JUNIOR SECONDARY CURRICULUM HANDBOOK

Subject Information for Years 7, 8 and 9

2019
Disclaimer: The information in this handbook is subject to change without notice due to human and physical resource allocations.

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Principal’s Address

Junior Secondary is an important time for all students, as the learning prepares them for the more challenging curriculum in the Senior School but, more importantly, helps them learn to function in their world at the moment.

This handbook provides information about a broad range of subjects which students can consider. Subject choice will either confirm that an area of study is one which a student will want to continue with into the future or one which is not suitable. It is most important, therefore, that students discuss these choices with their parents and teachers in order to make the best decisions.

The Junior Secondary years are characterised by the physical, social, emotional and intellectual development of early adolescence. The curriculum at Alexandra Hills SHS takes this into account and ensures that all students have the opportunity to thrive in their Junior Secondary years.

Please take the opportunity to discuss any issues or concerns in relation to subject choices with school personnel.

Mrs G Armstrong
PRINCIPAL
Introduction

The Junior Secondary Phase of Learning is a very important phase as teachers need to respond to the changing cognitive, physical, emotional, economic, social, and technological needs and conditions associated with adolescences.

The relationship therefore between teachers and student is crucial as teachers need to adapt their teaching and learning strategies to cater for these distinctive needs and to maximise learning. Students who are actively engaged in purposeful and intellectually challenging learning throughout the middle phase of learning are more likely to complete 12 years of learning and gain qualifications that will prepare them for further learning, training or work.

Our Junior Secondary curriculum is aligned with the Australian Curriculum (ACARA) in Maths, Science, English and History. Each subject area includes the content descriptors to be taught, the general capabilities and cross-curriculum priorities. All other Key Learning Areas (KLAs) are aligned to Education Queensland’s Curriculum and Assessment and Reporting Framework (QCARF) and includes the Essential Learnings. Essential Learnings identify what should be taught and what is important for students to have opportunities to know and be able to do. They describe the ways of working, and knowledge and understanding that students need for ongoing learning, social and personal competence, and participation in a democratic society.

ASSESSMENT AND REPORTING

The five point scale, A - E, are achievement standards that describe how well a student has demonstrated their learning based on a collection of evidence. Students also receive a report on their effort and behaviour based on an A - E criteria.

Parents receive reports on their child’s progress 3 times a year:

- A progress report at the end of Term 1
- End of Semester Report in June and December

NAPLAN (NATIONAL ASSESSMENT PROGRAM - LITERACY AND NUMERACY)

In Years 7 and 9, students participate in the National Assessment Program - Literacy and Numeracy (NAPLAN). Results from the tests provide important information about each student’s progress in literacy and numeracy. At the end of the year, schools and students receive a statement of performance in relation to the national minimum standards. All students participate in the following preparation:

- Practice NAPLAN tests at the beginning of Year 7 and 9
- Literacy and Numeracy Program once a week, up until NAPLAN in term 2
- The explicit teaching of literacy and numeracy has been embedded into all subject areas
- Intensive workshops for identified students who need further intensive support
STEM Academy Classes

The STEM Academy Classes are aimed at high achieving Mathematics and Science students in Years 7 – 10. Students in these classes are extended and challenged beyond what is routinely offered in Mathematics and Science classes in secondary schools. The aim is that the students will benefit from exposure to a more academically rigorous program thereby equipping students to make the most of opportunities in the Senior School.

Sports Academy Classes

The Sports Academy Class aims to challenge and extend talented athletes across a broad range of sporting areas in Years 7 - 10. The Sports Excellence Program has an emphasis on commitment to improving performance and increasing sporting skills in many sporting fields while linking these elements to the theoretical knowledge needed by an athlete to succeed.

Student Leadership Program

A range of leadership opportunities are offered to students in Junior Secondary. These include, Junior School Captains, Junior Sports Captains, Student Council, Chaplaincy, Taskforce and Tech Crew. The leadership positions allow students to build skills and make a difference in our school.

Rugby League Development Program

Alexandra Hills State High School offers year 7 - 10 students the opportunity to participate in the Rugby League Development Program. This program has been designed to advance skills, improve fitness and a students' knowledge of the game of Rugby League. Continued partnerships with the Wynnum Manly Seagulls and the Bayside Broncos allow participating students to be provided with current and relevant information to support their future playing goals.

Student Support Centre

The Student Support Centre caters to the needs of students with verified disabilities. Students access a range of flexible program options which cater to their individual needs. These programs are accessed through invitation only as they are based on the student's Individual Education Plans (IEPs). Students are supported through a variety of options including:

- Year Level Case Management
- Classroom adjustments
- Teacher Aide support in mainstream classes
- Small group and individual programs

Assessment will vary depending on individual students and programs.

Student pathways are closely mapped with Case Managers, parents and associated stakeholders.

Literacy Support Classes

The Literacy Support classes run in years 7-9 English and provide an alternative program for students who require additional literacy support. With programs designed at student levels and with specialist support, the aim is to address literacy needs in a small group environment.
Homework Policy

The following favourable factors should be present for effective homework and study:

(a) a clear understanding of the work set
(b) necessary materials on hand
(c) quiet and freedom from interruption
(d) interested support from parents
(e) an element of ‘success’ for the student.

Co-operation between parents and teachers is essential to effective home study. **Homework should be purposeful.** Some of the major purposes of worthy homework are as follows:

- To stimulate voluntary effort, initiative, independence, responsibility and self-direction.
- To encourage a carry-over of worthwhile school activities into permanent leisure interests.
- To enrich the school experience through related home activities.
- To reinforce school learning by providing the necessary practice, integration and application.

Thus a teacher might set homework to:

- a) consolidate class learning;
- b) to reinforce work covered in class;
- c) to revise prior to examinations;
- d) for practice - practical application of skills learned in class;
- e) for purposes of research to extend students;
- f) research of assignments;
- g) preparation of assignments.

Some recommendations that teachers should consider when assigning homework are:

- a) clarity of instructions;
- b) development of study skills;
- c) provision of time for other activities;
- d) more time for guided study in school;
- e) more student initiative and freedom;
- f) more meaningful and useful study;
- g) individualised homework.

Homework is usually that work which is specifically set by the teacher. However, by secondary school, all students should be expected to develop independent study skills. Homework may be:

- a) Continuation of work done in class, eg., finishing exercises, solving mathematical problems, etc.
- b) Learning ‘by rote’ some basic facts.
- c) Reading.
- d) Summarising.
- e) Practical application of work completed in class.
- f) Preparation for experiments or practicals to be held in the next lessons.
- g) Continuation of homework set for a week.
- h) General study.
- i) Revision.
- j) Working on assignments.

All students must keep an official school homework diary. This diary should be taken to all lessons. Teachers should check regularly to ensure that homework is being recorded.
The following minimum times give a guide to what is expected of students:

- Year 7 and 8 5 hours / week or 1 hour per night.
- Year 9 8 hours / week or 1.5 hours per night.

The amount of homework set must be in accord with the overall amount of time allocated to that subject. In the teaching program, e.g., a subject with only three periods per week should not set homework equivalent to a five period subject. Keeping in mind the number of subjects studied at each year level, the following could be considered to be an AVERAGE HOMEWORK TIME ALLOCATION PER CLASS PER PERIOD.

YEAR 7/8 - 10 MINUTES

YEAR 9 - 15 MINUTES

If students finish homework before the suggested time, then the remainder of the time should be spent on effective study. Classroom teachers should develop efficient mechanisms for checking that students have completed homework. Appropriate measures should be taken with those students who have failed to complete homework tasks (e.g. detentions).

**Monitoring of Homework:**

To be effective, homework should be checked each lesson by:

(a) Simple show of books.
(b) Testing - short written test.
(c) Verbal Testing.
(d) Collection of books/papers of correction by teacher.
(e) Collection of Assignments.
(f) Random inspection of students’ books.
(g) Student self-checking.

*In the event of a student repeatedly failing to do set homework, the classroom teacher should send home the official school proforma, which advises parents of the situation. This letter is to be signed by the HOD.*
Year 7-9 Assignment Policy

Your assignment is due at the beginning of the lesson.

If you don’t hand it in you have seven days and it will be reduced by a grade. Your parent/guardian will be notified that it was not submitted.

If you still don’t submit the assignment you will be put on detention and required to complete the assignment to a satisfactory standard.

If you are absent the day, it’s due have your parent bring it to school by 9am or email it to your teacher. If that can’t be done have your parent, contact the school.

If you have been ill for a few days your parent can contact the Deputy Principal to request an extension. (Remember to do this before the due date)

If you’re suspended, you still need to submit your assignment by 9am on the due date.
Year 7-9 Exam Policy

Absence on the day of an exam

Make sure your parent contacts the school

On the first day back go to the subject Head of Department with a note from your parent. They will let you know what to do.

If you follow this procedure you will receive credit for the exam.

If you don’t follow the procedure you will sit the exam but receive no credit for it.
The Junior Secondary Program aims to ensure a smooth transition from Primary to Secondary as well as preparing all students for their Senior Phase of Learning. All students in Year 7, 8 and 9 study five core subjects. In Year 7 and 8, students must study a Language course and will sample elective subjects. Year 9 students have the ability to choose three elective subjects from the Arts, Technology and Languages.

