 9		Year 10	
1	Chemistry	1	Physics
2	Biology	2	Biology
3	Physics	3	Earth and Space Science
4	Earth and Space Science	4	Chemistry

Assessment Techniques

- Examinations
- Student Experiments
- Research Task
- Examinations
- Student Experiments
- Research Task

Fees, Materials and Curriculum Specific Resources

Students will require an iPad and access to the Stile App. All other fees and materials are included in the School Resource Scheme.



Overview

STEM is the learning of science, technology, engineering and mathematics in an interdisciplinary or integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context. Students will use Inquiry Learning to build on problem solving and higher order thinking skills. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in STEM-related careers. The STEM elective is designed to prepare students to be successful in any of the senior sciences and help them gain a head start toward a career in STEM. Students who choose this elective will gain further content knowledge and develop their critical thinking ability. Students will learn fundamental research skills through inquiry-based learning. They will learn how to evaluate a claim and structure a report around this. They will also develop extensive data analysis and experimentation skills through project-based learning where they will learn how to develop and answer their own research questions. Through the year, students will gain exposure to elements of biology, chemistry and physics.

UNITS OF STUDY			
Year 9		Year 10	
1	The Physics of Coward Punches	1	Analysing Data
2	Fermented Food	2	Experimental Techniques
3	Rollercoasters	3	Research Techniques
		4	Certificate II in Sampling and Measurement

Assessment Techniques

- Student Experiment
- Research Investigation
- Data Examination
- Student Experiment
- Research Investigation

Fees, Materials and Curriculum Specific Resources

Students will require an iPad and access to the Stile App. All other fees and materials are included in the School Resource Scheme.



Overview

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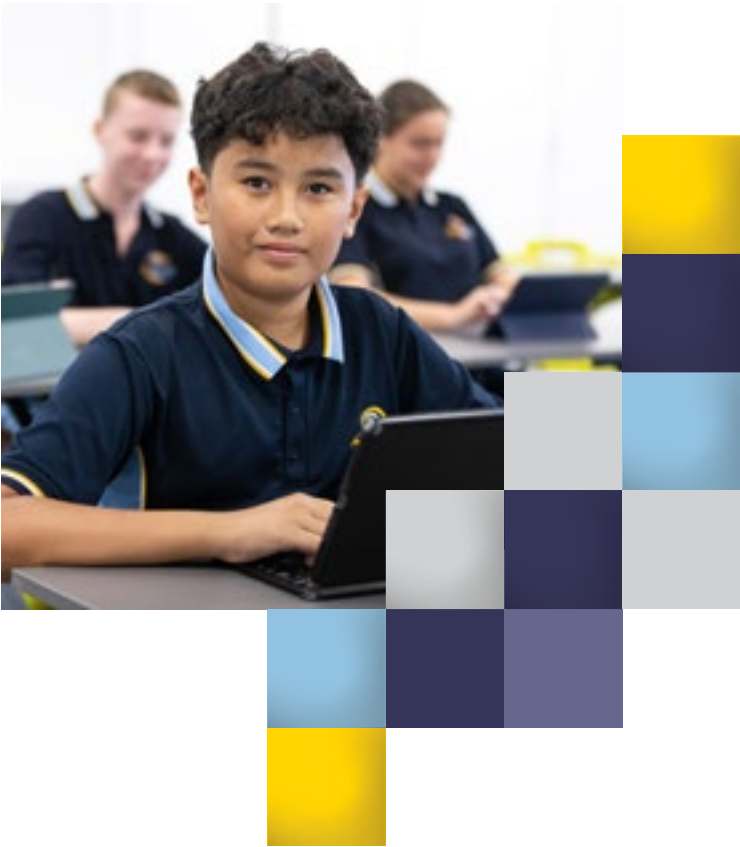
UNITS OF STUDY	
Year 9	
Year 10	
1	Chemistry
2	Biology
3	Physics
4	Earth and Space Science

