



Junior Curriculum Handbook 2017





Mission Statement

St Stephen's Catholic College is a community which strives to create a sense of family.

The College fosters a harmonious, safe and nurturing learning environment that supports students in developing respect, responsibility and confidence.

Students are encouraged to become independent, life-long learners capable of adapting to a rapidly changing and increasingly technological world.

We seek to develop compassionate, whole people who are morally autonomous and have an awareness of God's presence.

Students are encouraged to build successful relationships, communicate effectively and achieve their personal best.



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St Stephen's Catholic College

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VISION FOR TEACHING AND LEARNING

St Stephen's Catholic College believes in a quality, holistic and relevant education. The College is open to all learners with a commitment to excellence in teaching and learning in a caring and pastoral environment. Students are encouraged to achieve their fullest potential spiritually, intellectually, vocationally, physically, emotionally and culturally.

Recognising that each child is unique, St Stephen's Catholic College explores educational philosophies, resources, structures and organisation to develop programs and provide opportunities that respond to the needs of students.

Through the process of teaching and learning, the focus at Stephen's Catholic College is to:

- Create meaningful curriculum and utilise appropriate pedagogies and structures that recognise that students learn differently and at different times
- Develop an academic curriculum that promotes a broad knowledge base and a global perspective, the skills of thinking, and confidence and skill in the use of technology within a challenging and supportive environment which develops individuals as both independent and collaborative learners
- Be learner-centered and support the holistic development - spiritual, social, emotional, cognitive and physical - of the learners
- Use appropriate technology to enhance the process of teaching and learning
- Establish seamless transitions at the significant progression points of Year 6 and 7 and Year 10 & 11

At St Stephen's Catholic College, the curriculum is organised within nine learning areas, eight of which are consistent with Australian Curriculum Assessment Reporting Authority (ACARA). The ninth learning area is Religion as derived from Brisbane Catholic Education.

THE FOUNDING PRINCIPLES

- Continuing the work of God's salvation and to be a presence of Christ within the context of the Tablelands community
- Involving the College community within the mission of the Church which is to proclaim the good news of salvation and provide opportunities for our community to live knowingly as children of God
- Parents, students and staff are partners in promoting the formation of the whole person academically, emotionally, spiritually, socially and physically
- Ensuring a Christian presence in a society marked by cultural pluralism and constant change
- Promotion of a sense of stewardship for our environment
- Learning is life-long and engaging as it fosters investigation and wonder
- Providing opportunities for members of the College community to realise their unique giftedness and encourage individual members to utilise their gifts to create a better world and further the Kingdom of God
- To provide a safe, caring community which values 'family', relationships and connectedness in which students can grow and learn according to the values and teachings of Jesus
- Value the uniqueness of each individual and enhance the emotional well-being of all members of the College community
- To be an environment in which parents, staff and students are encouraged to be accepting of their personal uniqueness and to be resilient and confident
- To provide a vision and outlook on life reflecting the values and teachings of Christ. This vision and outlook should permeate all curricula and co-curricula experiences. Education is the development of man from within freeing man from that conditioning which would prevent man from becoming a fully integrated human being. (The Catholic School, 29)
- An integration of faith and culture that encourages not merely an attainment of knowledge but also the acquisition of values and the discovery of truth. The integration of faith and life is acknowledged as a life-long process of conversion until individuals become what God wishes them to be. (The Catholic School, 1992 para 45)

GENERAL INFORMATION

YEARS 7 AND 8

The Year 7 and 8 curriculum is designed to be a two-year prescribed pattern of study fully compliant with the Australian Curriculum and the recommended notional teaching hours prescribed by the Queensland Curriculum and Assessment Authority (QCAA). In Year 7 and 8 there are no elective options.

The curriculum consists of major core and minor core or rotational subjects. The major core consists of Religion, English, Mathematics, Science, Health and Physical Education, History and Geography; these subjects are full year or semester courses. The rotational subjects are developed from the Arts, Technology, Languages and Humanities and Social Sciences learning areas.

The academic curriculum is designed to provide all students with a broad curriculum experience that will lead to informed decision-making when elective choices have to be made in Year 9.

During Year 7 and 8, students experience a range of electives for short periods of time to allow them to become familiar with the content and requirements of various subjects. Students are also given the opportunity to select the language to be studied.

Please note that adjustments to the typical student workload can be made for students with a disability, learning difficulties, for gifted and talented students, and for other circumstances particular to the needs of an individual student. Requests for variations to student workloads should be made to the Deputy Principal, Curriculum.

For each semester across Years 7 and 8, the typical student curriculum program involves the study of eight subjects.

MAJOR CORE	MINOR CORE
Religion (RE)	Languages
English (EN)	French (FRN)
Mathematics (MAT)	Italian (ITL)
Science (SCI)	Japanese (JAP)
History (HIS)	The Arts
Geography (GEO)	Drama (DRA)
Health & Physical Education (HPE)	Media Art (MED)
	Music (MUS)
	Visual Art (VAR)
	Technologies
	Digital Technology (DIGTECH)
	Food Technology (FTEC)
	Graphics (GRA)
	Industrial Design and Technology(ITD)
	Robotics (ROB)
	Humanities and Social Sciences
	Civics & Citizenship (CIV)
	Economics & Business (ECBUS)

GENERAL INFORMATION

YEAR 9

The Year 9 academic curriculum draws upon the Australian Curriculum for Years P-10, which includes the English, Mathematics, Science, Health & Physical Education, History, Geography, Languages other than English, the Arts, and Technology as well as Religion. Students in Year 9 must study English, Mathematics, Science, Health and Physical Education, as well as Religion for the whole year. History and Geography are also part of the mandatory academic curriculum but are studied for one semester only. Students are then required to choose two subjects from the available elective choices. Core subjects are considered essential as preparation for appropriate senior courses and for providing students with a broad general education that will assist them in their transition into a variety of pathways.

Elective subjects complement the core programme. They appeal to and cater for a wide range of abilities, interests and ambitions. In Year 9, students will study two electives each semester. Students electing to study a language or Music are expected to do so for the full year.

CORE
Religion (RE)
English (EN)
Mathematics (MAT)
Science (SCI)
History (HIS)
Geography (GEO)
Health & Physical Education (HPE)

ELECTIVES
Languages French (FRN) Italian (ITL) Japanese (JAP)
The Arts Drama (DRA) Music (MUS) Visual Art (VAR)
Technologies Food Technology (FTEC) Graphics (GRA) Industrial Design and Technology (ITD) Information Technology (TEC)
Humanities & Social Sciences Civics & Citizenship (CIV) Economics & Business (ECBUS)

YEAR 10

In Year 10 the curriculum is divided into core and elective structure similar to that in Year 9. Students in Year 10 must study English, Mathematics, Science, Health and Physical Education, as well as Religion for the whole year. History and Geography are also part of the mandatory academic curriculum but are studied for one semester only. Students are then required to choose two subjects from the available elective choices. Many of the units studied at this level are designed specifically to prepare students for the rigours of studying at Years 11 and 12. The level of academic work increases significantly in Year 11, and unless a student works steadily in Year 10 and develops sound study habits they are likely to experience difficulty in coping with the demands of senior studies. For these reasons elective subjects are studied for the whole year.