**CORE SUBJECTS**

- English
- Mathematics
- Science
- History
- Health and Physical Education

**ELECTIVE SUBJECTS**

**The Arts**

In Year 7 and 8 students will have exposure to Dance/Drama/Music/Media/Visual Arts

**Technology**

In Year 7, students will have exposure to the Technology Program. In Year 8, students will choose two of the strands listed below. (One strand choice studied per semester of Year 8)

- Digital Technology
- Fashion
- Catering
- Design Technology
- Home Economics
- Dance
- Music
- Media
- Visual Arts
- Speech and Drama
- Design Technologies
- Business

Languages

Students can choose Japanese, German or Italian (school delivered) or Chinese, Spanish and French (Brisbane School of Distance Education delivered).
ENGLISH

Invitational Signature Classes
- Extension Class (Year 7, 8 & 9)

English
Studied by all students

Literacy Support Program
- Separate program to support students struggling with their literacy skills.
- Focus on foundational skills to address student deficits and support a transition to an English Class.

Junior Secondary
Years 7, 8 and 9

Year 10

Senior Secondary
Years 11 and 12

English (General)

Essential English (Applied)

Introduction to English

Introduction to Essential English

English
Studied by all students

Invitational Signature Classes
- Extension Class

Introduction to English
ENGLISH

Brief Description of Subject

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Studying English provides students the opportunity to:

- Understand and use Standard Australian English in its spoken and written forms
- Develop a sense of the capacity of Standard Australian English to evoke feelings, and to organise and convey information and ideas
- Use language to inform, entertain, persuade and argue
- Develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature and an understanding of literary criticism, heritage and values

Course Outline (Topics)

In years 7, 8 and 9, the English course uses weekly lessons to explicitly teach the fundamental conventions of language, as well as focus on reading. Areas of study include:

Year 7:

- **Fantastical Fundamentals** – In semester one, students explore various textual representations of the fantasy genre with an explicit focus on analysis and evaluating of texts. Using the fantasy theme, we revise and enhance the basic literacy skills, such as spelling, parts of speech, sentence construction, punctuation, proofreading, editing and paragraphing.
- **Reading**: In semester two, students investigate a variety of poetry as well as non-fiction texts, such as biographical and autobiographical pieces from different time periods and cultures. With an explicit skills based reading focus, we also promote reading for enjoyment.

Year 8:

- **Diversity: The study of Literature and Written tradition** – Students read, interpret and respond to literature, including poetry. They investigate important issues and themes, identifying varying textual representations of such issues.
- **Creativity: Media manipulates and different worlds** – Students investigate texts, including a variety of contemporary media texts and imaginative pieces that demonstrate the concept of author voice and ideology. Students apply this understanding through their construction of persuasive and imaginative texts.

Year 9:

- **Perspectives: Studies across Cultures and Language of the Public Self** – Students explore the notion of cultural assumptions, values and beliefs across cultures and time periods. They will develop a portfolio of writing and participate in a public speaking unit, using meeting procedures and alternating roles, thus developing an explicit understanding of audience and purpose.
- **Voices: Literature and film speaks** – Students read, interpret and respond to novels, short stories, poetry and films, including Asian short stories and poems. They conclude their junior journey by consolidating their understanding of author's voice and audience positioning with a speech to a panel.
Reading is crucial to students’ literacy development and is a key component to academic success. In AHSHS, each year level in junior secondary has a dedicated reading program that runs as part of the English program.

Year 7: Reading Strategy Improvements (RSI) is a dedicated weekly reading focus to implement specific reading strategies to improve students’ reading proficiency.

Years 8 & 9: Uninterrupted Sustained Silent Reading (USSR) is a weekly guided reading lesson where students engage in quiet reading of material appropriate to their age and ability.

Assessment

In each year level, teachers collect a folio of student work that provides assessment evidence across the both semesters for each student. Each folio of work will represent a range and balance of assessment categories including:

- Written, spoken and multimodal items – including responding and creating texts
- A range of genres, including imaginative, informative and persuasive texts
- A variety of conditions, including supervised and unsupervised writing

Student performance is assessed on a five-point scale (A – E) using the Achievement Standards of the National Curriculum, across the three strands of the Australian Curriculum: English: Language, Literature & Literacy.

Pathways

Students who successfully complete Junior Secondary English will have a firm foundation for their senior years in a range of subjects.
HEALTH AND PHYSICAL EDUCATION

Junior Secondary
Year 7, 8 and 9
- Health and Physical Education
- Sports Academy (Invitational selection class)
- Rugby League Development (Invitational selection class)

Senior Secondary
Year 10 Sem 1
- Health and Physical Education
- Sports Academy (Invitational selection class)
- Rugby League Development (Invitational selection class)

Year 10 Sem 2
- Introduction to Health - General
- Introduction to Physical Education - General
- Introduction to Sport & Recreation - Applied
- Rugby League Development
- Introduction to Fitness

Years 11 and 12
- Health - General
- Physical Education - General
- Sport & Recreation - Applied
- Certificate II SPORT AND RECREATION (NRL SPECIALTY) RUGBY LEAGUE
- Certificate III Fitness
HEALTH AND PHYSICAL EDUCATION

Brief Description of the Subject

The Australian Curriculum: Health and Physical Education is organized in two content strands; Personal, Social and Community Health and Movement and Physical Activity. The two strands are interrelated, inform, and support each other. Both strands in the Health and Physical Education curriculum must be taught each year.

Course Outline (Topics)

Year 7:
- Games & Sports/Fitness
- Changes in Me – Sexuality and Reproductive Health
- Cross country / Athletics
- Risks I Take – Personal Safety
- Invasion Games
- Family Relationships, physical activity and interactions
- Rhythmic and expressive skills
- Caffeine, Cigarettes and Alcohol

Year 8:
- Food for Life
- Striking and Fielding
- My Decisions My Life (Drug and Alcohol Education)
- Get your Motor Running (Fitness)
- Challenge and Adventure Activities
- Supporting Others
- Net/Court Games

Year 9:
- Health Benefits of Physical Activity, Food and Nutrition
- Fitness
- Relationships and Sexuality
- Rhythmic and Expressive Movements
- Where There’s Smoke – Drugs and Alcohol Education
- Challenge and Adventure Activities
- Mental Health and Wellbeing, Safety
- Lifelong Physical Activities

# PLEASE NOTE – THE ABOVE OVERVIEW IS INTENDED AS A GUIDE, AND IS SUBJECT TO CHANGE GIVEN THE AVAILABILITY OF RESOURCES, VENUES & PERSONNEL.
Assessment

Assessable elements include: knowledge and understanding, investigating, planning, implementing and applying and reflecting.

Students will be given the opportunities to demonstrate their learning outcomes through a variety of assessment tasks including:

- Short response tests
- Response to stimulus tests
- Extended written responses e.g. essays
- Written research projects
- Multi-modal presentations
- Physical Tasks

All students studying HPE require a full sports uniform for practical lessons. This includes a school hat.

Pathways and Partnerships

Students with a particular interest and aptitude in sport may apply to be included in the Sports Academy Program commencing in year 7 and continuing through year 8, 9 and Semester 1 10.

Students interested in Rugby League may choose to apply for inclusion in the Rugby League Development Program which commences in year 7 and continuing through year 8, 9 and 10.
SPORTS ACADEMY
(Invitational Only)

Brief Description of the Subject

Alexandra Hills SHS was the first established “Sporting Excellence” program in the Redlands, designed to develop and encourage gifted and talented sporting students to pursue their sporting dreams.

The Sports Academy Program aligns with the schools vision and Australian Curriculum to ensure students gain the maximum benefits within the educational context.

The program is designed to provide an extension to the Health and Physical Education subject studied at the Junior Level. By placing students with similar aptitudes, interests and goals together, it is envisaged that development and learning can be enhanced.

The holistic athlete will gain the building blocks to develop the keys to success of athletic students who are committed, disciplined, positive, respectful, and displays high expectations of one’s self.

The Sports Academy Program will begin in year 7 and continue through year 8, 9 and 10.

The main objectives are to:

- develop and extend an awareness of the varied nature of sport and produce the necessary skills to achieve success and fulfillment.
- provide an extension course which challenges the sporting gifted
- bridge the gap between Primary and Secondary school Sport, and Health & Physical Education Programs
- provide opportunities for Skill and Physical development within an environment of similarly talented students
- improve skill acquisition, fitness components and mental toughness
- develop sound theoretical principles relating to Performance Improvement
- provide students with professional Coaching
- monitor the development of the student athlete

Course Outline (Topics)

The Sports Academy Program has embedded the Australian Curriculum, Health and Physical Education focus areas, whilst developing the students in the following areas throughout the course:

**Year 7:**
- Skill development, fitness foundation

**Year 8:**
- Continue to build on foundation year
- Analysing and evaluating performance
- Community general principles officiating certificate

**Year 9:**
- Continue to build on Year 7 and 8 programs
- Developing and implementing personal training programs
- Community general principle coaching certificate

**Year 10:**
- Continue to build on previous year programs
- Sports Science and Psychology for peak performance
- Level 1 Sports specific Coaching Certificate

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Assessment

Students will be assessed through the Australian Curriculum, Health and Physical Education standard elaborations. Which include:

- Investigating
- Performance and Practical Application

Students will be given the opportunities to demonstrate their learning outcomes through a variety of assessment tasks including:

- Short response tests
- Response to stimulus tests
- Extended written responses e.g. essays
- Written research projects
- Multi-modal presentations
- Physical Tasks

All Sports Academy students require a full sports uniform for practical lessons. This includes a school hat.

Pathways and Partnerships

Students will be involved in programs and specialist days supported by sporting agencies and sports development officers. They will utilise sporting resources within the community.