Assessment Techniques

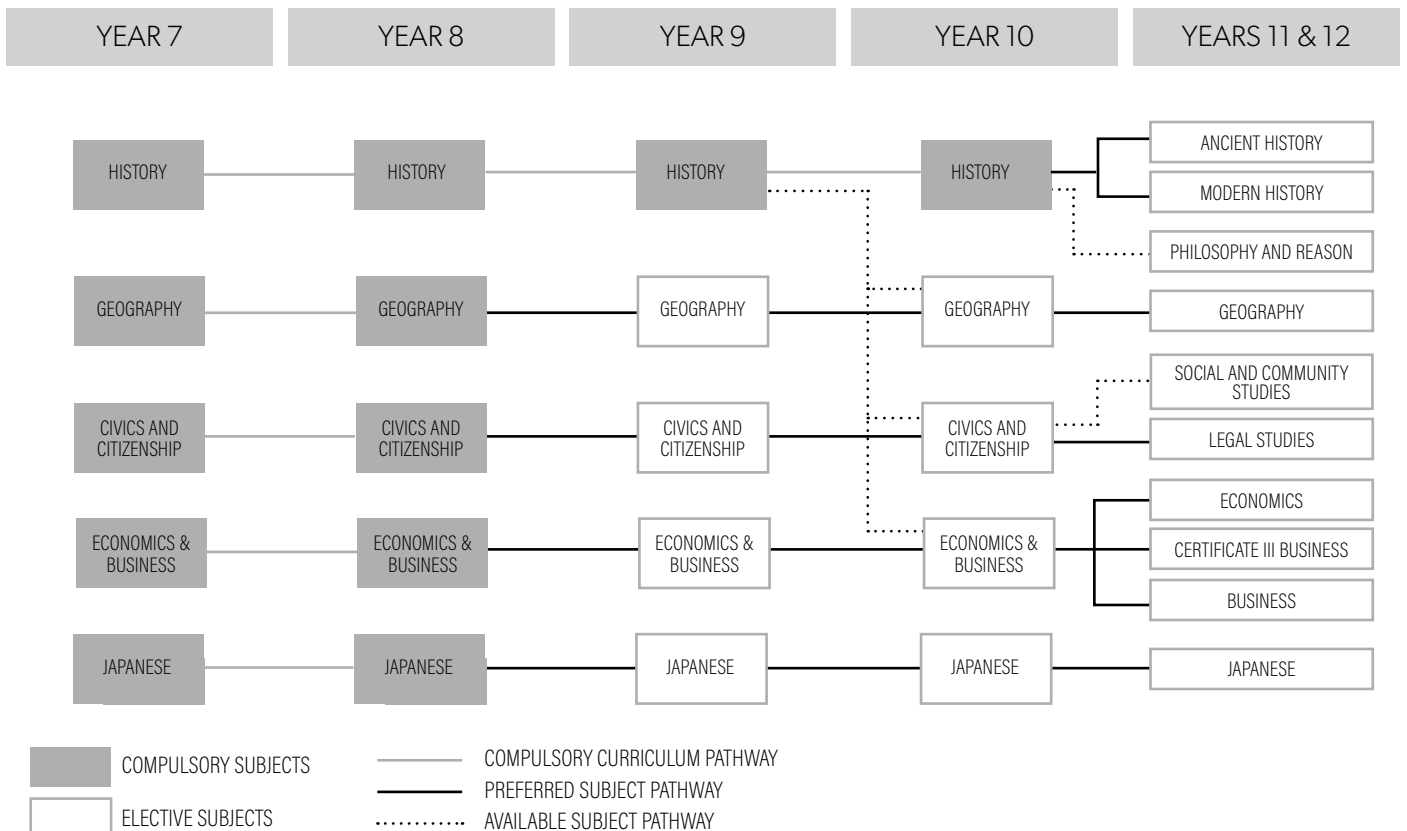
- Examination
- Multimodal Assignment
- Project
- Scientific Report

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



curriculum pathways humanities and languages





Overview

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This 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 expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the ‘war to end all wars’.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia’s social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

UNITS OF STUDY			
Year 9		Year 10	
1	World War I (1914 – 1918)	1	World War II
2	Making a Nation - Australia and Asia	2	Globalisation - Past and Present

Assessment Techniques

- Independent Source Investigation
- Multimodal Presentation
- Short Response Examination
- Extended Written Response

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



Overview

The focus of learning in Year 9 is the topic “international trade and interdependence” within a global context, including trade with the countries of Asia. Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making. Students focus on consumer and financial risks and rewards. They examine the influence of Australia’s financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples’ lives and choices.

The focus of learning in Year 10 is the topic “productivity, growth and living standards” within a national context. Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government’s management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce. Australia’s superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society.

UNITS OF STUDY			
Year 9		Year 10	
1	The Business Environment	1	The Consumer and Financial Literacy
2	An Informed Consumer	2	The Economy and Economic Performance
3	The Global Economy	3	Business Responses to Changing Economic Conditions
4	Work and the Working Environment	4	Business Performance

Assessment Techniques

- Multimedia Presentation
- Examinations
- Assignment
- Investigation
- Examinations
- Report
- Multimedia Presentation

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



Overview

In Year 9, students further develop their understanding of Australia’s federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia’s court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

In Year 10, students compare Australia’s federal system of government with another system of government in a country in Asia. Students examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia, and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens.

UNITS OF STUDY			
Year 9		Year 10	
1	Australia’s Political System	1	Government and Democracy
2	Courts and the Law	2	Citizenship, diversity and Identity
3	Citizenship and Identity	3	Law and Citizens
4	Research and Questioning	4	Research and Questioning

Assessment Techniques

- | | |
|---|---|
| <ul style="list-style-type: none"> • Examinations • Project • Inquiry Report | <ul style="list-style-type: none"> • Examinations • Argumentative essay • Inquiry Report |
|---|---|

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.

Overview

The Year 9 curriculum involves the study of 2 sub-strands. Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future. Geographies of interconnections – focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

The Year 10 curriculum involves the study of 2 sub-strands. Environmental change and management – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change. Geographies of human wellbeing – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.

UNITS OF STUDY			
Year 9		Year 10	
1	Biomes and Human Impact	1	Environmental Change and Management Local Study
2	Food Security	2	Environmental Change and Management Global Study
3	Geography of People and Places & Interconnections	3	Geography Of Human Wellbeing
4	Geography of Interconnections	4	Geography Of Human Wellbeing - Sustaining Places

Assessment Techniques

- Investigation
- Project
- Data Report
- Examination
- Combination Response Examinations
- Field Report
- Data Report

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.