CORE
Religion (RE)
English (EN)
Mathematics (MAT) - Ordinary or Advanced
Science (SCI)
History (HIS)
Geography (GEO)
Health & Physical Education (HPE)

ELECTIVES
Languages Japanese (JAP), Italian (ITL), French (FRN)
The Arts Drama (DRA) Music (MUS) Visual Art (VAR)
Technologies Food Technology (FTEC) Graphics (GRA) Industrial Design and Technology (ITD) Information Technology (TEC)
Humanities & Social Sciences Study of Humanities (HUM)

Semester 2 only
Short courses in Literacy and Numeracy will be offered to eligible students.

GENERAL INFORMATION

YEARS 11 AND 12

The needs of the individual are at the centre of the Senior Curriculum and the college provides various paths to further study and careers. Students may embark on a rigorous academic program which prepares them for higher education learning or they may access an alternative pathway which includes school-based apprenticeships and traineeships combined with Certificate courses offered by TAFE and other outside providers. Years 11 and 12 students are offered a wide range in Queensland Curriculum and Assessment Authority and Authority Registered subjects.

AUTHORITY SUBJECTS

Accounting
Biology
Business Management
Chemistry
Drama
English
Geography
Graphics
Information Technology Systems
Japanese
Legal Studies
Mathematics A
Mathematics B
Mathematics C
Modern History
Music
Physical Education
Physics
Study of Religion
Engineering Technology
Visual Art

AUTHORITY REGISTERED SUBJECTS

English Communication
Hospitality Practices
Prevocational Mathematics
Recreation
Religion and Ethics
Science in Practice

STAND ALONE CERTIFICATE COURSES

Certificate I in Engineering
Certificate II in Furniture Making

SUBJECT SELECTION

Planning a course of study for Year 8 into Year 9

Step one: Each family with a Year 8 student is provided with a copy of the Junior Curriculum Handbook with descriptions of subjects. This occurs at a special information evening. Parents can discuss options with College Staff.

Step two: Students indicate their subject preferences using the subject selection form.

Step three: Parents and students make their final choice from lines which are offered.

Planning a course of study for Year 10 into Year 11

Step one: Students in Year 9 are briefed about subject offerings in Year 10 and the process for selecting electives.

Step two: Each Year 9 student is provided with a copy of the Junior Curriculum Handbook with descriptions of subjects. Parents can discuss options with college Staff.

Step three: Students indicate their subject preferences using the subject selection form.

Step four: Parents and students make their final choice from lines which are offered.

Changing electives

The procedure that should be followed by students wanting to change an elective subject during Year 9 or 10.

Step one: Before the start of the semester, students will receive a form outlining the electives which were chosen.

Step two: Students who wish to make changes to their chosen electives must collect a change of elective form from Student Services and take the form home to discuss the change with parents. This form is to be signed by the parents and returned to the Deputy Principal.

Step three: The student may be seen and further counseled by the Deputy Principal.

Step four: The student and relevant teachers will be advised of any change. The student will be issued with a new timetable if space is available in the desired class. If the class is full, the student will be placed on a waiting list.

GENERAL INFORMATION

YEARS 7 – 10 CURRICULUM OVERVIEW

	YEAR 7		YEAR 8		YEAR 9		YEAR 10	
LEARNING AREA	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Religion	✓	✓	✓	✓	✓	✓	✓	✓
English	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓	✓	✓	✓
Health & Physical Education	✓	✓	✓	✓	✓	✓	✓	✓
• Food Technology	✕		One unit on term rotation		Elective Units		Elective course	
Social Sciences and Humanities								
• History	Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2	
• Geography	Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2	
• Economics & Business	One unit on term rotation		One unit on term rotation		Elective Unit		Study of Humanities	
• Civics & Citizenship	One unit on term rotation		One unit on term rotation		Elective Unit			
Languages								
• French	One nominated unit on term rotation		One nominated unit on term rotation		Elective units		Elective course	
• Italian					Elective units		Elective course	
• Japanese					Elective units		Elective course	
Technologies								
• Digital	Two units on term rotation		Two unit on term rotation		Elective units		Elective course	
• Design	One unit on term rotation		Two units on term rotation		Elective units		Elective course	
The Arts								
• Media Art	One unit on term rotation		One unit on term rotation		✕		✕	
• Visual Art	One unit on term rotation		One unit on term rotation		Elective units		Elective course	
• Music	One unit on term rotation		One unit on term rotation		Elective units		Elective course	
• Drama	One unit on term rotation		One unit on term rotation		Elective units		Elective course	

Subject units are studied for a semester, whereas subject courses are designed to be implemented over a year.

RELIGION

Religion challenges students to live the gospel of Jesus Christ and become literate in the Catholic and broader Christian tradition so that they can participate critically and authentically in faith contexts and the wider society. Students consider how they can be authentic witnesses to the mission of Jesus Christ in the world today and become religiously literate as they create, communicate, critique, analyse, evaluate, ritualise, worship, read and reflect with others in a variety of religious and secular contexts.

Religion in Years 7 – 10 at St Stephen's Catholic College is guided by the Religion Curriculum P-12 which involves four strands: Sacred Texts, Beliefs, Church and Christian Life. Each of these is explained below:

Sacred Texts

Students develop knowledge and understanding of the Old Testament, the New Testament and other Christian and spiritual writings and wisdom. They apply these to relevant and contemporary contexts.

Beliefs

Students develop knowledge and understanding of core beliefs and teachings of the Church. They also investigate perspectives on human existence as well as other world religions.

Church

Students develop knowledge and understanding of how God's covenant with His people is nurtured within the faith community, its prayer and worship.

Christian Life

Students develop knowledge and understanding in three major areas of Christian living: moral formation, mission and justice, and prayer and spirituality.

These strands are interrelated and are taught in an integrated way through term units (detailed below) which are driven by a key inquiry question and are appropriate to school, parish and community contexts.

Assessment

Standards in Religion will be determined using the following strands:

- Knowledge and understanding
- Evaluative processes
- Communication skills

Assessment tasks in Religion may include: multimodal presentations, extended writing responses, examinations and persuasive oral presentations.

Pathways for Years 11 and 12

In Years 11 and 12, students may choose to study either Religion and Ethics (authority-registered subject) or Study of Religion (authority subject). Students should aim to achieve at least a sound result in Year 10 before proceeding to Study of Religion in Year 11.