Students will also be involved in Sports Excellence Camps in year 8 and 9. Costs will be incurred by the student.
RUGBY LEAGUE DEVELOPMENT
(Invitational Only)

Brief Description of the Subject
The program is designed to assist in the development of all students as Rugby League players whilst promoting a lifelong appreciation of physical activity. The program places a strong emphasis on the personal, academic and athletic development of students.

This program focuses on three areas:

Skills
All Rugby league skills in a game-sense approach to coaching to develop thinking players.

Strength & Conditioning
Players participate in a comprehensive strength and conditioning program developed in consultation with industry experts. The program develops players muscle mass, strength, power, endurance, agility and range of motion.

Content Knowledge
Theory units are aimed at developing knowledge in a rugby league specific context to ensure it is meaningful to players.

To participate in this program a subject levy is applicable.

Course Outline (Topics)
The Rugby League Development program offers similar theoretical components as the HPE Key Learning Area curriculum, with adaptions, to engage the interests of the Rugby League student. Units offered provide opportunities for improvement through physical activity and health related learning experiences.

Year 7:
- Changes in Me
- Core skills/ Core Gameplay skills
- Personal safety 1
- Game preparation and structure
- Modified Games

Year 8:
- Rugby League Role Models
- Core Skills
- Nutrition
- Attacking and Defensive structure 1 and 2
- Recreational Drug awareness
- Body Systems and exercise
- Modified Games

Year 9:
- Best I can Be
- Core Skills
- Anatomy and Sports injuries
- Attacking and Defensive structures 3 & 4
- Lifestyle Diseases
- Gym Technique
- Modified Games

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Assessment

Assessable elements include: knowledge and understanding, investigating, planning, implementing and applying and reflecting.

Students will be given the opportunities to demonstrate their learning outcomes through a variety of assessment tasks including:

- Short response tests
- Response to stimulus tests
- Extended written responses e.g. essays
- Written research projects
- Multi-modal presentations
- Physical Tasks

All Rugby League development students wear a specialist sports uniform. Cost for the program is $120 per year (approximately).

Pathways and Partnerships

Students with an interest/aptitude in continued physical performance and a healthy lifestyle may move onto other physical education streams including, Physical Education, Health, Sport and Recreation, Certificate III in Fitness and Certificate II in Sport and Recreation (Rugby League) in years 11 and 12.
**Australian History**  
(Studied for two terms)

**Geography**  
(Studied each year for one to two terms)

**Modern World History**  
Ancient History  
(studied one semester)

**Choice of:**  
- Introduction to Ancient History  
- Geographical Sciences  
- Introduction to Modern History

**Ancient History**  
(General)

**Modern History**  
(General)

**Geography**  
(General)
SOCIAL SCIENCES – HISTORY AND GEOGRAPHY

Brief Description of Subject

History is recognised as a mandatory core subject within the Australian national curriculum framework. All students engage in this subject through all year levels up to Year 10. History itself is regarded as a social science as it is a disciplined process of inquiry into the past, which develops curiosity and imagination from the evidence of the past. The program is developed in a chronological manner tracing through perspectives from the Ancient to the Modern world. Understanding of the past enables a more confident approach to the future and encourages greater awareness of the need for environmental education, civic and global citizenship.

Geography is a structured way of exploring, analyzing and explaining the characteristics of the places that make up our world. Students of Geography investigate the effects of location and distance on the characteristics of places, the consequences of the interconnections between places and the significance of spatial distributions. Geography emphasizes the role of the environment in supporting human life. The concept of Global Citizenship and active citizenship assists in understanding human progress and helps to forge a new pathway in the future.

Course Outline

Year 7:

**History - Early Human Development**
- Nature of history and role of archaeology.
- Life in an ancient Western Civilization
- Life in an ancient Easter Civilization

**Geography**
- Introduction to Geospatial Skills
- Water in Our World
- Living in our Local Area

Year 8:

**History – European Transition**
- Emergence of Medieval Europe
- A Changing Europe (Renaissance, Exploration)

**Geography**
- Landforms and Landscapes
- Hot Deserts Landscapes
- Changing Urban Landscapes

Year 9:

**History – Australian History (1788 – 1918) – Two Terms**
- White settlement and impact on Indigenous culture
- Australia in World War 1

**Geography - Natural Environment**
- Biomes and Food Security
- Digital Geospatial Skills
- Global Citizenship through Tourism.

Assessment
Assessable elements include: knowledge and understanding, historical/geographical skills and processes and communication.

The primary purpose of assessment is to judge the extent to which a student has progressed in their ability to use higher-level thinking through a range of assessment instruments. Individual student progress in this subject rests on mastery of the basic skills of reading, writing, listening, viewing, note taking and recall. Building on these skills, students are exposed to the more advanced skills of analysis, synthesis and critical evaluation.

A variety of assessment types will be administered throughout each year. Options include:

- Short response tests
- Response to stimulus tests (Processes & Skills)
- Extended written responses e.g. essays
- Written research projects
- Multi-modal presentations

** only 3 items per semester will be completed. **

Possible Pathways/Partnerships

Students who intend to pursue an academic pathway in the Senior school will be encouraged to continue with a Senior Social Science in Years 11 and 12. Such Senior subjects will include: Modern History, Ancient History and Geography. These subjects provide an excellent foundation and skill development for university studies, post Year 12.
# at the schools discretion, students may be moved periodically to support the educational needs of the individual.
MATHEMATICS

Brief Description of Subject

The Australian Mathematics Curriculum from years 7 to 9 ensures that students are confident communicators of mathematics, able to investigate, represent and interpret situations in their personal lives and work situations. It aims to ensure students recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts.

Course Outline (Topics Studied)

The mathematical content covered throughout years 7, 8 and 9 are organised by three content strands Number and Algebra, Measurement and Geometry, Statistics and Probability.

Number includes applying number laws to calculations, uses of indices with whole numbers and recurring decimals, calculating accurately with simple decimals, indices and integers, representing and recognising equivalences between fractions, decimals, percentages and ratios, investigating best buys, expressing numbers in scientific notation, formulating, and modelling practical situations involving ratios, profit and loss, applying the index laws to expressions with integer indices.

Algebra includes connecting the laws and properties of numbers to algebraic terms and expressions, factorising and simplifying a range of algebraic expressions, describing the relationship between graphs and equations, connecting rules for linear relations and their graphs, developing familiarity with calculations involving the Cartesian plane, sketching linear graphs.

Measurement includes explaining and calculating perimeters and areas of 2 dimensional shapes, calculating surface areas and volumes of 3 dimensional prisms, applying known geometric facts to draw conclusions about shapes.

Geometry includes plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, working with transformations and identifying symmetry, calculating angles, using congruence to deduce properties of triangles, the use of the Pythagoras trigonometric ratios to solve right-angle triangles, applying ratio and scale factors to similar figures, developing strategies in investigating similarity.

Statistics includes explaining the purpose of statistical measures, finding measures of central tendency, interpreting data displays, finding estimates of means and proportions of populations and collecting data from secondary sources to investigate an issue, evaluating media reports and using statistical knowledge to clarify situations.

Probability includes listing outcomes for experiments, interpreting sets of data collected through chance experiments, using two-way tables and Venn diagrams to calculate probabilities, explaining the use of relative frequencies to estimate probabilities, deriving probability from its complement, calculating odds.
Assessment

Student’s engagement, learning and performance throughout years 7, 8 and 9 will be assessed on three criteria:

- Understanding and Fluency includes applying, identifying, connecting, evaluating, calculating.
- Problem Solving includes formulating, modeling, interpreting.
- Reasoning includes justifying, deriving, deduction, estimation, explaining, inferring.

Written tests and assignments are integrated into each year level and are completed during class time. Academy problem solving challenges will be included throughout the year for Years 7, 8 and 9.

Pathways / Partnerships

Students achieving highly in years 7 and 8 will be directed to the Advanced Mathematics classes in years 9 and 10. The Advanced Mathematics courses are designed specifically for students aiming to study year 11 Mathematical Methods and Specialist Mathematics. All Academy classes will study the Advanced Mathematics courses.
Brief Description of Subject

The Science curriculum is built around the three interrelated strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes. During years 7, 8 & 9 students further develop their understanding of science concepts across the major science disciplines (Biological, Chemical, Earth and Space and Physical sciences). In addition, the Year 7, 8 and 9 STEM Academy and Extension classes will study a Centre of Excellence unit based around developments in automation and robotics. They extend their appreciation of the nature of science and explore how science knowledge and applications affect peoples’ lives, and undertake investigations that will help them refine their science inquiry skills.

Course Outline (Topics)

Year 7:
- Pure or not? – Investigate mixtures and separation techniques, and apply their understanding to evaluate water purification techniques.
- Phenomena and resources on Earth – Explore the interrelationships between the Sun, Earth and Moon systems, and humans’ use of resources on Earth.
- Organising Organisms – Investigate the use of classification systems for living things and explain the interactions between living things, including human impact on biodiversity.
- Moving right along – Investigate forces and their use in simple machines.

Year 8:
- Energy for my lifestyle – Identify energy forms and transfers and investigate energy and forces related to boat design.
- Staying alive – Explore the main systems of the body and analyse different cell structures.
- What’s the matter? – Investigate the use of chemistry in industrial applications and explore the particle model of matter and the periodic table.
- We will rock you – Develop an understanding of the rock cycle and the use of mineral resources by humans.

Year 9:
- Energy on the move – Investigate heat and electrical energy and analyse the use of solar power.
- Elemental Earth – Learn about the atomic theory of matter and the behaviour of radioactive substances, and investigate plate tectonic theory and movements in the Earth’s crust.
- Life in the balance – Explore the coordination of human body systems and the impact of disease, and investigate interactions in ecosystems.
• **Chemical change** – Investigate chemical reactions and the conservation of matter and apply their understanding to real world applications.