Overview

In Years 9 and 10, Japanese language learning builds on each student’s prior learning and experiences. Students use Japanese to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Japanese locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.

Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Japanese pronunciation, intonation, scripts, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

UNITS OF STUDY			
Year 9		Year 10	
1	Milestones In Your Life	1	The City and Countryside
2	What language do you speak?	2	School Trips
3	Is the fast food healthy?	3	Part-Time Jobs and What Do You Want to Be?
4	Where do you shop? Having Fun with Everyone	4	Homestay in Australia and Japan

Assessment Techniques

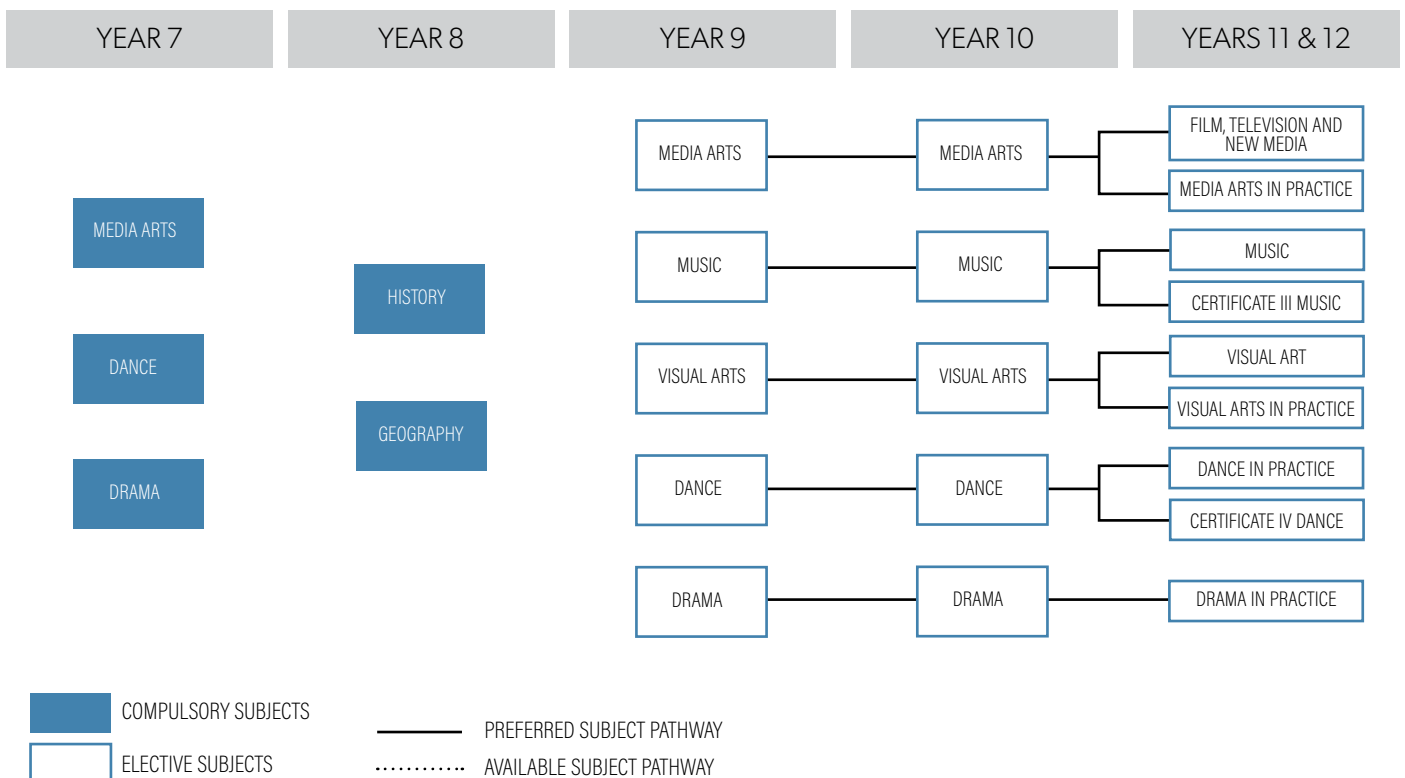
- Reading, Writing and Listening Examinations
- Speaking Test
- Reading, Writing and Listening Examinations
- Speaking Test
- Multimodal Presentation

Fees, Materials and Curriculum Specific Resources

Students will require an iPad and access to the Education Perfect app.



curriculum pathways the arts





Overview

The learning in this course is designed for students wishing to develop dance techniques and an understanding of dance art forms. Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Learning in Dance develops student capability and confidence across the practices of Dance: choreography, performance and responding. They use dance-specific processes in purposeful and creative ways that are informed by their engagement with the work of living choreographers and performers from across local, regional, national and global cultures, times, places and/or other contexts, such as countries or regions in Asia. This can include use of dance in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse dance practices, genres and/or styles informs their own work as choreographers and performers. They work collaboratively with peers and teachers.

UNITS OF STUDY			
Year 9		Year 10	
1	Back to Basics – Jazz	1	Partnering 101
2	Choreography Introduction	2	Abstract Contemporary
3	Back to Basics – Lyrical	3	Commercial Dance
4	Interactive Dance	4	Dance Analysis

Assessment Techniques

- Jazz Class Routine
- Small Group Choreography
- Lyrical Class Routine
- Interactive Performance & Choreography
- Duo Performance – Broadway Jazz & Hip Hop
- Contemporary Choreography
- Commercial Class Routine
- Oral Presentation

Fees, Materials and Curriculum Specific Resources

This subject incurs a Subject Levy for items including costume repair/laundrying/management, and industry workshop.