	SEMESTER ONE	SEMESTER TWO
YEAR 7	<ul style="list-style-type: none"> • Community of Believers – Why aren't our sports houses named after our Olympians? • Liturgy, Prayer and Sacraments – How can I speak to God and how does he speak to me? 	<ul style="list-style-type: none"> • Studies in Scripture – How is an ancient text relevant to my life today? • Moral Choices – How do my choices affect my own life and that of others?
YEAR 8	<ul style="list-style-type: none"> • Trinity and Prayer – How can three persons really be one? • Sacraments of Initiation – Why is initiation vital to the Christian Journey? 	<ul style="list-style-type: none"> • Mission Matters – How do we all play a role in making the world a better place? • Movers and Shakers – Who rocked the Church?
YEAR 9	<ul style="list-style-type: none"> • Making Sense of Jesus - How are the Christian scriptures relevant to young people today? • Good vs Evil - If our God is a good God, why do sin, evil and imperfection exist? 	<ul style="list-style-type: none"> • The Call to Holiness - How will I know when I get - the call? • Restoring the Balance - Why should I care?
YEAR 10	<ul style="list-style-type: none"> • The Mystery of God - Why all the mystery? • Responding to the Signs of the Times - Do I have the courage to care? 	<ul style="list-style-type: none"> • Investigating World Religions - How are the 'golden rules' expressed in major world religions? • Making, Amends, Moving Forward - How is our world crying out for forgiveness?

ENGLISH

Students study two semesters of English in each year level from Years 7 to 10. The English curriculum is organised in semester units and follows a spiral structure. This allows a revisiting of contexts and genres along with a sequence of increasingly complex language studies. While all learning areas promote the development of students' language, English has a particular responsibility for the development of students' use and knowledge of English. A Whole School Literacy Plan is designed to ensure that literacy skills are developed within all other learning areas.

The English curriculum is guided by Australian Curriculum requirements and is built around the three interrelated concept strands: Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Years 7-10, students engage with, and create a range of imaginative, informative and persuasive types of texts. They listen to, read, view, interpret, create, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is the aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, novels, poetry and dramatic performances. Grammar, punctuation and spelling skills are taught explicitly and students are encouraged to incorporate increasingly sophisticated vocabulary in their written tasks as they progress from Year 7 to Year 10.

As students move from Year 7 to Year 10, they also consider themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of contemporary media, and the differences between media contexts.

Considerations for Years 11 and 12

There are two English subjects offered (Senior English and English Communication) in Years 11 and 12. In Year 10, English classes are organised to prepare students for senior English. For students planning to study OP English, the rigour of the course will increase significantly in order to adequately prepare them for senior curriculum requirements. Students should aim to achieve at least a sound result in Year 10 before proceeding to Senior English in Year 11. Students who plan to select a vocational pathway will have the option to study a Literacy Short Course involving practical, life-related learning experiences.

Literacy Short Course

In this course of study students will: (by invitation for eligible students)

- learn a variety of strategies to develop and monitor their own learning
- select and apply reading and oral strategies to comprehend and make meaning in texts
- demonstrate the relationships between ideas and information in written, oral, visual or electronic texts
- evaluate and communicate ideas and information in written, oral, visual or electronic modes
- learn and use textual features and conventions, including vocabulary and grammatical structures.

	SEMESTER ONE	SEMESTER TWO
YEAR 7	<ul style="list-style-type: none"> • Foundational English Skills Portfolio • Persuasive Oral Presentation • Novel Study - Narrative 	<ul style="list-style-type: none"> • Descriptive Writing - Oral Recount • Poetry and Lyrics Study • Novel Study - Portfolio of responses to text
	Grammar and spelling skills embedded in curriculum, explicitly taught, and tested regularly.	
YEAR 8	<ul style="list-style-type: none"> • Novel Study – Portfolio of responses to text • Film Study - Review 	<ul style="list-style-type: none"> • Historical Novel Study - Narrative Extension • Poetry – E-book • Persuasive Texts - Advertising
	Grammar and spelling skills embedded in curriculum, explicitly taught, and tested regularly.	
YEAR 9	<ul style="list-style-type: none"> • Film Study - Persuasive Speech • Persuasive Writing - E-Magazine • Poetry - Recital 	<ul style="list-style-type: none"> • Poetry and Lyrics Analysis • Transforming Text - Scriptwriting • Novel Study - Analytical Essay
	Grammar and vocabulary extension skills explicitly taught and tested regularly.	
YEAR 10 (Pre English)	<ul style="list-style-type: none"> • Novel Study - Creative Response • Film Study - Critical Analysis Essay • Poetry - Multimodal Presentation 	<ul style="list-style-type: none"> • Shakespeare's Romeo and Juliet - Monologue and Short Response Exam • Persuasive Texts - Feature Article • Novel Study - Expository Essay
YEAR 10 (Pre English Communication)	QCAA Literacy Short Course: (See above)	
	Grammar and vocabulary extension skills consolidated throughout the year.	

MATHEMATICS

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Mathematics across all years of schooling focuses on students' development of knowledge and ways of working in a range of situations from real life to the purely mathematical. This has an important role in the development and consolidation of numeracy skills.

Course Content

The Australian Curriculum: Mathematics provides students with the essential skills to develop numeracy capabilities that all students will need in their personal, work and civic life. There are three content strands for Junior Mathematics:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Mathematics Development Pathway

St Stephen's Catholic College endeavours to provide an education that caters to all students based on their mathematical abilities. Classes are purposely grouped to ensure that students are learning at a level which meets them where they are at.

Mathematics Tutoring

Mathematics tutoring is available to students in all year levels on both Tuesdays and Thursdays during second recess in the MCR. After school tutoring is also available for senior students (Years 10-12) on Wednesdays from 3-4pm in the library.

Mathematics Enrichment Programs at St Stephens Catholic College

In 2016, a Year 7 Maths Enrichment Program was trialled to further extend students who have been performing well above year level expectations. Students were selected for the program based on NAPLAN, PAT test and school based assessment results. In 2016, students were enrolled in the Australian Mathematics Trust Mathematics Challenge for Young Australians Enrichment Program which was held over several months, competing against other students across Australasia. Students met with the Enrichment Mentor for weekly lessons during scheduled maths classes to discuss answers to twelve challenging problems. Students across all year levels are offered the opportunity to compete in both the Australian Mathematics Competition (AMT) and the ICAS Mathematics Competition.