**Assessment**

Students are assessed in the dimensions of Understanding and Skills. A profile of each student’s achievement is updated continuously over years 7 to 9. A variety of assessment instruments are used including:

- Experimental investigations
- Stimulus responses
- Persuasive essays
- Supervised assessments
- Collections of work
- Research assignments
- Multimedia presentations
- Stimulus responses
- Collections of work
- Research assignments

**Pathways**

Science in junior secondary provides the foundation needed for the senior sciences. An overall result of at least a B is recommended for success in the Senior General Science Subjects. The General Senior Sciences include: Biology, Chemistry, Physics and Psychology. The Applied syllabus offered is Agricultural Practices for students wishing to continue a Science in Years 11 and 12.
LANGUAGES

All students study one Language
Choices include: Japanese, German or Italian (school delivered) or Chinese, Spanish and French (Brisbane School of Distance Education delivered).

Junior Secondary

Year 7 and 8

Year 9

Elective
German

Elective
Italian

Elective
Japanese

Elective – Brisbane School of Distance Education delivered
Chinese, Spanish, French

Year 10

Senior Secondary

Elective (continued)
German

Elective (continued)
Italian

Elective (continued)
Japanese

Elective (continued)
Brisbane School of Distance Education
Chinese, Spanish, French

Years 11 and 12

German - General

Italian - General

Japanese - General

Brisbane School of Distance Education
Delivered
Chinese, Spanish, French - General

#Please note: German, Italian and Japanese are all courses of four semesters duration.
LANGUAGES

Brief Description of Subject

The content in the Australian Curriculum: Languages is organised by three interrelated strands:

- **Communicating**: using language and culture as a resource for interpreting and creating meaning.
- **Understanding**: analysing language and culture as a resource for interpreting and creating meaning.
- **Reciprocating**: reflecting upon and interpreting self in relation to others in communication as language users and language learners (self-awareness as user and learner).

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. In Alexandra Hill State High School, the three main languages offered are: German, Italian and Japanese. Other languages are also studied via Distance Education.

Course Outline (Topics)

**Year 7**

**German:** Students are introduced to the language and culture of Germany and the culture of Austria and Switzerland. They develop reading, writing, speaking and listening skills as they study units about Europe and the Rest of the World, as well as introduction of self, their appearance, food and interests.

**Italian:** Students are introduced to the language and culture of Italy, and develop reading, writing, speaking and listening skills as they study units about the Geography of Italy, Personal Identity, Friends and Free Time, Celebrations and Traditions.

**Japanese:** Students are introduced to the language and culture of Japan, developing reading, writing, speaking and listening skills as they study an introductory unit to Japanese. Other unit topics in year 7 include: Self-introductions, Daily Life and Time for School.

**Year 8**

**German:** Building on the foundation of year 7, students develop further skills in reading, writing, listening and speaking German. Units studied in year 8 include units about Home, School and Family, as well as Media and Hobbies and Healthy Living and the Environment.

**Italian:** Building on the foundation of year 7, students develop further skills in reading, writing, listening and speaking Italian. Units studied in year 8 include units about My Life, Family and Friends, School, Food and Sport.

**Japanese:** Building on the foundation of year 7, students develop further skills in reading, writing, listening and speaking Japanese. Units studied in year 8 include an International Treasure Hunt, Living on the Moon, Buy, Buy, Buy! and Music in My Life.
Assessment

The Languages curriculum content and achievement standards is organised in bands of year levels for each sequence of learning: Years 7 – 10 sequence:
- Years 7 & 8 (Level 1, compulsory)
- Years 9 & 10 (Level 2, elective)

Assessment Items include a variety of items such as tests, orals, role-play, information pieces such as digital slideshow presentations, the writing of emails, descriptions, interviews, surveys and articles. Students demonstrate their learning in relation to the three strands that are realised interactively in curriculum design:
- Communicating
- Understanding
- Reciprocating

Pathways

The study of a foreign language has many advantages for the learner. Studying a language opens many career prospects in the fields of engineering, teaching, music, science, tourism, journalism, government and public relations. Learners of foreign languages also become more culturally aware and, most importantly, acquire cognitive skills such as memorisation, composition, logic, problem solving and improved listening and reading skills that will be of immense use in studying other subjects.

Furthermore, many Australian universities have a Bonus Point Scheme and award automatic bonus points for students who successfully study a language other than English at a senior level. In a competitive university market, this could potentially ensure student’s entry into their preferred course of study.

An additional incentive in choosing a second language at Alex is the opportunity to participate in our study tours to Germany, Italy and Japan. These trips are organized to allow students to put their language skills into practice, create memorable experiences, develop lasting friendships and become lifelong learners.
GERMAN

Brief Description of Subject

The content in the Australian Curriculum: German is organised by three interrelated strands:

- **Communicating**: using language and culture as a resource for interpreting and creating meaning.
- **Understanding**: analysing language and culture as a resource for interpreting and creating meaning.
- **Reciprocating**: reflecting upon and interpreting self in relation to others in communication as language users and language learners (self-awareness as user and learner).

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills.

Course Outline (Topics)

Students are continuing and building upon their existing knowledge of the language and culture of Germany and the culture of Austria and Switzerland, further developing their reading, writing, speaking and listening skills as they study the following units:

**Term 1: Fashion**

Students will learn about traditional dress, as well as differences in clothing as a result of the seasons, differing climates and locations. Students will start to write more advanced sentences and begin to use adjectives in different ways.

**Term 2: Healthy Eating**

Students will learn about the typical German foods and compare these with typical Australian cuisine. As part of their learning they will focus on healthy eating habits and how to make polite suggestions for improving eating habits.

**Term 3: The City**

Students will be focusing on the many various places of interest in a typical German city and compare these with Brisbane. Students will need to describe a German City as part of their development in this unit. Additionally students will learn the language for giving instructions & directions.

**Term 4: Tourism Australia**

Students will be using past knowledge of what places of interest there are in a city to describe Brisbane to German tourists. Students will be focusing on the various activities available for a tourist to undertake in Australia. As part of their studies in this unit students will be introduced to the past tense.
Assessment

The Languages curriculum content and achievement standards is organised in bands of year levels for each sequence of learning:

Year 7 – 10 sequence:

- Years 7 & 8 (Level 1, compulsory)
- Years 9 & 10 (Level 2, elective)

Assessment Items include a variety of items such as tests, orals, role-play, information pieces such as digital slideshow presentations, the writing of emails, descriptions, interviews, surveys and articles. Students demonstrate their learning in relation to the three strands that are realised interactively in curriculum design:

- Communicating
- Understanding
- Reciprocating

Pathways

The study of a foreign language has many advantages for the learner. Studying a language opens many career prospects in the fields of engineering, teaching, music, science, tourism, journalism, government and public relations. Learners of foreign languages also become more culturally aware and, most importantly, acquire cognitive skills such as memorisation, composition, logic, problem solving and improved listening and reading skills that will be of immense use in studying other subjects.

Furthermore, many Australian universities have a Bonus Point Scheme and award automatic bonus points for students who successfully study a language other than English at a senior level. In a competitive university market, this could potentially ensure student’s entry into their preferred course of study.

An additional incentive in choosing a second language at Alex is the opportunity to participate in our study tours to Germany, Italy and Japan. These trips are organized to allow students to put their language skills into practice, create memorable experiences, develop lasting friendships and become lifelong learners.
ITALIAN

Year 9

Brief Description of Subject

The content in the Australian Curriculum: Italian is organised by three interrelated strands:

- **Communicating**: using language and culture as a resource for interpreting and creating meaning.
- **Understanding**: analysing language and culture as a resource for interpreting and creating meaning.
- **Reciprocating**: reflecting upon and interpreting self in relation to others in communication as language users and language learners (self-awareness as user and learner).

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills.

Course Outline (Topics)

Italian in semester 1 develops student’s knowledge of the Italian language and many aspects of life in Italy.

Through the eyes of teenagers, students will learn:

- about daily routines, family life
- to talk about leisure activities
- about shopping for food and products
- about sporting and cultural activities
- to be able to make, accept and decline invitations
- to be able to describe the weather
- to be able to express how they are feeling

Italian in semester 2 further develops student’s knowledge of the Italian language and culture.

Students will learn:

- to successfully access a variety of services in Italy: a bar, a restaurant, a market, a supermarket, a clothing shop.
- how to discuss a past activity, holiday or excursion
- how to tell people what to do
- to make suggestions and organise an outing
- about Italian cities, cuisine and traditions

Students will learn through the use of Italian Web pages, magazines, advertisements, TV guides, songs, video clips and by participating in an Immersion Day.
Assessment

The Languages curriculum content and achievement standards is organised in bands of year levels for each sequence of learning:

Year 7 – 10 sequence:

- Years 7 & 8 (Level 1, compulsory)
- Years 9 & 10 (Level 2, elective)

Assessment Items include a variety of items such as tests, orals, role-play, information pieces such as digital slideshow presentations, the writing of emails, descriptions, interviews, surveys and articles. Students demonstrate their learning in relation to the three strands that are realised interactively in curriculum design:

- Communicating
- Understanding
- Reciprocating

Pathways

The study of a foreign language has many advantages for the learner. Studying a language opens many career prospects in the fields of engineering, teaching, music, science, tourism, journalism, government and public relations. Learners of foreign languages also become more culturally aware and, most importantly, acquire cognitive skills such as memorisation, composition, logic, problem solving and improved listening and reading skills that will be of immense use in studying other subjects.

