



ASPIRE - LEARN - ACHIEVE

Junior Secondary Course Handbook

2024

All information in this handbook was current at the time of publication (November 2023)



ACADEMIA



CITIZENSHIP



THE ARTS



TECHNOLOGY



S P O R T

BENTLEY PARK COLLEGE

A complete Prep to Year 12 education

Junior Secondary at Bentley Park College

At Bentley Park College we understand Junior Secondary (Years 7 to 9) learners have specific developmental, academic, physical, social and emotional needs. Academic success at Bentley Park College is attributed to expert teaching throughout your child’s educational journey.

Year 7

Year 7 students have designated classrooms, eating and play areas. They have subject specific teachers who work with the students for the core subjects of English, Mathematics, Science and Humanities. Students have specialist teachers for Health and Physical Education, Languages, Arts and Technologies subjects. Across the year students undertake eight Arts and Technologies “tasters” to build their skills and interests in a range of curriculum areas before deciding to specialise in a number of electives in Year 8.

Year 8

Year 8 is structured in a traditional secondary school model. Students undertake core studies in English, Mathematics, Science, Humanities and Health and Physical Education, generally with a different teacher for each subject. Students also have the opportunity to select two specialist subjects as electives each semester.

Year 9

Like Year 8, Year 9 students study in a traditional secondary school model with the same core subjects. They begin to specialise more in their electives – selecting two electives for the entire year.

Years 10-12

For further information regarding subject offerings and course structures in Senior Secondary, please refer to the relevant Course Handbook on our college website.

Junior Secondary Subjects

Curriculum Area	Mandatory Subjects
English	English (ENG)
Mathematics	Mathematics (MAT)
Science	Science (SCI)
Humanities	History (HIS) – one semester each year
	Geography (GEG) – one semester year 7 and 8, full year elective in year 9
Physical Education	Health and Physical Education (HPE)
Languages	Chinese (CHI) – Aspire classes only