Assessment

Students will engage in a range of formative and summative assessment items throughout the year. Assessment instruments may include but are not limited to; extended modeling and problem-solving tasks, reports, supervised tests and assignments using computer and hand held technologies. Standards in Mathematics will be determined using two criteria:

- Fluency and understanding
- Problem-solving and reasoning

Homework

Homework is considered essential for developing expertise in mathematical skills and techniques. It will be set on a regular basis to enable completion and reinforcement of class activities and as preparation for assessment tasks

Year 10 Mathematics Courses

In Year 10, students are placed into differentiated courses based on their ability.
Advanced Mathematics (10A), Ordinary Mathematics (10) or a Mathematics Short Course (Sem 2 only)

Advanced Mathematics (10A) (Invitation only)	The Advanced Mathematics course is designed to prepare students for the Mathematics B and C courses in Year 11 and 12. This course is recommended for students who have achieved a B+ average or higher in Year 9. The Advanced Mathematics course focusses on concepts such as linear algebra, indices and surds, quadratic equations, trigonometry and logarithms. The course also covers topics such as number and finance, measurement and probability and statistics.
Ordinary Mathematics (10)	The Ordinary Mathematics course is designed to prepare students for the Mathematics A course in Year 11 and 12. This course is recommended for students who have achieved a B average or lower in Year 9. The Ordinary Mathematics course focusses on concepts such as measurement, geometry, number and finance, and probability and statistics whilst still fulfilling the minimum requirements for algebra as outlined in the Australian Curriculum.
Numeracy Short Course (Sem 2 only) (Invitation only)	A Numeracy Short Course is available to students in Semester 2 of Year 10 who are failing to meet the requirements of the Ordinary Mathematics course. This course is designed to prepare students for the Pre-Vocational Mathematics course in Year 11 and 12. This course focusses on number and calculations, shape and space, data and statistics, measurement, location and direction and formulas and algebra. Successful completion of this course will count for one point towards a student's Queensland Certificate of Education.

SCIENCE

Science provides an empirical way of answering interesting questions to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. The thinking and problem-solving skills developed during the course supports students to make informed decisions about local, national and global issues. Students are provided with a strong foundation for further study of the senior sciences and science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them.

The Overarching Ideas

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are:

- patterns, order and organisation
- form and function
- stability and change
- systems
- scale and measurement
- matter and energy

Assessment

Standards in Science will be determined using two strands:

- **Science Understanding**
- **Science Inquiry Skills**

Assessment will be undertaken using a broad range of strategies and may include field reports, practical tasks, class tests, research assignments, presentations, group and individual tasks.

Homework

Homework will be an essential part of the learning and assessment process. Students may be given homework to consolidate class work when appropriate. Regular revision of class work, wider reading and independent research of topics will contribute to success as a learner in Science. Students will need to develop good time management skills.

Pathways to Years 11 and 12

The two broad purposes of Science learning in Year 10 are to:

- prepare students for studying senior Authority subjects - Biology, Chemistry and Physics – and the Science in Practice SAS
- enhance the development of scientifically literate individuals

	UNITS
YEAR 7	Science Skills & Separating Mixtures - <i>Chemical sciences</i> The Living World - <i>Biological sciences</i> Forces & Machines - <i>Physical sciences</i> Reasons for Seasons and The Earth's Resources - <i>Earth and space sciences</i>
YEAR 8	What's the Matter? - <i>Chemical sciences</i> Cells & Systems - <i>Biological sciences</i> Earth's Geology - <i>Earth and space sciences</i> Transformers - <i>Physical sciences</i>
YEAR 9	Waves and Particles - <i>Physical sciences</i> Life in the Balance - <i>Biological sciences</i> The Changing Earth - <i>Earth and space sciences</i> Patterns in Chemical Sciences - <i>Chemical sciences</i>
YEAR 10 *	Energy in Motion - <i>Physical sciences</i> Inheritance and Evolution - <i>Biological sciences</i> Global Systems and The Universe - <i>Earth and space sciences</i> Periods and Products - <i>Chemical sciences</i>

* The Year 10 program may be amended pending any changes necessitated by the introduction of the new QCAA Senior Science syllabi in 2018.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices. Health and Physical Education is informed by these sciences and offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Assessment

Standards in Health and Physical Education will be determined using the following strands:

- Acquire & Apply Physical Skills (Years 7 & 8)
- Acquire & Apply Theoretical Concepts (Years 7 & 8)
- Apply & Evaluate Physical Skills and Strategies (Years 9 & 10)
- Apply & Evaluate Theoretical Concepts (Years 9 & 10)

Assessment tasks in Health and Physical Education may include: workbooks, short response tests, extended response tests, multi-modal presentations, research tasks and practical performances.

Homework

Homework tasks will be set to reinforce or complete theoretical work covered in class or to rehearse specific movements.

Pathways to Years 11 and 12

Students who take Health and Physical Education will be exposed to terminology, concepts, assessment techniques and standards, movement skills and standards required in Year 11 and 12 Physical Education (Authority subject) and Recreation.

	THEORY	PRACTICAL
YEAR 7	<ul style="list-style-type: none">• Think Safe, Act Safe, Be Safe• Eat Well, Live Well• Health Benefits of Physical Activity	<ul style="list-style-type: none">• Swimming• Athletics• Ball Skills• Rhythms & Dance
YEAR 8	<ul style="list-style-type: none">• Mental Health & Wellness• Positive Relationships• Get Smart About Drugs	<ul style="list-style-type: none">• Swimming• Athletics• Ball Skills• Rhythms & Dance
YEAR 9	<ul style="list-style-type: none">• Food & Nutrition• Relationships & Sexuality• Safety- First Aid• The Dangers Of Alcohol & Other Drugs	<ul style="list-style-type: none">• Tennis• Netball• Athletics• Touch• Futsal• Softball
YEAR 10	<ul style="list-style-type: none">• Healthy People, Healthy Communities• Performing In Games & Sports• Fit To Dance• The Great Outdoors	<ul style="list-style-type: none">• Cricket• Basketball• Soccer• Gaelic Football• Swimming• Volleyball

HEALTH AND PHYSICAL EDUCATION

FOOD TECHNOLOGY

This course offers the students the opportunity to develop the following skills:

- Effective decision making and management
- Understanding of the individual within family and social contexts
- Manipulation of skills for human survival

Assessment

Assessment will include: exams, practical cooking, process journals and presentations.

Homework

Homework demands will vary but may include written preparation for practical classes, practical preparation, assignment work and study to consolidate work studied in class.

Pathways to Years 11 and 12

Undertaking this unit of study will enable students to cope with the demands of Year 11 and 12 Hospitality.