Furthermore, many Australian universities have a Bonus Point Scheme and award automatic bonus points for students who successfully study a language other than English at a senior level. In a competitive university market, this could potentially ensure student’s entry into their preferred course of study.

An additional incentive in choosing a second language at Alex is the opportunity to participate in our study tours to Germany, Italy and Japan. These trips are organized to allow students to put their language skills into practice, create memorable experiences, develop lasting friendships and become lifelong learners.
Brief Description of Subject

The content in the Australian Curriculum: Japanese is organised by three interrelated strands:

- **Communicating**: using language and culture as a resource for interpreting and creating meaning.
- **Understanding**: analysing language and culture as a resource for interpreting and creating meaning.
- **Reciprocating**: reflecting upon and interpreting self in relation to others in communication as language users and language learners (self-awareness as user and learner).

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills.

Course Outline (Topics)

Building on the foundation of year 8, students develop further skills in reading, writing listening and speaking Japanese through the following topics:

**Term 1: It’s All About Me!**

Students will learn to introduce themselves in Japanese as well as study the cultural intricacies of a Japanese self-introduction.

**Term 2: School Is My Life**

Students will learn about the daily school life of Japanese school children as well as learn to describe their own school life.

**Term 3: Pay Your Own Way**

Students will learn all about shopping along with the cultural etiquette associated with the interaction between shopper and shop assistant.

**Term 4: A Dream Day**

Students will focus on building their descriptive ability in order to describe their dream daily lives.
Assessment

The Languages curriculum content and achievement standards is organised in bands of year levels for each sequence of learning:

Year 7 – 10 sequence:

- Years 7 & 8 (Level 1, compulsory)
- Years 9 & 10 (Level 2, elective)

Assessment Items include a variety of items such as tests, orals, role-play, information pieces such as digital slideshow presentations, the writing of emails, descriptions, interviews, surveys and articles. Students demonstrate their learning in relation to the three strands that are realised interactively in curriculum design:

- Communicating
- Understanding
- Reciprocating

Pathways

The study of a foreign language has many advantages for the learner. Studying a language opens many career prospects in the fields of engineering, teaching, music, science, tourism, journalism, government and public relations. Learners of foreign languages also become more culturally aware and, most importantly, acquire cognitive skills such as memorisation, composition, logic, problem solving and improved listening and reading skills that will be of immense use in studying other subjects.

Furthermore, many Australian universities have a Bonus Point Scheme and award automatic bonus points for students who successfully study a language other than English at a senior level. In a competitive university market, this could potentially ensure student’s entry into their preferred course of study.

An additional incentive in choosing a second language at Alex is the opportunity to participate in our study tours to Germany, Italy and Japan. These trips are organized to allow students to put their language skills into practice, create memorable experiences, develop lasting friendships and become lifelong learners.
Elective Subject
Business
Year 8, students may choose to study Business for one Semester.
Year 9, student may choose to study Business for 18 months.

Elective Subject continued Semester 1
Business

Elective Subjects Semester 2
- Accounting
- Business
- Legal Studies
- Business Studies
- Tourism
- Social and Community Studies
- Pre-Certificate III Business

General Syllabus
- Accounting
- Business
- Legal Studies

Applied Syllabus
- Business Studies
- Tourism
- Social and Community Studies
- VET Certificate III in Business
BUSINESS

Brief Description of Subject

Students will be introduced to concepts within the business world. Each semester has a theme and it is this that will drive the topics that are studied. By the end of the year it is envisaged that students will have an understanding of how products are made and marketed and what is involved in the financial side of running a business.

Course Outline (Topics)

Semester Outline:  “Let's start a Business”

- Types of Businesses
- Marketing your idea
- Advertising
- Creating a Business Plan

Assessment

Assessable elements include: investigating, communicating, participating and reflecting. Assessment will include a mixture of exams and assignments with both individual and group tasks.

Pathways/Partnerships

This subject will provide a pathway to Year 9 and 10 Business and then into Year 11 and 12 Business subjects Accounting, Business, Legal Studies, Tourism, Business Studies, and Certificate III in Business, Social and Community Studies.
Brief Description of Subject

Students will be introduced to concepts within the business world. Each semester has a theme and it is this that will drive the topics that are studied. By the end of the year it is envisaged that students will have an understanding of how products are made and marketed and what is involved in the financial side of running a business.

Course Outline (Topics)

Semester 1: “Being an active citizen in the Australian economy”

- Business and Government in the Economy
- Earning an Income
- Being a financially active citizen
- Loans/Credits/Scams

Semester 2: You, Business and Work

- Competition in the Marketplace
- Participation in a changing work environment

Assessment

Assessable elements include: investigating, communicating, participating and reflecting. Assessment will include a mixture of exams and assignments with both individual and group tasks.

Pathways/Partnerships

This subject will provide a pathway to Year 9 and 10 Business and then into Year 11 and 12 Business subjects Accounting, Business, Legal Studies, Tourism, Business Studies, and Certificate III in Business, Social and Community Studies.
All students will study **Digital Technologies**

**Year 7**

**Junior Secondary**

**Year 8**

**Elective Subject (one semester)**

**Digital Technology**

**Year 9**

**Elective Subject (18 months duration)**

**Digital Technologies**

**Year 10**

**Senior Secondary**

**Semester 1 - Elective Subject continued**

**Digital Technologies**

**Semester 2 – Elective subject**

**Information and Communication Technology**

**Years 11 and 12**

**General Syllabus**

**Digital Solutions**

**Applied Syllabus**

**Information and Communication Technology**

**Certificate III in Aviation**

**Semester 2 – Elective subject**

**Introduction to Remote Pilot License**
DIGITAL TECHNOLOGIES

Brief Description of Subject

Learning coding has many benefits – whether you’re looking for a career in the industry, starting a new hobby or just wanting to understand technology. Coding is what makes it possible for us to create computer software, apps and websites. Your browser, your OS, the apps on your phone, Facebook, and this website – they’re all made with code.

In this subject you will find out what you’ll be able to do once you know how to work with code. Then, you’ll get a deeper understanding of how coding works, and how the code you write gets converted into an instruction that a computer can ‘understand’. This is done with a focus on how code is used to create games, mazes and challenges.

Course Outline (Topics)

The course has been divided into four (4) areas of study. These are:

- Visual Coding – Kodu
- Block Coding – Scratch
- Coding Language – Python
- Coding Language - HTML

Assessment

Students will be assessed on their practical work over the course of a semester.

Pathways/Partnerships

This subject can be studied in Year 9 and 10 and in Year 11 & 12 through Digital Technology and Information and Communication Technology (ICT).
DIGITAL TECHNOLOGIES

Brief Description of Subject

With skills in digital technologies you can change the world you live in: you can make a difference. It will help you identify problems, make sense of the complexities and design and create solutions to meet needs. It is also a great launch pad for becoming an entrepreneur: whether you set your sights on the next global social media application or on a solution that makes life better in your neighbourhood.

Course Outline (Topics)

- Robotics and New Technologies
- Introduction to games design using software such as Game-Maker
- Website Design and Development
- Virtual Reality
- Data Management

Assessment

Students will be assessed on their practical work over the course of the term/semester. Each semester assessment will include:

- Website creation
- Game design
- Robotic challenges
- Virtual reality projects

Pathways/Partnerships

This subject can be studied in Year 10 and in year 11 & 12 students can select ITS, IPT.
All students will study Design Technologies

Elective (one semester) Design Technologies

Elective (one semester) Furnishings

Elective (18 months duration) Design Technologies

Elective (18 months duration) Furnishings

Elective (continued from Year 9) Design Technologies

Elective (continued from Year 9) Furnishings

Semester 2 Elective Design

Semester 2 Elective Furnishing Skills

Semester 2 Elective Engineering Skills

Applied Syllabus Industrial Graphics Skills

General Syllabus Design

Applied Syllabus Furnishing Skills

Applied Syllabus Engineering Skills

Applied Syllabus Introduction to Industrial Technology Skills – Automotive
Brief Description of Subject

ITD uses the Design, Make and Appraise philosophy to introduce students to Technology Practice in a workshop setting. In the broad sense, Technology is the application of knowledge.

In ITD, students will be taught skills and knowledge that they will then apply to different design applications throughout the course. Students will work with a wide variety of materials that include timber and wood products, ferrous and non-ferrous metals and thermoplastics like acrylic and PVC.

Electronics projects will also be used to introduce students to aspects of Technological ‘systems’

Course Outline (Topics)

ITD will involve students in initiating, investigating, planning, making and evaluating.

Students will be taught to:

- ideate and brainstorm, in groups & as individuals
- search for information using computers/internet, books, videos etc.
- sketch and draw solutions (Autodesk)
- Make decisions about materials, processes etc.
- plan construction procedures (‘Inspiration’)
- analyse and report on safety concerns (Digital camera, MS Power point and Word)
- make the item
- evaluate and test the item to see if it fulfills its needs.

Assessment

Each semester, assessment will include:

- a theory test
- an assignment
- ongoing class work exercises (work shop & others).

Pathways/Partnerships

This subject can be studied in Year 10 and in year 11 & 12 students can select Design Technology.
FURNISHINGS SKILLS

Brief Description of Subject

The content of the units of this stream will allow students to develop hand and machine skills and an awareness of associated theory in the production of timber artifacts. While all units will introduce and examine design principles, the main focus will be on developing products using a range of timber.