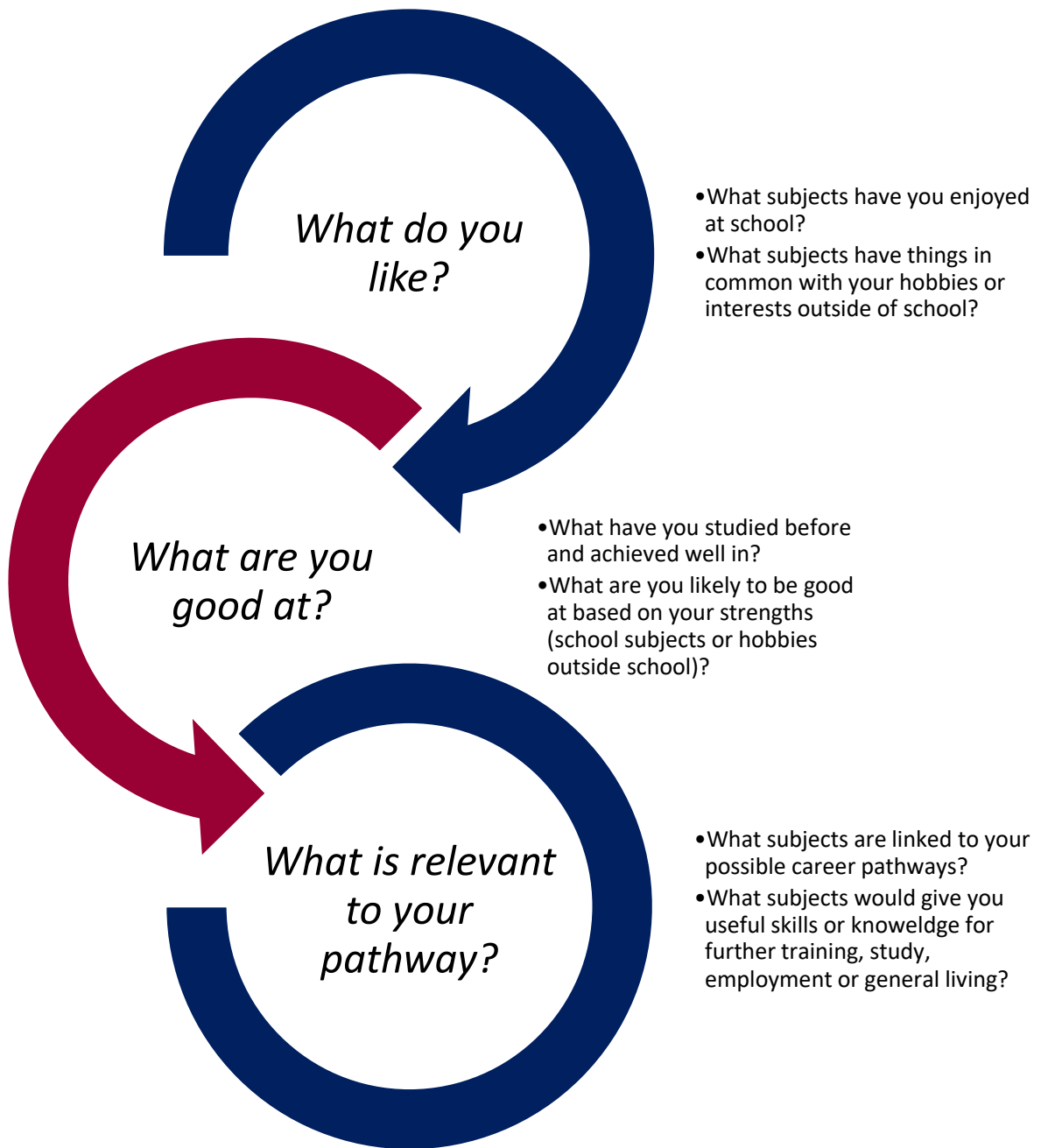
Curriculum Area	Elective Subjects
Arts	Dance (DAN)
	Drama (DRA)
	Media Arts (MED)
	Music (MUS)
	Visual Arts (ART)
Technologies	Technologies – Food and Fibre Production (TFF)
	Technologies – Food Specialisation (TFD)
	Technologies – Materials and Technologies Specialisation (TMT)
	Technologies – Design and Technology (DAT)
	Technologies – Digital Technologies (DIG)
Humanities	Economics and Business Studies (ECB) <i>Y9 only</i>
Physical Education	League Education (LED) <i>Y9 only</i>

Junior Secondary Curriculum Time Allocations

CURRICULUM AREA	CORE / ELECTIVE	YEAR 7	YEAR 8	YEAR 9
English	Core	4x 70 minutes per week 3x70 minutes per week for Aspire classes	3x 70 minutes per week	3x 70 minutes per week
Mathematics	Core	3x 70 minutes per week	3x 70 minutes per week	3x 70 minutes per week
Science	Core	3x 70 minutes per week	3x 70 minutes per week	3x 70 minutes per week
History	Core	3x 70 minutes per week One semester only	3x 70 minutes per week One semester only	3x 70 minutes per week One semester only
Geography	Core	3x 70 minutes per week One semester only	3x 70 minutes per week One semester only	Elective 3x 70 minutes per week
Health and Physical Education	Core	2x 70 minutes per week	3x 70 minutes per week	3x 70 minutes per week One semester only
Resilience Project	Core	1x 70 minutes per week	1x 70 minutes per week	1x 70 minutes per week
Chinese	Core / Elective	1x 70 minutes per week for Aspire classes	Students undertake two electives per semester – 4 out of these 11 subjects 2x 70 minutes per week	Students undertake two electives per semester – 2 out of these 14 subjects 3x 70 minutes per week
Dance	Elective	Students undertake two subject “tasters” per term across the year – 8 out of these 11 subjects (subjects studied is dependent on staff availability)		
Drama	Elective			
Media Arts	Elective			
Music	Elective			
Visual Art	Elective			
Design and Technology	Elective			
Digital Technologies	Elective			
Engineering Principles and Systems	Elective			
Food Specialisation	Elective			
Food and Fibre Production	Elective			
Materials and Technologies	Elective			
Geography	Y9 Elective			
Economics and Business Studies	Y9 Elective			
League Education	Y9 Elective			

Advice on choosing subjects for Junior Secondary

It is important to choose your junior secondary electives carefully as your decisions may affect your feelings about school, your success at school and the types of subjects you undertake in senior secondary.