YEAR 8 Eat well, live well	<ul style="list-style-type: none">• Personal hygiene & safety in the kitchen• Nutrition	<ul style="list-style-type: none">• Principles & techniques of cookery
YEAR 9 What's on the menu and Advance Australia Fare	<ul style="list-style-type: none">• Food Presentation• Bush Foods• Diet Related Diseases	<ul style="list-style-type: none">• Multicultural foods• Food Production Skills
YEAR 10 Semester 1	<ul style="list-style-type: none">• Food to meet special dietary needs• Food for special occasions• Cake Decorating	<ul style="list-style-type: none">• Food preparation and production skills• Food presentation
YEAR 10 Semester 2	<ul style="list-style-type: none">• Menu Types• Workflow planning• Celebration Cooking	<ul style="list-style-type: none">• Food preparation and production skills• Food presentation

HUMANITIES AND SOCIAL SCIENCES

HISTORY

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Assessment

Standards in History will be determined using two strands:

- Historical Knowledge and Understanding
- Historical Skills

Assessment tasks in History include: research assignments, short response tests and response to sources tests.

Course Content

The course of study in History is developed around depth studies or topics selected from the following historical periods:

YEAR 7 Semester 1 or 2	The Ancient World <ul style="list-style-type: none">• Investigating the ancient past• The Mediterranean world – Egypt• The Asian world – China
YEAR 8 Semester 1 or 2	The Ancient to the Modern World <ul style="list-style-type: none">• The Western and Islamic World – Medieval Europe (c.590 – 1500)• The Asia-Pacific World – Shogunate Japan (c.794 – 1867)• Expanding Contacts – The Spanish Conquest of the Americas (c.1492-1572)
YEAR 9 Semester 1 or 2	The Making of the Modern World <ul style="list-style-type: none">• Making a Better World? – The Industrial Revolution (1750 – 1914)• Australia and Asia – Asia and the world: China (1750 – 1918)• World War 1 (1914 – 1918)
YEAR 10 Semester 1 or 2	The Modern World and Australia <ul style="list-style-type: none">• World War II (1939 – 1945)• Rights and freedoms (1945 – present)• The Globalising world (1945 – present)

Homework

Homework will be an essential part of the learning and assessment process. Wider reading and independent research around topics will contribute to success as a learner in History. Students will need to have and use good time management skills.

Pathways to Years 11 and 12

The two broad purposes of History learning in Year 10 are to:

- prepare students for studying senior History subjects, other social and environmental studies, and the senior phase of learning generally
- provide students with a platform of socially valued knowledge, capabilities and dispositions regardless of students' future pathways.

HUMANITIES AND SOCIAL SCIENCES

GEOGRAPHY

Students will further develop their understanding of the key geographical concepts (space, place, interconnection, change, environment, sustainability and scale) and apply this understanding to a wide variety of environments at the full range of scales, from local to global, and in a range of locations. Geography, through inquiry, examines the role of the environment in supporting human life, and the important interrelationships between people and environments..

Assessment

Standards in Geography will be determined using two strands:

- Geographical Knowledge and Understanding
- Geographical Skills

Assessment tasks in Geography may include: short response tests, response to stimulus, extended written responses, or practical exercises.

Course Content

The course of study in Geography is developed around geographical investigations. Focus units include:

YEAR 7 Semester 1 or 2	<ul style="list-style-type: none">• Water in the world• Place and liveability
YEAR 8 Semester 1 or 2	<ul style="list-style-type: none">• Landforms and landscapes• Changing nations
YEAR 9 Semester 1 or 2	<ul style="list-style-type: none">• Biomes and food security• Geographies of interconnections
YEAR 10 Semester 1 or 2	<ul style="list-style-type: none">• Environmental change and management• Geography of human wellbeing

Homework

Homework will be an essential part of the learning and assessment process. Wider reading and independent research around topics will contribute to success as a learner in Geography. Students will need to have and use good time management skills.

Pathways to Years 11 and 12

Students of Geography investigate how different people interact with environments differently, in different places at different times. The currency and relevance of case studies promotes interest in lifelong learning as well as connections to a range of senior subjects. The practical aspect of Geography enables students to pursue multiple pathways.

HUMANITIES AND SOCIAL SCIENCES

CIVICS AND CITIZENSHIP

Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life. Students will explore ways in which they can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

Assessment

Standards in Civics and Citizenship will be determined using two strands:

- Civics and Citizenship Knowledge and Understanding
- Civics and Citizenship Skills

Assessment tasks in Civics and Citizenship may include: research tasks, short response tests, folio items e.g. creating and evaluating laws, posters, flowcharts etc.

Homework

Homework will be an essential part of the learning and assessment process. Wider reading and independent research around topics will contribute to success as a learner in Civics and Citizenship. Students will need to have and use good time management skills.

Pathways to Years 10, 11 and 12

Study of this subject will provide students with a preliminary experience of topics studied in Year 10 Study of Humanities and Legal Studies.

ECONOMICS AND BUSINESS

Economics and Business explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future. By developing economics and business knowledge, understanding and skills, students will be better placed now and in their adult lives to actively and effectively participate in economic and business activities. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing.

Assessment

Standards in Economics and Business will be determined using two strands:

- Economics and Business Knowledge and Understanding
- Economics and Business Skills

Assessment tasks in Economics and Business include: short response tests, extended written responses, reports and a multi-modal presentations.

Homework

Homework will be an essential part of the learning and assessment process. Wider reading and independent research around topics will contribute to success as a learner in Economics and Business. Students will need to have and use good time management skills.

Pathways to Years 10, 11 and 12

Study of this subject will provide students with a preliminary experience of some aspects of Study of Humanities and senior business subjects such as Accounting, Business Management, and Legal Studies.

HUMANITIES AND SOCIAL SCIENCES

Course Content

The courses of study in Civics and Citizenship, Economics and Business and Study of Humanities will be developed around the following key questions.

Civics and Citizenship

YEAR 7/8	<ul style="list-style-type: none"> How is Australia's system of democratic government shaped by the Constitution? What principles of justice help to protect the individual's rights to justice in Australia's system of law? How is Australia a diverse society and what factors contribute to a cohesive society? What are the freedoms and responsibilities of citizens in Australia's democracy? How are laws made and applied in Australia? What different perspectives are there about national identity?
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YEAR 9 Semester 1	<ul style="list-style-type: none"> What influences shape the operation of Australia's political system? How does Australia's court system work in support of a democratic and just society? How do citizens participate in an interconnected world?
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Economics and Business

YEAR 7/8	<ul style="list-style-type: none"> Why is there a relationship between consumers and producers in the market? Why is personal, organisational and financial planning for the future important for both consumers and business? How does entrepreneurial behaviour contribute to a successful business? What types of work exist and in what other ways can people derive an income? Why are markets needed, and why are governments involved? Why do consumers and businesses have both rights and responsibilities? How do different businesses respond to the opportunities in the market? What may affect the ways people work now and in the future?
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YEAR 9 Semester 2	<ul style="list-style-type: none"> How do participants in the global economy interact? What strategies can be used to manage financial risks and rewards? How does creating a competitive advantage benefit business? What are the responsibilities of participants in the workplace and why these are important?
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Study of Humanities

YEAR 10	<ul style="list-style-type: none"> How is Australia's democracy defined and shaped by the global context? How are government policies shaped by Australia's international legal obligations? What are the features of a resilient democracy? How is the performance of an economy measured? How do governments, businesses and individuals respond to the changing economic conditions?
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Study of Humanities in Year 10 is a full year stand-alone subject incorporating semester units aligned to the Year 10 Civics and Citizenship and Economics and Business syllabuses.