Course Outline (Topics)

Manual Arts will introduce you to many useful new skills in design, graphical communication and working machinery.

These will be incorporated into a range of small, fun projects which you will be able to take home when finished.

Students will be taught to:
- Work safely in a workshop and industrial environments
- Skills for manipulating industrial materials
- Skills for manipulating industrial machinery and tools

Assessment

Students will be assessed on their practical work over the course of the term. This will be based on a variety of assessment experiences relating to the particular unit of work:
- Practical Tests – consisting of a construction / manufacturing exercise in the workshop
- Continuous Classwork – all units will utilise ongoing assessment of student work produced throughout the semester
- Theory Recall – periodic testing of the student’s ability to recall theoretical understanding will be an integral part of units
- Folio Presentation – This allows for the process of investigation, documentation and research to be accurately assessed.

Pathways/Partnerships

This subject can be studied in Year 10 and in year 11 & 12 students can select Manufacturing (SAS).
Students will sample Performing Arts for one Term of Year 7 and One Semester of Year 8

**Junior Secondary**
- Year 7
  - Elective Drama
- Year 8
  - Elective Dance
  - Elective Music

**Senior Secondary**
- Year 9
  - Elective Drama
  - Elective Dance
  - Elective Music
- Year 10
  - Elective Drama
  - Elective Dance
  - Elective Music
- Year 11 and 12
  - Drama
  - Dance
  - Music
  - General Syllabi's
  - General Syllabus
  - Music Extension
    - Year 12 Only
PERFORMING ARTS

Brief Description of Subject

The arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. Rich in tradition, Dance, Drama and Music play a major role in the development and expression of cultures and communities, locally, nationally and globally.

The study of Performing Arts enables exploration of the dynamic relationships between individual arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one arts subject to support learning in another. In this twenty-first century arts curriculum, students explore innovative art forms which extend and challenge art making and combine practices of two or more art forms. They create their own performance based arts works and present and respond to their own and others’ works. They consider intended audiences and intended purposes when making creative decisions about their performances using skills in conceptualising, experimenting and developing, reflecting, resolving and communicating.

Within all arts subjects, design thinking is a fundamental strategy. Many different words describe design within the arts, such as choreographing, narrating, devising, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing possibilities for students to express their ideas, thoughts and opinions as they discover and interpret the world.

Course Outline (Topics)

Year 7

Students study the unit “GRIT” - what it is, why does it matter and what does it look like? Through the investigation of well-known charities, students use skills in Dance, Drama and Music to develop a voice that promotes resilience and social change.

Year 8

Students study the unit “ENRICH!” to explore how Performing Arts can enrich people’s lives. They develop confidence in aspects of dance, music and drama in preparation for further study in Years 9 and 10. Students create a performing arts work that communicate a message in a powerful and meaningful way.

All students have opportunities to develop their higher-order thinking skills as they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.
Assessment

Students are assessed under two main strands:

- **Responding**
  - Reflecting upon their own art works; responding to others’ art works and considering the broader context of arts works, such as the social, cultural and historical context of the artist and of the audience/s.

- **Making** (Creating and Presenting)
  - Imagining and improvising; exploring the elements/materials/techniques/processes; shaping their art works; practising skills and techniques; communicating ideas through their artworks and linking their art works to other Arts subjects and learning areas.

In making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts.

Pathways

Students who successfully complete Performing Arts will be encouraged towards further study in Music, Dance or Drama in Yr. 9 and 10. They will also have opportunity to confidently be involved in the extra-curricular activities that Performing Arts offer, these being Dance Troupe, Drama Extension and Instrumental Music.
DANCE

Brief Description of Subject

Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to imagine and explore ways of moving both individually and collaboratively. They choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their world and the worlds of other cultures and communities.

Learning in Dance

In Dance, students use the body to communicate and express meaning through purposeful movement.

Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making. Active participation as dancers and choreographers promotes wellbeing and social inclusion. Learning in and through dance engages students with knowledge and understanding of diverse cultures and contexts enhancing their personal, social and cultural identity.

Course Outline (Topics)

Students study three units over the course of 3 semesters in Junior Dance, commencing Year 9, Semester 1 and concluding their studies at the end of Year 10, Semester 1.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Unit Title</th>
<th>Suggested Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>Unit 1: Let's Move!</td>
<td>Exploring how dance is used to convey meaning. Students look at the historical</td>
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<td></td>
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<td></td>
<td>development and technical skills associated with hip hop, jazz and contemporary</td>
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<td></td>
<td></td>
<td></td>
<td>dance then use this knowledge to create dance works</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>Unit 2: A Place in Space</td>
<td>Combining technology and site-specific dance to convey meaning through</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>contemporary and hip hop dance. Students work in traditional and non-traditional</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>dance spaces and create a short dance film</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>Unit 3: Say It</td>
<td>Using Dance to communicate social, cultural and political viewpoints through</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>contemporary and hip hop dance. Students create dance works that reflect</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>relevant contemporary issues</td>
</tr>
</tbody>
</table>

Assessment

Assessment Strands: Making and Responding

Making in Dance involves choreographing and performing.
Responding in Dance involves students appreciating, analysing and evaluating their own and others’ dance works. Safe dance practices underlie all experiences in the study of dance. Students come to understand that all dance movement depends on individual body type and capability. With an understanding of the body’s capabilities applied to their own body, they develop awareness of how the body moves.

Pathways

Students who successfully complete Junior Dance will be encouraged towards further study in Dance. Introduction to General Dance is offered in Year 10, Semester 2. Students who intend on studying Dance as a ‘General’ subject in Year 11 and 12 are highly recommended to take this subject in order to increase their competency and likelihood of success in future Dance studies. Results for this subject may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, to the Queensland Certificate of Education (QCE) and includes external assessment.
DRAMA

Brief Description of Subject
Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and other’s stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Students learn to think, move, speak and act with confidence. Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world in other times, traditions, places and cultures.

Learning in Drama
Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes and use materials as they explore a range of forms, styles and contexts.

Course Outline (Topics)
Students study five units over the course of Junior Drama, commences Year 9, Semester 1 and concluding their studies at the end of Year 10, Semester 1.

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Unit Title</th>
<th>Suggested Forms and Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>Unit 1: Discover</td>
<td>Improvisation / Role play / Process Drama / Play building</td>
</tr>
<tr>
<td>9</td>
<td>2/3</td>
<td>Unit 2: Laugh</td>
<td>Puppetry / Clowning / Melodrama / Collage Drama / Pantomime / Reader’s Theatre / Performance Poetry / Indigenous Theatre [Dream Time Stories]</td>
</tr>
<tr>
<td>9</td>
<td>3/4</td>
<td>Unit 3: Imagine</td>
<td>Dramatic monologues / Scripted text / Realism / Shakespeare</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>Unit 4: Explore</td>
<td>Greek Theatre / Theatre of Social Comment / Commedia / Documentary Drama / Australian Gothic / Using pre-texts / Indigenous Theatre</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>Unit 5: Inspire</td>
<td>Contemporary Performance / Verbatim Theatre / Forum Theatre / One Person Show / Indigenous Theatre</td>
</tr>
</tbody>
</table>

Assessment
Assessment Strands: Making and Responding
Making in Drama involves improvising, devising, acting, directing, comparing and contrasting, refining, interpreting, scripting, rehearsing, presenting and performing.
Responding in Drama involves students being audience members and listening to, enjoying, reflecting on, analysing, appreciating and evaluating their own and others’ works.

Pathways
Students who successfully complete Junior Drama will be encourage towards further study in Drama. Introduction to General Drama is offered in Year 10, Semester 2. Students who intend on studying Drama as a ‘General’ subject in Year 11 and 12 are highly recommended to take this subject in order to increase their competency and likelihood of success in future Drama studies. Results for this subject may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, to the Queensland Certificate of Education (QCE) and includes external assessment.
MUSIC

Brief Description of Subject
In Music, students make music and develop the ability to think and express themselves in sound. Music is organized into three areas of student work: aurally and visually identifying and responding to music; singing and playing music, and reading and writing music.

Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music. This develops the ability to hear what is seen and see what is heard.

Students learn to recognise and interpret the emotional, spiritual and expressive content in the music they hear and perform. Meaning is constructed through engaging with music that is carefully chosen for its musical content, with the abilities, experience, needs and prior knowledge of students in mind. By singing, playing instruments, listening, moving, improvising and composing, students experience satisfaction and enjoyment as they learn.

Learning in Music:
In Music, students use and create sound to communicate and express meaning and mood. Throughout the units, students will learn and practice an instrument of choice and will use this to perform and compose songs. Students will be engaged with knowledge and understanding of how music has been used in society over the years and will be exposed to different styles, genres and cultural sounds. Active participation and practice of music results in increased confidence and promotes wellbeing.

Course Outline (Topics)
Students study three units over the course of 3 semesters in Junior Music, commencing in Semester 1 of Year 9 and concluding at the end of Semester 1, Year 10.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Unit Title</th>
<th>Suggested Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>Unit 1: Discover</td>
<td>Through the study of fundamental music concepts, students will understand how these are used in the three areas of music: performance, composition and musicology.</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>Unit 2: Explore</td>
<td>Students will build on concepts learnt in unit one and apply these to influence the way we perform, analyse and compose music.</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>Unit 3: Individuality</td>
<td>Students will study various genres in music. They will investigate how musicians use their understanding of music elements and concepts to develop style and identity.</td>
</tr>
</tbody>
</table>

Assessment
Assessment strands: Making and Responding

1. **Making** in music involves performing (on an instrument/s or singing) and composing (creating and writing their own music on an instrument of their choice or using score writing programs or digital audio workstations).