As part of this course, students will be involved in school and community performance.

Excursions throughout the year will also attract a fee depending on the nature of the event.



Overview

In Years 9 and 10, learning in Drama continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.

UNITS OF STUDY			
Year 9		Year 10	
1	Realism	1	Collage Drama
2	Non-Realism	2	Classical Theatre
3	Clowning and Physical Comedy	3	Surrealism
4	Theatre for Young People	4	Musical Theatre

Assessment Techniques

- Scripted Performance and Written Evaluation
- Transformative Vision and Performance
- Multimodal Product and Performance
- Creating/Making Performance
- Written Script and Performance
- Directorial Vision
- Multimodal Product and Performance
- Research Task and Performance

Fees, Materials and Curriculum Specific Resources

Students will be given access to scripts, costumes and equipment to use at school through the School Resource Scheme.

Students are expected to supply their own devices, compatible with the school BYOD program. As part of this course, students will be involved in school and community performance.

Excursions may incur additional costs to families.



Overview

Learning in Media Arts will develop student understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. Students use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

- Student learning activities will include:
- Video and sound editing
- 2D and 3D character design
- Sound creation
- Special effects – still image video
- Animation
- Image creation and edition
- Digital 3D sculpting
- Video and photography techniques

UNITS OF STUDY			
Year 9		Year 10	
1	Photo Editing	1	Creativity in Photo Manipulation
2	Product Design Illustration	2	Toy Design Illustration
3	Introduction to Film and Television	3	Special Effects Animation
4	Video Documentary	4	Video Production

Assessment Techniques

- Experimental Portfolio, Digital Artworks and Written Reflection
- Experimental Portfolio, 3D Illustrated Product Designs and Written Reflection
- Research Analysis and Video Production
- Experimental Portfolio, Digital Artworks and Written Reflection
- 3D Illustration Product and Written Evaluation
- Experimental Portfolio, Illustrated Animation and Oral Presentation
- Research Analysis

Fees, Materials and Curriculum Specific Resources

Excursions throughout the year will attract a fee depending on the nature of the event.

Overview

Learning in Music continues to build on each student’s prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts such as countries or regions in Asia, including use of music in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers.

- Students enrolled in this course of study are not required to have any prerequisite skills, but must be prepared to focus on the following learning activities:
- Learning to play their chosen instrument, or to sing
- Learning how to write music and critically listen to sound
- Learning how to use music software (Garageband), production and recording techniques
- Developing performance etiquette and skills for a variety of audiences and contexts
- Understanding how music is created and used across culture and time periods
- Understanding vocal and instrumental techniques required in performing and writing music.
- Creating compositions for a variety of instrumental and/or vocal ensembles.
- Learn how to use technical equipment (sound desk, microphones, guitars/keyboards/drumkits) for recording purposes.

UNITS OF STUDY			
Year 9		Year 10	
1	This is Pop! 50s to 80s	1	Music of the Screen
2	This is Pop! 80s to Now	2	Music of the Stage

Assessment Techniques

- | | |
|---|---|
| <ul style="list-style-type: none"> • Performance and Written Statement • Aural Listening Task • Composition and Written Statement • Integrated Project • Written Examination | <ul style="list-style-type: none"> • Performance and Written Statement • Aural Listening Task • Composition and Written Statement • Integrated Project • Written Examination |
|---|---|

Fees, Materials and Curriculum Specific Resources

Students will be given access to a variety of musical instruments and equipment to use at school through the School Resource Scheme.

Students are expected to supply their own devices, compatible with the school BYOD program.

Excursions may incur additional costs to families.

As part of this course students will be involved in school and community performances.



Overview

Learning in Visual Arts continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. They use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice. They work collaboratively with peers and teachers. Students will work as art-practitioners in a variety of roles such as maker, designer, presenter, technician and manager.

UNITS OF STUDY			
Year 9		Year 10	
1	Still Life – The Beauty in the Mundane	1	Figure it Out
2	Ceramics – Mad About Bugs	2	Perspectives
3	Wearable Art – Gucci, Pucci, Fiorucci		
4	Printmaking – Urban Environment		

Assessment Techniques

- Experimental Portfolio, Resolved Artwork and Reflective Statement
- Design Plan, Ceramic Sculpture and Comparative Appraisal
- Design Plan, Paper Sculpture + Accessories and Reflective Statement
- Design Plan, Folio of Prints and Comparative Appraisal
- Experimental Portfolio, Resolved Artwork and Comparative Appraisal
- Resolved Artwork and Reflective Statement
- Design Plan, Clay Sculpture and Comparative Appraisal
- Macro Painting and Reflective Statement
- Expressive Landscape and Reflection
- Written Examination – Response to Stimulus

Fees, Materials and Curriculum Specific Resources

This course incurs a Subject Levy, to cover the supply of all resources.

Excursions throughout the year will also attract a fee depending on the nature of the event.