TECHNOLOGIES

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

Technologies will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.

GRAPHICS

Graphical communication has been used since the beginnings of structured society and is integral to human interaction. Today, graphical representation underpins all forms of communication in the technical world and beyond. Students studying graphics will be taught to communicate effectively utilising freehand sketching and computer-aided drafting techniques. They will develop understanding and an ability to respond graphically to a range of situations.

The study of Graphics will be of benefit to students who are looking at both vocational and professional careers. Occupations involved in publishing, printing, advertising, packaging, architecture and most trades use the skills and knowledge covered in Graphics.

Assessment

Assessment will be in the form of set assignments and formal tests.

This rationale is extended and complemented by specific rationales for each Technologies subject.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

All young Australians should develop capacity for action and a critical appreciation of the processes through which technologies are developed and how technologies can contribute to societies. Students need opportunities to consider the use and impact of technological solutions on equity, ethics, and personal and social values. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others.

Homework

There will be homework in the form of completion of folio and class drawings and design challenges. Students who choose this subject will benefit from having a home computer. All software can be downloaded free of charge onto home computers from the following website - <http://www.autodesk.com/education/free-software/students-k12/popular>. Students will need to have access to their school e-mail account to download this software.

Pathways to Years 11 and 12

This subject is essential for students who intend to study Graphics in Years 11 and 12, and very useful to students who want to study Engineering Technology. This subject also has benefits to students who would like to study Certificate I in Engineering or Certificate II in Furniture Making in years 11 and 12.

YEAR 7	<ul style="list-style-type: none"> • Introduction to Technical Drawing –3D modelling software and 3D printing.
YEAR 8	<ul style="list-style-type: none"> • Introduction to Technical Drawing – Use of drawing boards / 3D modelling software.
YEAR 9	<ul style="list-style-type: none"> • 2D and 3D viewing systems • Solid Geometry • Cabinet Drawing • Developments • Building Environment • Plane Geometry • Orthogonal Projection • Engineering Drawing • Perspective
YEAR 10	As above with an additional unit designed specifically to prepare students for the transition into Senior Graphics.

INDUSTRIAL TECHNOLOGY AND DESIGN

Industrial Technology and Design can give students an insight into our modern technical world. By studying and working with timber, metals and plastic materials, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. As the roots of our technology lie in the ancient handcrafts, at this early stage students concentrate on hand skills linked closely with planning and the manufacture process.

Students study timber, timber products (plywood, hardboard and particle board), acrylic sheet and other plastic materials as well as metals such as tinplate, galvabond, steel, aluminum and copper. They will also explore the use of hand tools and study the appropriate working and fastening methods. They will learn to operate the wood and metal lathes, disc sanders, bench drills, buffing machines and some portable power tools. During the course, students are exposed to a routine workshop safety program and will be required to wear eye protection at all times in the workshop.

Students also study 2D Autocad and 3D modeling using AutoCAD INVENTOR. CAD (computer aided drawing) gives a good introduction to graphical communication to form working drawings.

Assessment

Assessment may include assignments, practical work and supervised tests.

Homework

There will be regular homework to allow students to complete folios and class work.

Pathways to Years 11 and 12

This course aims to develop transferable skills which will enable students to progress into the Authority subjects, Engineering Technology and Graphics, or the VET subjects Certificate I in Engineering and Certificate II in Furniture Making.

The study of Technology and Design will be of benefit to students who are looking at careers in any and all trade areas as well as students who are wanting to pursue university in areas such as design (product and building/landscaping), architecture, civil engineering, project management and many more.

YEAR 7 & 8	<ul style="list-style-type: none"> Students will be introduced to hand skills utilised for manipulating timber and/or plastics and/or metals during this unit. Workplace health and safety will form a major part of this course.
YEAR 9	<ul style="list-style-type: none"> Students will be introduced to hand skills utilised for manipulating timber, metals and plastics during 2 units. Students will complete Design folios which involve exploring a design problem, developing ideas and producing products for a further 2 units. Workplace health and safety will form a major part of this course.
YEAR 10	<ul style="list-style-type: none"> Students will be introduced to hand skills utilised for manipulating timber, metals and plastics during 2 units. Students will complete Design folios which involve exploring a design problem, developing ideas and producing products for a further 2 units. Workplace health and safety will form a major part of this course.

TECHNOLOGIES

INFORMATION TECHNOLOGY

In this subject area, students develop knowledge, practices and attitudes necessary to:

- Understand and appreciate the nature of information and communication technologies that enable the presentation and communication of information
- Critically evaluate information and communication mediated by technology
- Make informed decisions in responding to information and communication technology challenges
- Select and use techniques to respond creatively and productively to information and communication challenges
- Reflect on and evaluate social and ethical issues related to information and communication technology and its impacts on individuals, communities and societies

Assessment

Assessment will be in the form of set assignments and formal tests.

Homework

Homework demands will vary but may include study to consolidate work studied in class and assignment work.

Connection to Years 11 and 12

This subject is not required but is recommended if students intend taking Information Technology Systems (ITS) or the Certificate II in Information, Digital Media and Technology in Years 11 and 12.

		SEMESTER ONE	SEMESTER TWO
YEAR 7/8	Digital Technology	<ul style="list-style-type: none"> • Working in a Digital environment. • Use of various tools (rotating elective) 	
	Robotics	<ul style="list-style-type: none"> • Robots, Algorithms, Programming concepts (rotating elective) 	
YEAR 8		<ul style="list-style-type: none"> • Document production – Word, Excel, Powerpoint. Basic and some more advanced operations. 	<ul style="list-style-type: none"> • Communication and organisation – Excel (advanced), Office tools, media manipulation.
YEAR 9		<ul style="list-style-type: none"> • Efficient document production (Word, Excel). Introduction to graphic manipulation (Fireworks) 	<ul style="list-style-type: none"> • Data manipulation (Excel and database) Image manipulation (Photoshop), animation and simple programming (Javascript)
YEAR 10		<ul style="list-style-type: none"> • Advanced document production (Word, Excel, InDesign). • Multimedia skills (Illustrator, Audio, Video) 	<ul style="list-style-type: none"> • Web skills (Dreamweaver, databases, HTML and CSS), programming structures (Javascript)

LANGUAGES

FRENCH

French is a major world language, spoken as the first language in more than two dozen countries on five continents. French is a language of diplomacy, used by many international organisations, and is the dominant working language at the European Court of Justice. French culture has contributed to the shaping of global movements and traditions associated with domains such as the arts, cinema, philosophy and cultural theory, as well as fashion, design, food and wine.