2. **Responding** in music involves students analysing a song, visually or aurally, and evaluating its meaning and/or function.

Pathways
Students who successfully complete Junior Music will be encouraged towards further study in Music. **Introduction to General Music** is offered in Year 10, Semester 2. Students who intend on studying Music as a ‘General’ subject in Year 11 and 12 are highly recommended to take this subject in order to increase their competency and likelihood of success in future Music studies. Results for this subject may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, to the Queensland Certificate of Education (QCE) and includes external assessment.
Students will sample Home Economics for one Term of Year 7

Elective – Catering (one Semester only)

Elective – Fashion (one Semester only)

Elective – Catering (18 month course)

Elective – Fashion (18 month course)

Semester 1 Elective Catering (continued from Year 9)

Semester 1 Elective Fashion (continued from Year 9)

Semester 2 Elective Introduction to Food and Nutrition

Semester 2 Elective Introduction to Early Childhood Education

Semester 2 Elective Introduction to Hospitality

Semester 2 Elective Introduction to Fashion

General Syllabus Food and Nutrition

VET Certificate III in Early Childhood Education & Care

Applied Syllabus Hospitality Practices

Applied Syllabus Fashion

Junior Secondary

Year 7

Year 8

Year 9

Year 10

Semester 1

Senior Secondary

Year 10 (Semester 1)

Year 10 (Semester 2)

Years 11 and 12
**HOME ECONOMICS**

**Year 7**

**Brief Description of Subject**

Home Economics in Year 7 is linked with the subject Business. All students spend one term learning and practicing basic cooking skills.

**Course Outline (Topics)**

**Year 7**

Some activities in which students will engage include:

- Participation in group practicals
- Development of basic knife skills
- Practicing kitchen safety & hygiene
- Basic use and safety involved in stove tops and ovens
- Reading and understanding recipes
- Practicing measuring skills in the preparation of recipes
- Development of hand sewing skills such as threading a needle and sewing on buttons

All ingredients and textile requirements are provided by the Practical Arts department. Students will need to follow the relevant workplace, health and safety requirements.

**Assessment**

**Year 7:** Students will be assessed on their practical work and workbook over the course of the term.

**Pathways/Partnerships**

This core unit can lead to two elective subjects in years 8 and 9 – Catering and Fashion. Year 11 and 12 subjects are Home Economics, Certificate II or III in Hospitality, Certificate II or III in Kitchen Operations and Fashion SAS.
CATERING

Brief Description of Subject

Catering provides students with the opportunity to explore the area of food and a range of cooking skills from basic to more advanced.

Students will have a demonstration and cook weekly. The first term, students will have ingredients supplied for a fee and will work in groups. The second term, students will provide their own ingredients and will bring their cooking home.

This course will enable students to gain knowledge and to investigate the core food groups, nutrition and cooking principles to effectively produce products which match design challenges.

Course Outline (Topics)

Some activities in which students will engage include:

- Investigate, experiment and design food products
- Examine skills and techniques for producing healthy foods and meals
- Prepare a range of healthy adolescent food and meals
- Modify recipes
- Evaluate and reflect on products cooked.

Catering requires students to bring ingredients to practical lessons on a weekly basis. Students choosing this subject must follow the relevant Workplace, Health and Safety requirements.

Assessment

Students are assessed under these five broad criteria:

1. Knowledge and understanding
2. Investigating and designing
3. Producing
4. Evaluating
5. Reflecting

Assessment will include written assignments, a workbook and practical cooking tasks during the semester.

Pathways/Partnerships

This subject can be continued in Year 9 and will lead into senior subjects in year 10 Semester 2. Year 11 and 12 subjects are Home Economics, Certificate II or III in Hospitality and Certificate II or III in Kitchen Operations. This subject has been designed for students who enjoy cooking and working with food.
FASHION

Brief Description of Subject

Fashion provides students with the opportunity to explore the area of textiles and sewing to develop skills from basic to more advanced.

This subject is designed to put theory into practice, helping students to become more independent and to develop investigative, technological and practical skills.

This course will enable students to gain knowledge and to investigate sewing techniques, fashion trends and garment and fabric care.

Course Outline (Topics)

Some activities in which students will engage include:

- Practice safe work practices in textiles
- Explore design and embellishments in textiles
- Develop skills and techniques for working with fabric
- Investigate the care of fabrics
- Develop proficiency in the use of sewing machines and overlockers

Students will commence by making a drawstring bag and boxer shorts. Further textile items produced will be based on trends, student needs and skills.

Fashion requires students to purchase fabric and accessories for practical work. Students choosing this subject must follow the relevant Workplace, Health and Safety requirements.

Assessment

Students are assessed under these five broad criteria:

1. **Knowledge and understanding**
2. **Investigating and designing**
3. **Producing**
4. **Evaluating**
5. **Reflecting**

Assessment will include written tasks, folio and design work and practical items produced in the semester.

Pathways/Partnerships

This subject can be continued in Year 9. Year 11 and 12 subjects are Home Economics and Fashion SAS. This subject has been designed for students who enjoy sewing and want to develop their skills more extensively.
CATERING

Brief Description of Subject

Catering provides students with the opportunity to explore the area of food and a range of cooking skills from basic to more advanced.

This subject is designed to put theory into practice, helping students to become more independent and to develop investigative, technological and practical skills.

This course will enable students to gain knowledge and to investigate the core food groups, nutrition and cooking principles to effectively produce products which match design challenges.

The Year 9 Catering Program is designed around a different theme each term. Themes include eat for health, biscuit bonanza and cultural food.

Course Outline (Topics)

Some activities in which students will engage include:

- Investigate, experiment and design a food product
- Examine skills and techniques for producing healthy foods and meals
- Engage in dietary analysis and decision making
- Prepare a range of healthy adolescent food and meals
- Examine cultural influences, attitudes to food and preparation of multi-cultural foods
- Investigate menus and prepare foods from each course.

Catering requires students to bring ingredients to practical lessons on a weekly basis. Students choosing this subject must follow the relevant Workplace, Health and Safety requirements.

Assessment

Students are assessed under these five broad criteria:

1. Knowledge and understanding
2. Investigating and designing
3. Producing
4. Evaluating
5. Reflecting

Assessment will include a written assignment or a written test, a workbook and practical cooking tasks each semester.

Pathways/Partnerships

This subject can lead into elective subjects in Year 10 Semester 2 such as Introduction to Senior Home Economics and Introduction to Hospitality. Year 11 and 12 subjects are Home Economics, Certificate II or III in Hospitality and Certificate II or III in Kitchen Operations. This subject has been designed for students who enjoy cooking and working with food.
FASHION

Brief Description of Subject

Fashion provides students with the opportunity to explore the area of textiles and sewing to develop skills from basic to more advanced.

This subject is designed to put theory into practice, helping students to become more independent and to develop investigative, technological and practical skills.

This course will enable students to gain knowledge and to investigate sewing techniques, fashion trends and garment and fabric care.

Course Outline (Topics)

Some activities in which students will engage include:

- Practice safe work practices in textiles
- Explore design and embellishments in textiles
- Develop skills and techniques for working with fabric
- Investigate the care of fabrics
- Use computerised sewing machines and overlockers

The textile items made will be based on trends, fashion, student needs and skills. Some examples of items students could produce include pyjama sets, bath robes, skirts or shorts and shirts or dresses.

Fashion requires students to purchase fabric and accessories for practical work. Students choosing this subject must follow the relevant Workplace, Health and Safety requirements.

Assessment

Students are assessed under these five broad criteria:

1. Knowledge and understanding
2. Investigating and designing
3. Producing
4. Evaluating
5. Reflecting

Assessment will include written tasks, folio and design work, and practical items production each semester.

Pathways/Partnerships

This subject can lead into elective subjects in year 10 Semester 2 such as Introduction to Senior Home Economics and Introduction to Fashion. Year 11 and 12 subjects are Home Economics and Fashion SAS. This subject has been designed for students who enjoy sewing and want to develop their skills more extensively.
HOME ECONOMICS

Brief Description of Subject

Home Economics provides students with the opportunity to explore both the food and textiles aspects of the subject area. They will have the opportunity to develop a range of cooking and sewing skills from basic to more advanced.

This subject is designed to put theory into practice, helping students to become more independent and to develop investigative, technological and practical skills.

This course will enable students to gain knowledge and to investigate nutrition and cooking principles, as well as sewing techniques, to effectively produce products which match design challenges.

Please note: Students cannot do Catering and Home Economics as the same units are covered. Students may do Home Economics and Fashion.

Course Outline (Topics)

Some activities in which students will engage include:

- Investigate, experiment and design a food product
- Examine skills and techniques for producing healthy foods and meals
- Examine cultural influences, attitudes to food and preparation of multi-cultural foods
- Explore and prepare foods from the different courses on a menu
- Practice safe work practices in textiles
- Develop skills and techniques for working with fabric

The textile items made will be based on trends, fashion, student needs and skills. Some examples of items students could produce include pyjama sets, bath robes and skirts or shorts.

Home Economics requires students to bring ingredients to practical lessons on a weekly basis during one term each semester and to provide fabric for their sewing article. Students choosing this subject must follow the relevant Workplace, Health and Safety requirements.

Assessment

Students are assessed under these five broad criteria:

1. Knowledge and understanding
2. Investigating and designing
3. Producing
4. Evaluating
5. Reflecting

Assessment will include two written activities related to practical cooking tasks. Practical cooking skills and elements of textiles practical work will also be assessed.