Overview

The Academy of Dance Industries (AoDI) aims to develop versatile dancers who are highly skilled, socially responsible and ready for entry into professional dance industry employment upon graduating from Ormeau Woods State High School. Students study an accelerated program built upon the ACARA v9.0 curriculum whilst developing additional skills necessary for success across an array of Dance related industries.

The specific aims of AoDI are to develop student knowledge and skill in the following:

- Training in a vast range of dance styles and industries, including: Jazz, Contemporary, Showgirl, Lyrical, Musical Theatre, Hip Hop, and Ballet
- Training in related industries, including: Aerial and Acrobatic skills, Vocal, Speech and Drama, Camera skills, Production (sound, lighting and digital), costume design and stage management
- Performance and presentation skills
- Solo, ensemble and partnering variations
- Fundamental fitness, anatomical and nutritional principles
- Tools for marketing and professional presentation
- Mental resilience and life skills required for a working environment

This is an Arts Academy – Excellence Program. Students wishing to enrol in this subject are required to submit an Arts Academy application and attend an audition.

Applications are now open – for further information, visit the Ormeau Woods State High School Website: <https://ormeauwoodsshs.eq.edu.au/curriculum/excellence-programs>

UNITS OF STUDY			
Year 9		Year 10	
1	Jazz Studies	1	Jazz Studies
2	Creativity & Collaboration	2	Creativity & Collaboration
3	Contemporary Studies	3	Contemporary Studies
4	Connections	4	Connections

Assessment Techniques

- | | |
|---|---|
| <ul style="list-style-type: none"> • Jazz Routine & Exercises, Conditioning & Audition • Choreography Challenge, Theory & Graduate Showcase • Contemporary Routine & Exercises, Conditioning & Workshops • Cultural Study, Performance Review & Project | <ul style="list-style-type: none"> • Jazz Routine & Exercises, Conditioning & Audition • Choreography Challenge, Theory & Graduate Showcase • Contemporary Routine & Exercises, Conditioning & Workshops • Cultural Study, Performance Review & Project |
|---|---|

Fees, Materials and Curriculum Specific Resources

This subject incurs a Subject Levy for items including costume repair/laundrying/management, performance viewings, personal training sessions and guest industry artist workshops.

A cost is incurred for the student's involvement in excursions and incursions.



Overview

The Arts Academy – Excellence in Digital (DigiX) program exposes students to a wide range of professional digital media industry techniques and skills in a creative and high expectation environment. DigiX develops student mastery of current media industry techniques and skills through a multi-disciplinary approach to digital media creation that utilises cutting edge software and production processes such as; video rotoscoping, 3D modelling, Photoshop, digital illustration, marketing, laser light technology and projection mapping.

Students study an accelerated program built upon the ACARA v9.0 curriculum whilst developing a versatile digital skillset, enabling them to advance to future career options in the 21st century digital world. The breadth and depth of topics covered in DigiX provides a platform for students to develop their own unique personal aesthetic and to establish a substantial repertoire of professional practices. Course content provides students with opportunities to engage with marketing and promotional opportunities, management of community projects, curation of exhibits and the opportunity to engage with industry leaders in small- and large-scale collaborative projects

This is an Arts Academy – Excellence Program. Students wishing to enrol in this subject are required to submit an Arts Academy application, including the submission of a digital artwork and statement.

Applications are now open – for further information, visit the Ormeau Woods State High School Website: <https://ormeauwoodsshs.eq.edu.au/curriculum/excellence-programs>

UNITS OF STUDY			
Year 9		Year 10	
1	Photo Manipulation	1	Photo Manipulation
2	Digital Illustration	2	Digital Illustration
3	Video Production	3	Video Production
4	Special Effects	4	Special Effects

Assessment Techniques

- Experimental Portfolio, Digital Artworks and Written Reflection
- 3D Illustration Product and Written Evaluation
- Experimental Portfolio, Illustrated Animation and Oral Presentation
- Research Analysis
- Experimental Portfolio, Digital Artworks and Written Reflection
- 3D Illustration Product and Written Evaluation
- Experimental Portfolio, Illustrated Animation and Oral Presentation
- Research Analysis

Fees, Materials and Curriculum Specific Resources

Excursions throughout the year will attract a fee depending on the nature of the event.



Overview

The Arts Academy – Studio of Fine Art (SoFA) provides students an opportunity to engage in an enriched fine art curriculum whilst being immersed in a dynamic and creative learning environment. The program enables students to engage in a variety of enrichment opportunities, including curating exhibits, managing community projects, working with guest artists and submitting entries into large-scale competitions and showcases. SoFA curriculum content expands upon the ACARA visual art curriculum and offers enrichment opportunities that explore a range of fine art techniques, manipulations of media and expand students personal and artistic expression. In this program, learning activities focus on providing students with opportunities to develop and put into practice, skills utilised in the professional world of Visual Art.

This is an Arts Academy – Excellence Program. Students wishing to enrol in this subject are required to submit an Arts Academy application, including the submission of an artwork and statement.