Current links between Australia and the French-speaking world are strong, characterised by bilateral relationships in trade and investment, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives, and communications, strategic and defence priorities. The Pacific region is a particularly important focus of bilateral engagement.

France is a leading destination for Australian travellers, and a partner in work-exchange opportunities in hospitality, tourism and international relations. Large numbers of young Australians visit France and other French-speaking countries each year on student or working visas.

ITALIAN

The Italian language has an extremely rich history, and learning Italian is fundamental to get closer to understanding Italy's society, history, problems, and one of the richest cultures in the world.

JAPANESE

For Australia, the countries of the Asian region are our closest neighbours and major trading partners. They represent the cultural heritage of a growing number of Australians, and their rich cultures provide opportunities for our social, creative and intellectual development.

Japanese is a valuable language for Australians to learn because:

- of Australia's location within the Asia-Pacific region and the opportunity to develop language skills which will enhance career prospects;
- As Queensland students increasingly take the opportunity to travel to Japan, knowledge of Japanese is an advantage in enriching the travel experience and in providing a valuable educational experience;
- Australia has become a popular holiday destination for Japanese tourists and is also attracting a large number of Japanese students wishing to study here;
- Learning Japanese opens a whole new way of reading and writing and brings students into contact with ancient traditions reflected in the unique use of a variety of character-based scripts; being able to speak Japanese offers an opportunity for students to learn about and appreciate the uniqueness of Japanese culture while learning about the similarities of modern Australian and Japanese societies.

Course content: Units are structured to provide the building blocks for the understanding of the language. Each unit will have new sentence structures and vocabulary, and students will be expected to build on their language base. Units might include: self-introductions, school, home life, daily routines, likes and dislikes, and food.

THE ARTS

DRAMA

This strand of the Arts syllabus focuses on students exploring and expressing their understandings about current issues and the world around them. Students will interact in a variety of roles, situations and contexts to explore feelings, actions and consequences.

This strand helps develop the individual student's self-esteem, confidence and self-awareness as they participate in the creation, presentation and evaluation of Drama.

Assessment

The assessable elements in Drama are organised in terms of creating, responding and presenting tasks. Assessment techniques will include: scripted presenting tasks, play text analysis, devising drama, student devised performance, live theatre review and individual scriptwriting tasks.

Homework

Homework may include: reading plays, researching, devising scenes, learning dialogue, preparing and rehearsing performance pieces and completing assignment work. This subject may require after school rehearsals.

Connection to Years 11 and 12

Whilst not a prerequisite for senior Drama, students would benefit by studying Drama in Year 10 if they intend choosing the Authority subject, Drama, in Year 11 and 12.

YEAR 7	Melodrama- On term rotation Students will explore the contexts and conventions used to create a Melodramatic performance. They will examine the elements of drama including roles and relationships, time and place. They will also learn about conventions such as running out of time, stock characters, shameless plug, audience interaction and an aside through the scriptwriting and performance.	
YEAR 8	Scintillating Stories and Fractured Fairy Tales - On term rotation Students will explore the art of storytelling. They will study how our own interpretation affects the way in which we use dramatic elements to shape dramatic meaning. They will also examine significant roles for all characters, create character descriptions, have a clear narrative structure, create one new place or setting, one new mystery or surprise, learn to use narration or direct address and finally slow motion and freeze frames in their scriptwriting and performances.	
	SEMESTER ONE	SEMESTER TWO
YEAR 9	Unit 1: Play - Children's theatre: Students will examine the dramatic contexts and conventions that are used to create entertaining and educational theatre for young audiences. They will explore the use of storytelling, story drama, puppetry and song, while developing scriptwriting and presenting skills, in order to create and present Children's theatre performances. Unit 2: Text study – Elements of Drama and Play Study: Students are introduced to the elements of drama by examining a Theatre for Young People text. Students will develop skills in critiquing and analysing realist texts, looking specifically at the representations of young people in play texts. They will also participate in acting, vocal, character-based and movement workshops within the style of realism.	Unit 3: A Laugh A Minute – Contemporary Clowning and Physical Comedy: Students will explore comic forms, characters and scenes before undertaking an in-depth study of contemporary clowning skills and conventions. They will look specifically at the contemporary clowning work of deBASE and the teachings of Philippe Gaulier. Students will respond to a contemporary clowning performance and devise and present their own comic routine. Unit 4: Impromania – Improvisation and Theatre sports: Students will develop the skills and techniques required to perform and participate in improvised drama. They will explore different forms of improvisation as well as the influential dramatists who have developed this art form. The unit will conclude with an improvised group performance.

Prerequisite: Students who anticipate studying Drama in Year 10 and beyond are encouraged to select at least one semester of Drama in Year 9.		
	SEMESTER ONE	SEMESTER TWO
YEAR 10	<p>Unit 1: Page to Stage – Theatre for Young People Students explore representations of adolescents, youth culture and social contexts encountered by young people through the style of Contemporary Theatre for Young People. They will develop skills in presenting and analysing performances for a designated target audience.</p> <p>Unit 2: True Colours – Documentary Drama Documentary Drama is a medium that is used to make powerful statements about the social, cultural and historical issues which permeate our society. In this unit, students will explore and create dramas which will aim to inform and challenge their local community.</p>	<p>Unit 3: The Creating Body – Physical Theatre This unit explores physical theatre as a form of storytelling. Students will be introduced to the training methodologies of various companies; forms of physical theatre as well as the compositional nature of physical theatre. Students will be challenged to explore how the body can be used as a powerful tool for creating and conveying meaning across a range of cultural contexts.</p> <p>Unit 4: Radio Drama comprises video and activity resources which introduce students to the style and form of radio drama, and encourage them to explore the possibilities of voice and sound in performance. Students will be taken back in time to the golden era of radio drama and explore the elements used to create these shows. Students explore the use of voice to create characters and will think about different sound qualities and how these can be conveyed. They will work collaboratively to create short scripts and to perform their work.</p>

THE ARTS

MUSIC

Music is exploring, performing, creating, listening and responding to sound and silence. In Music, students engage with music from diverse cultures. In Music, students build musicianship and technical skills developed in year 9 and gain knowledge and understanding of how music practices can be combined and manipulated to create meaning.

Course Content

In each semester students will explore two musical genres with a focus on how the musical elements are used to construct and communicate ideas, meaning and values in specific contexts. Students respond to music through analysis of examples from the genre and apply their knowledge to make their own music by composing and/or performing.