Pathways/Partnerships

This subject can lead into elective subjects in year 10 Semester 2 such as Introduction to Senior Home Economics, Introduction to Fashion and Introduction to Hospitality. Year 11 and 12 subjects are Home Economics, Cert II or III in Hospitality or Certificate II or III in Kitchen Operations and Fashion SAS. This subject has been designed for students who enjoy cooking and working with food and who also want to develop their sewing skills.
Students will sample Visual Arts and Media for one Term of Year 7

- **Elective – Visual Arts**
  - (One Semester Only)

- **Elective – Media**
  - (One Semester Only)

**Year 8**

- **Elective – Visual Arts**
  - (18 months course)

- **Elective – Media**
  - (18 months course)

**Year 9**

- **Elective – Visual Arts**
  - (Continued on from Year 9)

- **Elective – Media**
  - (Continued on from Year 9)

**Year 10**

- **Semester 2 Elective**
  - Fast Track Art

- **Semester 2 Elective**
  - Fast Track Visual Arts in Practice

- **Semester 2 Elective**
  - Fast Track Film, Television and New Media

**Year 11 and 12**

- **General Syllabus**
  - Visual Art

- **Applied Syllabus**
  - Visual Arts in Practice

- **General Syllabus**
  - Film, Television and New Media

- **Applied Syllabus**
  - Media Arts in Practice
Brief Description of Subject
This subject focuses on students producing and responding to meaning in media texts. The subject of Media enables students to be critical media users who will demand, and contribute to, a greater diversity of media in the future. Students become equipped to live in a global community which communicates through various technologies that combine still and moving images, words and sounds.

Course Outline (Topics)

Year 7:
Students gain knowledge and understanding through five interrelated concepts that are common in all forms of media communication: media languages, technologies, audiences, institutions and representations.

Unit of study:
The following outline gives an indication of the types of concepts to be used as the basis for student learning experiences in Media:
- **Introduction to Animation**
  Students critique, develop knowledge, understanding and proficiencies in stop motion animation.

Year 8:
Students continue to gain knowledge and understanding through five interrelated concepts that are common in all forms of media communication: media languages, technologies, audiences, institutions and representations.

Unit of study:
The following outline gives an indication of the types of concepts to be used as the basis for student learning experiences in Media:
- **Introduction to Media**
  Students respond to, produce and construct within the concept of mass media (advertising, film genres, mobile phone use, storyboarding), while being introduced to a variety of technologies and media.

Assessment
Students are assessed under these two broad criteria:

1. **Making**
2. **Responding**

Assessment techniques include:
- Research, critiques and other writing and reflection tasks.
- Productions that may include digital photography, ICTs, cartooning, short video and multimedia productions and animation.
- Workplace and teacher observations.

Pathways/Partnerships
This subject can lead into elective subjects in year 10 Semester 2 such as Fast Track Art or Visual Art Studies. Year 11 and 12 subjects are Art, Visual Art Studies, Film, Television and New Media and Media Studies.
MEDIA

Brief Description of Subject
This subject focuses on students producing and responding to meaning in media texts. The subject of Media enables students to be critical media users who will demand, and contribute to, a greater diversity of media in the future. Students become equipped to live in a global community which communicates through various technologies that combine still and moving images, words and sounds.

Course Outline (Topics)
During year 9 Media students expand and build on their prior knowledge and understanding of Media through five interrelated concepts that are common in all forms of media communication: media languages, technologies, audiences, institutions and representations.

Unit of study:
The following outline gives an indication of the types of concepts to be used as the basis for student learning experiences in Media:

- **Are You Game? Board Games** - Students respond to, produce and construct a board game based on a recently released movie, TV show or computer game. The unit is concerned with multiple aspects of mass media, including marketing, target audiences, product placement. Current technologies and art based media are used.

- **eZines** - Students respond to the multi-modal literacies of the internet and explore how eZines are similar and/or different to traditional magazines. Students construct a cover for an eZine using Photoshop and / or similar software.

- **Animation** - This unit is based on the history of animation. Students produce and construct their own animation, while responding to an investigation of animation within the media at large.

- **Are you sending the right message? Creating Mass Media** - Students explore how mass media can influence a targeted audience; and produce a media text (news report, narrative, music video) which challenges the stereotypes of teen culture positively.

Assessment

Students are assessed under these two criteria:

1. Making
2. Responding

Assessment techniques include:
- Research, critiques and other writing and reflection tasks.
- Productions that may include digital photography, ICTs, cartooning, short video and multimedia productions and animation.
- Workplace and teacher observations.

Pathways/Partnerships
- This subject can lead into elective subjects in year 10 Semester 2 such as Fast Track Art or Visual Art Studies. Year 11 and 12 subjects are Art, Visual Art Studies, Film, Television and New Media and Media Studies.
VISUAL ARTS

Brief Description of Subject
Visual Art enables students to critically think in new and creative ways. In creating art, students explore a range of art mediums (both two and three dimensional); investigate processes, techniques and technologies to develop diverse folios of work. They also learn to write about art in a variety of contexts and develop skills in critical analysis and interpretation. The year 7 Visual Art experience establishes a foundation for further studies in Visual Art.

Course Outline (Topics)
Students gain knowledge and understanding; in addition to creating and presenting artworks within four different conceptual units, while being introduced to visual literacies.

Units of study:
The following outline gives an indication of possible concepts and media exploration to be used as the basis for student learning experiences in Visual Art and a progression of knowledge in an art studio environment.

TIME, Sight & Place – Media exploration of 2D photography. Students use digital photography to interpret and explore their natural and constructed environment.

Sackies – Media exploration of 3D sculpture and caricature. Students manipulate clay with textures, exaggerated features and glazes to create a caricature “sackie”.

SIGHT: Lens of Perspective – Media exploration of 2D composition. Students analyse the work of an artist and use this as stimulus to create their own dreamscape.

Assessment
Students are assessed under these two criteria:

1. Making
2. Responding

Assessment techniques include:
1. Research, critiques and other writing and reflection tasks.
2. Folios of work which may include painting, printmaking, drawing, collage, digital photography, communication technologies, three dimensional and ceramic works.
3. Workplace and teacher observations.

Pathways/Partnerships
This subject can lead into elective subjects in year 10 Semester 2 such as Fast Track Art or Visual Art Studies. Year 11 and 12 subjects are Art, Visual Art Studies, Film, Television and New Media and Media Studies.
VISUAL ARTS

Brief Description of Subject
Visual Art enables students to think in new and creative ways. In creating art, students explore a range of art mediums (both two and three dimensional); investigate processes, techniques and technologies to develop diverse folios of work. They also learn to write about Art in a variety of contexts and develop skills in critical analysis and interpretation. This establishes a foundation for continued studies in Visual Art.

Course Outline (Topics)
Visual Art in year 8 provides students with an opportunity to further gain knowledge and understanding; and create and present artworks with various media within concepts while expanding on visual literacies.

Units of study:
The following outline gives an indication of possible concepts and media exploration to be used as the basis for student learning experiences in Visual Art and a progression of knowledge in an art studio environment.

Possible concepts include:
- Portraiture
- Heroes
- Still Life
- Landscape
- Elements and Principles of Design

Possible media exploration includes:
1. Clay
2. Printmaking
3. Drawing
4. Painting
5. Mixed Media
6. Digital Photography/media

Assessment
Students are assessed under these two criteria:

1. Making
2. Responding

Assessment techniques include:

1. Research, critiques and other writing and reflection tasks.
2. Folios of work which may include painting, printmaking, drawing, collage, digital photography, communication technologies, three dimensional and ceramic works.
3. Workplace and teacher observations.

Pathways/Partnerships
This subject can lead into elective subjects in year 10 Semester 2 such as Fast Track Art or Visual Art Studies. Year 11 and 12 subjects are Art, Visual Art Studies, Film, Television and New Media and Media Studies.
VISUAL ARTS

Brief Description of Subject
Visual Art enables students to think in new and creative ways. In creating art, students explore a range of art mediums (both two and three dimensional); investigate processes, techniques and technologies to develop diverse folios of work. They also learn to write about art in a variety of contexts and develop skills in critical analysis and interpretation. This subject extends students' prior knowledge founded in previous studies of Visual Art in year 7 and year 8, while establishing greater foundations for continued studies in Visual Art.

Course Outline (Topics)
Visual Art in year 9 provides students with an opportunity to further gain knowledge and understanding; and create and present artworks with various media within concepts and visual literacies based on their prior knowledge.

Units of study:
The following outline gives an indication of possible concepts and media exploration to be used as the basis for student learning experiences in Visual Art and a progression of knowledge in an art studio environment:

Cupboard of Dreams - This unit focuses on the art practice of Surrealism. Media exploration includes drawing, painting and mixed media.

Crossing Cultures - This unit focuses on contemporary Indigenous art and the concept of identity. Media exploration includes drawing, printmaking, digital and mixed media.

Expression in Art – This unit is concerned with Expressionism as a contemporary/postmodern art practice as much as a movement/style of modernism. Students create a 2D mixed media piece based on a social issue.

Assessment
Students are assessed under these two criteria:

- Making
- Responding

Assessment techniques include:

1. Research, critiques and other writing and reflection tasks.
2. Folios of work which may include painting, printmaking, drawing, collage, digital photography, communication technologies, three dimensional and ceramic works.
3. Workplace and teacher observations.

Pathways/Partnerships
This subject can lead into elective subjects in year 10 Semester 2 such as Fast Track Art or Visual Art Studies. Year 11 and 12 subjects are Art, Visual Art Studies, Film, Television and New Media and Media Studies.