Applications are now open – for further information, visit the Ormeau Woods State High School Website: <https://ormeauwoodsshs.eq.edu.au/curriculum/excellence-programs>

UNITS OF STUDY			
Year 9		Year 10	
1	Making Your Mark Community Project	1	Making Your Mark Community Project
2	Assemblage Sculpture	2	Assemblage Sculpture
3	Figuratively Speaking	3	Figuratively Speaking
4	Scape	4	Scape

Assessment Techniques

- Community Project and Journal Article
- Recycled Materials Installation and Reflective Statement
- Folio, Resolved Artwork and Multimodal Presentation
- Folio, Resolved Artwork and Statement
- Community Project and Journal Article
- Recycled Materials Installation and Reflective Statement
- Folio, Resolved Artwork and Multimodal Presentation
- Folio, Resolved Artwork and Statement

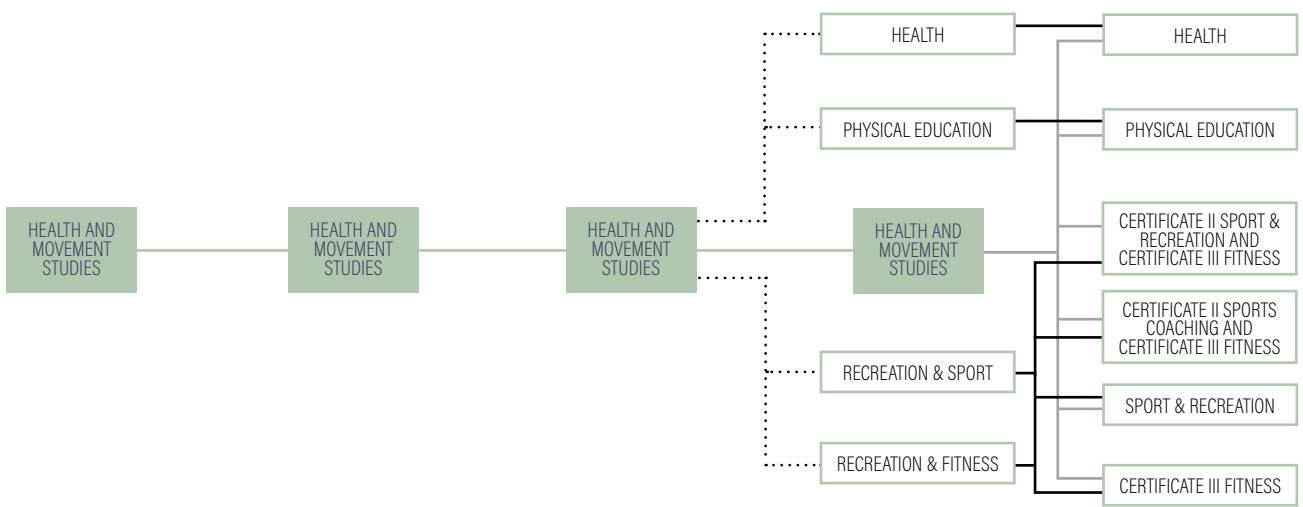
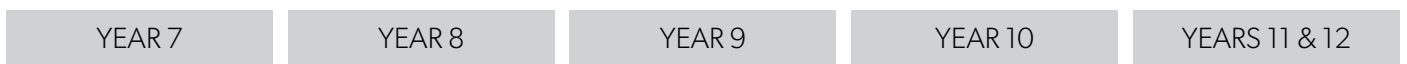
Fees, Materials and Curriculum Specific Resources

This course attracts a Subject Levy to cover the supply of all related resources.

Excursions throughout the year will also attract a fee depending on the nature of the event.



curriculum pathways health and movement studies



- COMPULSORY SUBJECTS
- COMPULSORY CURRICULUM PATHWAY
- ELECTIVE SUBJECTS
- AVAILABLE SUBJECT PATHWAY



Overview

The Year 9 and 10 curriculum builds on each student's prior learning. During this time, students refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people's choices in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation.

Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

UNITS OF STUDY			
Year 9		Year 10	
1	Sexual Health with Ultimate Disc & Netball	1	Safe Partying with Soccer & Gridiron
2	Drugs and Alcohol, and Mental Health with European Handball & Touch Football	2	Relationships and Consent with Minor Games & Gaelic Football

Assessment Techniques

- Research Report
- Ultimate Disc and Netball
- Project
- Touch Football and European Handball
- Extended Response
- NFL and Soccer
- Exam
- Minor Games and Gaelic Football

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.

Overview

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

UNITS OF STUDY	
Year 9	Year 10
	1 Health Promotion Strategies
	2 Anxiety
	3 Sexual Health
	4 Domestic Violence

Assessment Techniques

- Examination
- Report

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



Overview

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

UNITS OF STUDY		
Year 9	Year 10	
	1	Biomechanics and Functional Anatomy & Badminton
	2	Energy Systems and Training Principles
	3	Tactical Awareness & Netball
	4	Barriers and Enablers

Assessment Techniques

- Multimodal Presentation
- Examination
- Report
- Folio

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



Overview

This course prepares students to undertake Binnacle's Year 11 and 12 course for Certificate III Fitness. By studying this subject in Year 10, students will learn the core principles of anatomy, components of fitness, goal setting and group fitness instruction. Upon successful completion of this course, students will be prepared and would have completed the prerequisites to study Binnacle's Certificate III Fitness, which includes First Aid and CPR qualifications.

UNITS OF STUDY		
Year 9	Year 10	
	1	Anatomy
	2	Components of Fitness
	3	Goal Setting
	4	Group Fitness Instruction

Assessment Techniques

- Exam
- Project
- Extended Response

Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.