Music students have the opportunity to compose music using professional notation software and develop skills on a range of instruments.

Assessment

Students will be assessed on two strands: Making and Responding.

- Making tasks require students to create music either through composition or performance to communicate ideas.
- Responding tasks require students to critically analyse examples of music with respect to how the elements of music have been used to create emotion and meaning.

YEAR 7	Ukulele Melodies: Students begin to develop technical skills on the ukulele, voice and percussion. (One term rotation).
YEAR 8	Making Your Musical Debut: Students look at why popular music is so effective and develop their own skills as a maker of music. (One term rotation).
YEAR 9	<p>Feeling the Blues: Students learn the elements of blues music through listening and playing blues instruments. Assessment may include a performance and an analysis of a blues song.</p> <p>Musical Moments: Students explore a range of songs used in musical theatre. They examine the links between the emotional and theatrical components of musicals and the expressive elements of music composition. Assessment may include a composition and performance of the students' own mini musical.</p> <p>From Bach to Beatles: Students discover the roots of modern music when looking back to the eras of Baroque, Classical, Romantic and Contemporary music. Assessment may include a comparison between two pieces of different eras and a performance.</p> <p>Around the World: Students explore the cultural aspects of music in global contexts. They discover the range of instruments and rituals used around the world. Assessment may include a composition and performance of a world music song.</p>
YEAR 10	<p>Jingle all the Way - Advertising jingles: Students discover how music is used in commercial television and radio advertising to improve brand recognition in the public.</p> <p>Cover versions: Students compare cover versions to original recordings to explore how artists express themselves through music and the ethical responsibilities of cover musicians.</p> <p>Video game music: Students learn how technology has impacted the creation of video game soundtracks from early synthesisers to full orchestral scores.</p> <p>Protest music: Students explore the world of protest songs and how music can be used to promote social change and political messages.</p>

THE ARTS

VISUAL ARTS

This component of The Arts focuses on students making, displaying and appraising images and objects. Students develop perceptual and conceptual understandings of visual language, enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present. They engage in experiences to develop personal expression, aesthetic judgment and critical awareness. The assessable elements are: **Visual Literacy, Application, and Appraising.**

Assessment

Students will be assessed on both making and appraising tasks:

- Making tasks require students to create and display artworks that communicate thoughts, feelings, ideas, experiences and observations related to quotes, definitions, and social, political, philosophical and historical issues.
- Appraising tasks require students to critically reflect on and challenge meanings, purposes, practices and approaches of artworks and artists.

Students will need a visual diary to record their journey (sketches, notes, research) through each unit. This becomes an important part of their assessment alongside their final art work.

Homework

All assigned homework will relate to the development and completion of in-class making and appraising tasks. It is important students maintain a consistent effort in the subject and that they seek assistance when required. Please note this subject may require some commitment to preparation for major exhibitions outside of regular school hours.

Pathways to Years 11 and 12

Undertaking this course of study will enable a smooth transition to Visual Art in Years 11 and 12.

YEAR 7/8	MEDIA ART
	Media education encourages young people to tell their own stories using recognised media formats. Students will be involved in learning experiences that develop their ability to communicate visually and verbally. Year 7 and 8 Media Art assessment items enable students to create and analyse their own media text in either a short video or digital game format.
YEAR 8	VISUAL ARTS
	Introduction to Art - On term rotation For this 10 week unit, students will be introduced to the basics of drawing, painting with acrylics, and ceramics. They will explore “right side of the brain” drawing techniques; blending, fine detail and colour theory in painting; and how to shape and glaze a pinch pot. Throughout the unit, they will complete teacher-directed short analyses of famous artworks.

THE ARTS

	SEMESTER ONE	SEMESTER TWO
YEAR 9	<p>Elements and Principles of Design: Students will be introduced to the Elements and Principles of Design in order to equip them with the knowledge required to create and analyse artworks in secondary school. The unit culminates in a short test.</p> <p>Still-Life - Mixed Media and Drawing: Still life will be explored in this unit, and students will be exposed to a variety of drawing materials such as graphite pencil, charcoal, pastel and coloured pencil. Looking at the history of still life, students will create a still life artwork influenced by an art movement.</p> <p>Express Yourself - Self-portrait acrylic painting: The art movement Expressionism is the main influence for this painting unit, where students explore portraiture, proportion, distortion and colour theory. Their task is to paint a self-portrait using acrylic paint that expresses an emotion. For their theory task, students will compare and contrast two Archibald Prize portraits using their knowledge of the Elements and Principles of Design.</p>	<p>Material World - Pop Art drawing, printmaking and sculpture: Building on skills learned in Semester 1, students will explore the Pop Art movement, primarily focusing on Andy Warhol and Roy Lichtenstein. Consumerism and mass media will be explored, and students will be asked to create a drawing and ceramic sculpture of food, and a screen print of themselves. Their theory task will be on an appraisal of a famous pop artwork.</p> <p>We are Australian - Photography folio: This unit introduces students to the basics of photography, including composition, lighting and camera settings. Students will be asked to produce a folio of photographs that explore different compositions with the theme of "Australian identity". For their theory task, students will complete an analysis of a photograph.</p>
<p>Visual Arts Prerequisites: While not essential, it is highly recommended that students have completed Semester 1 of Year 9 Visual Art before undertaking the Year 10 Visual Art course.</p>		
YEAR 10	<p>Nightmares and Dreamscapes - Drawing , collage, and printmaking: The art movement, Surrealism will be explored in this unit, with a focus on drawing, collage and lino printmaking. Students will be asked to produce a folio of artworks that explore a similar theme for their practical task. Their theory task will be to analyse a Salvador Dali painting as well as an artwork from a selection of other well-known Surrealist artists.</p> <p>Symbolise me - Portraiture oil painting: Extending their knowledge from their Year 9 Portraiture unit, students will explore Symbolism to create a symbolic self-portrait using oil paint. Artist Frida Kahlo will be the primary focus for their analysis, whereby they explore and analyse the symbols in one of her artworks in order to determine the meaning behind it.</p>	<p>Beneath the surface - Mixed Media landscape art: Moving into Conceptual Art in preparation for Senior Visual Art, the landscape is the inspiration for students in this unit. An introduction to the history of landscape painting will lead students from Renaissance art through to Contemporary Art practice. Students will select an artist from a list that will become their mentor in order to create a mixed media abstract landscape artwork using stylistic elements from that artist. Students will analyse an artwork by John Wolseley for their responding task.</p> <p>Plug it in - Installation using video, sound, projection, sculpture: Moving beyond traditional art making practice, students will be introduced to installation artworks. They will be asked to create an installation space that reflects the concept, "Journey". Students will take an exam where they analyse an installation by artists Thukral and Tagra their responding task.</p>

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