There will be an additional fee of \$420 (subject to change), if students choose to complete the Certificate III Fitness in Years 11 & 12.



Overview

Recreation is designed to provide students with a variety of physical, intellectual, technical, operational and workplace skills. This course is composed of 50% practical and 50% theoretical lessons.

UNITS OF STUDY	
Year 9	Year 10
	1 Participation in Sport and Recreation
	2 Coaching
	3 Event Management
	4 Target Sports and Feedback

Assessment Techniques

- Essay
- Project
- Report
- Physical Performance

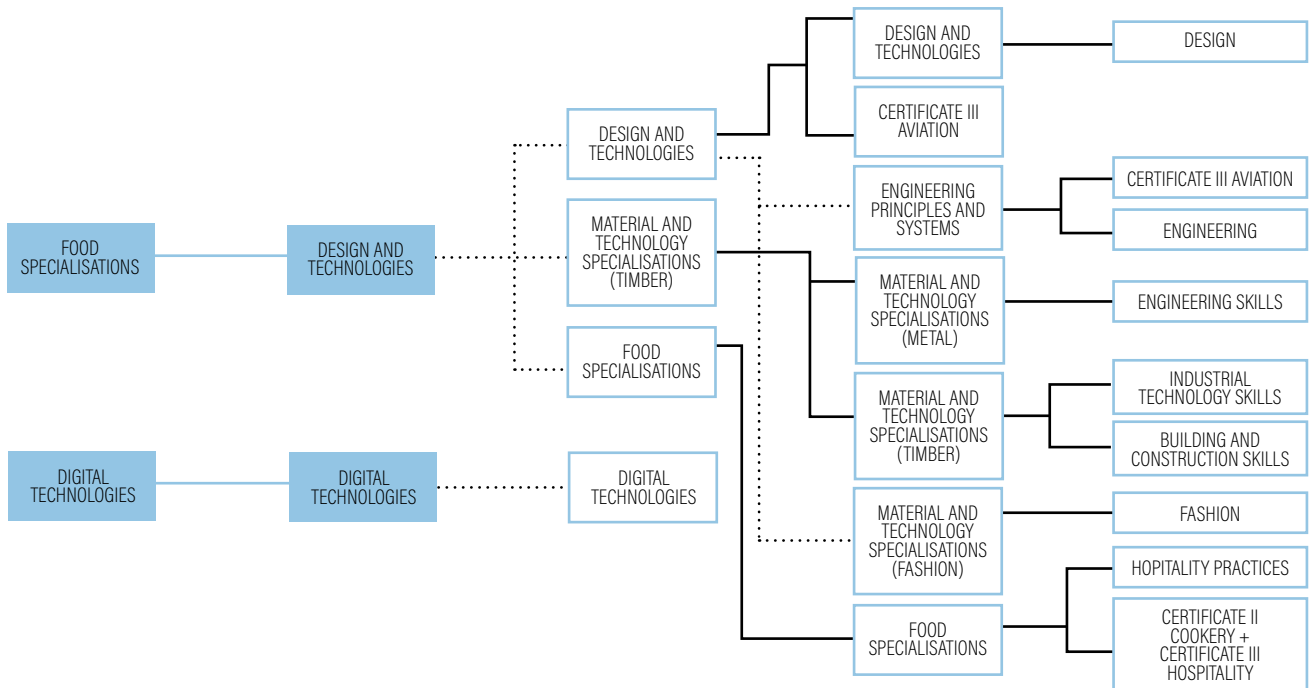
Fees, Materials and Curriculum Specific Resources

There are no additional fees, materials or resources for this subject.



curriculum pathways design and technologies

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEARS 11 & 12
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- COMPULSORY SUBJECTS
- COMPULSORY CURRICULUM PATHWAY
- ELECTIVE SUBJECTS
- AVAILABLE SUBJECT PATHWAY



Overview

This subject provides students with the opportunity to develop an understanding of Hospitality and build a sound knowledge of the skills required to work with food. Students will explore the role of technology and food in society from a range of perspectives. Students will engage in project based learning to help them become independent and develop a range of investigative, technological and critical thinking skills as they communicate ideas. Practical experience not only provides the students with essential life skills but also develops the students' ability to work cooperatively, manage time effectively, and evaluate outcomes. Students will investigate the challenges of the Hospitality industry to effectively produce products to match design challenges.

UNITS OF STUDY			
Year 9		Year 10	
1	Eat for Health & Smart	1	Hospitality Industry Practices
2	Choices	2	Food Trends
3	Food in Australia	3	Food for Special Occasions
4	Cultural Foods & Food	4	Café Culture

Assessment Techniques

- Simulated Projects
- Simulated Projects

Fees, Materials and Curriculum Specific Resources

The annual Subject Levy for this course of study in Year 9 is \$80.00 and Year 10 is \$100.00, to cover the cost of consumables and cookery ingredients which will be provided for the students



Overview

This course combines theoretical understanding with practical application related to the Design and Engineering industries. Students problem solve in order to design and produce products, systems or environments whilst developing hand skills, machinery knowledge and coordination.

UNITS OF STUDY			
Year 9		Year 10	
1	Industry Standards	1	Industry Standards II
2	Desk Organiser	2	Sustainability In Design
3	Logo and T-Shirt	3	Commercial Enterprise
4	Glider	4	Designed Solutions

Assessment Techniques

- Portfolio
- Projects
- Digital Portfolio
- Projects

Fees, Materials and Curriculum Specific Resources

This subject will include an annual Subject Levy of \$50 to cover the costs of materials and resources (Timber, Composites, Acrylic, Fasteners, Glues, Finishes and specialised CAD software) required for practical projects that will be completed. As well as subject specific learning experiences during this subject.

material and technology specialisations (timber)



ELECTIVE

Overview

This subject focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. It provides an opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills. By doing construction tasks, students develop transferable skills relevant to a range of industry-based electives and future employment.

UNITS OF STUDY			
Year 9		Year 10	
1	Heat Resistant Bench Protector Design	1	Tool Storage Solutions
2	Picnic Drink Holder Design	2	Furniture Making
3	Bird House Design	3	Furniture Design

Assessment Techniques

- Multimodal Projects
- Multimodal Projects

Fees, Materials and Curriculum Specific Resources

The annual Subject Levy for this course of study in Year 9 is \$90 Year 10 is \$100.00, to cover the cost of materials and consumables (Timber, Metal, Fasteners, Glues, Finishes, Cement and specialised CAD software, etc) required for take home practical projects Students will be provided with basic PPE (safety goggles, apron, gloves, etc)

material and technology specialisations (metal)



ELECTIVE

Overview

This subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides an opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

UNITS OF STUDY		
Year 9	Year 10	
	1	Introduction to Engineering Studies
	2	Metal Fabrication
	3	Design and Metal Fabrication

Assessment Techniques

- Design Folios
- Projects

Fees, Materials and Curriculum Specific Resources

The annual Subject Levy for this course of study in Year 10 is \$120.00, to cover the cost of materials and consumables (Timber, Metal, Fasteners, Glues, Finishes, Cement and specialised CAD software, etc) required for take home practical projects. Students will be provided with basic PPE (safety goggles, apron, gloves, etc) however students will be expected to have steel capped boots and full cotton work shirt and drill pants. Students will be expected to have their work wear on the first day of the school year and cannot undertake the course without it due to workplace health and safety requirements.

Due to the nature of metalwork students are required to wear their PPE every practical lesson.

material and technology specialisations (fashion)



ELECTIVE

Overview

This course includes the both theory and practical aspects of Fashion and Design.

Fashion will introduce students to exploring their creativity through designing and making products in a range of contexts. An interest in practical application of Fashion where students will learn a range of skills in the planning and production of fashion items. Students will explore the history of fashion and analyse design styles and designers.

Fashion incorporates three core topics:

- Fashion culture - exploring fashion history, trend and designers and careers
- Fashion Technologies - examines textile construction, interpretation and implementation of patterns, basic sewing skills (hand and machine) for garment construction
- Fashion Design - focuses on the design process and visual literacies

UNITS OF STUDY	
Year 9	Year 10
	1 Emerging Technologies
	2 Industry Standards
	3 Sustainability
	4 Designed Solutions - Fashion

Assessment Techniques

- Projects
- Portfolio

Fees, Materials and Curriculum Specific Resources

This subject will include a Subject Levy of \$110 to cover the costs of materials and resources required for practical projects that will be completed.



Overview

The Engineering problem-solving process involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems that meet the needs of today's individuals, communities, businesses and environments, while not compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem solving skills that enable them to respond to and manage constant technological and societal change.

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success-criteria, develop and communicate ideas and predict, generate and evaluate prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The Engineering problem-based.

UNITS OF STUDY		
Year 9	Year 10	
	1	Engineering Fundamentals
	2	Statics of Structures
	3	Dynamics and Material Fundamentals
	4	Linear Motion and Aerodynamics

Assessment Techniques

- Examinations
- Projects

Fees, Materials and Curriculum Specific Resources

This subject will include a Subject Levy of \$50 to cover the costs of materials and resources (Timber, Metal, Acrylic, Fasteners, Electronics, Glues, Finishes and specialised CAD/programming software) required for practical projects that will be completed. As well as subject specific learning experiences during this subject.



In addition to our partnerships with external registered training organisations (RTOs), Ormeau Woods State High School is exploring options to offer additional qualifications for our Year 10 students as part of their at-school timetable. These are offered for expressions of interest and have minimum student number requirements before students can choose to enrol. Each of these will be delivered on site at Ormeau Woods State High School one day a week and will be studied in addition to the two Elective Subjects.

Queensland funded VET in schools.

Vocational Education and Training in Schools (VETiS) is a program funded by the Queensland Government that enables students to gain nationally recognised qualifications while at school. Students learn skills and knowledge required for specific industries. Funding is provided under the Certificate 3 Guarantee program. Where a program is listed as (VETiS), students can use their funding for the course. Students can only use their VETiS funding once while at school.

Possible qualifications listed below:

- certificate II in sport and recreation | certificate III in fitness
- VETiS Funding + \$300
- certificate II in sport coaching | certificate III in fitness
- VETiS Funding + \$300
- certificate III in aviation
- VETiS Funding + \$50
- certificate II in cookery | certificate III in hospitality
- VETiS Funding + \$50
- certificate III in business
- Fee for service \$799
- certificate II in community services | certificate III in community services
- VETiS Funding + \$50