Junior Secondary... Frequently Asked Questions

How do I apply for the Aspire Program?

Bentley Park College offers students the opportunity to apply to be part of our Bentley's Best Academia – Aspire Program, which is aimed at students working at extension or high-intermediate level in English, Mathematics, Science and Humanities. As a one-to-one laptop program, teaching and learning in these core subjects is supported by online material and activities accessed via student computers at school and at home.

Students can apply for the Aspire Program by completing an Expression of Interest form and/or by contacting HOD Junior Secondary Teaching & Learning (Mrs Amanda Gower) ajgow1@eq.edu.au.

What if I need to change elective subjects during Year 8 or 9?

If during the course of Year 8 or 9 you feel that you have not selected an elective that is suitable for your ability level, interests or future pathway, it is possible to change subjects.

Subject changes need to be discussed in the first instance with the Head of Department Junior Secondary, who will provide you with a Subject Change Application Form. Following this, the Subject Change Application Form needs to be signed showing approval by the subject area Heads of Department and your parent / carer.

Subject changes will only be processed at the commencement of Semester 1 and 2. Subject changes are dependent on class size restrictions.

What are the attendance requirements in Junior Secondary?

Year 7 to 9 are critical years in setting yourself up for success in senior secondary. Therefore it is recommended that students maintain a 95% attendance rate. This equates to no more than 10 days off in a year unless there are exceptional circumstances. For absences of three or more consecutive days for illness, a medical certificate is recommended.

An attendance rate of 90% is required to meet Representative Eligibility requirements for representative extra-curricular activities such as TCS and Peninsula Sport, camps, band tour and rewards excursions.

Who can help me if I am not coping in Junior Secondary?

Bentley Park College has a significant support network to assist students with anything happening at school or at home that is impacting on their wellbeing or academic success. Our support team can also support students and their families by assisting them with accessing mental health, financial or other support required through agencies working in the Cairns region. The Junior Secondary team includes:

- Deputy Principal Junior Secondary Teaching & Learning
- Deputy Principal Junior Secondary Student Services
- Head of Department Junior Secondary Teaching & Learning
- Head of Department Junior Secondary Student Services
- Year Coordinators
- Guidance Officer
- Community Education Counsellor
- Youth Support Coordinator
- Chaplain
- School-Based Youth Health Nurse
- Clontarf

English (ENG)

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Australian Curriculum:	➔	Year 11 and 12 University Pathways:
Year 7 English Year 8 English Year 9 English Year 10 English		English (General subject) Literature (General subject)
		Year 11 and 12 Training and Employment Pathways:
		Essential English (Applied subject)

Year 7 Overview	
Term 1	<p>Literary Memoirs Students:</p> <ul style="list-style-type: none"> Engage in a study of life writing by reading and analysing biographical narratives Identify the narrative structure of texts and the language features used to recreate a significant life event. Read and analyse a range of narratives covering Aboriginal and Torres Strait Islander and Asian perspectives. Write a series of informative paragraphs to summarise, predict and report on characterisation. <p>Assessment: Informative report 400 to 600 words</p>
Term 2	<p>Inform to Persuade Students:</p> <ul style="list-style-type: none"> Understand how text structures and language features combine in media texts to influence audiences. Analyse an advertisement and identify text and language features that persuade. Read and examine how language is used in a range of print and online informative texts. Complete a comprehension task to demonstrate their understanding of texts read. Use the information learnt from informative texts to determine a personal opinion on an issue. Create a multimodal text to persuade their audience to their way of thinking. <p>Assessment: Short answer exam in response to video stimulus + Persuasive multimodal presentation 400 to 600 words</p>
Term 3	<p>Australian Story Students:</p> <ul style="list-style-type: none"> Listen to, read and view literature about Australia and Australians, including the close study of a literary text. Explore ideas and viewpoints about events, issues and characters represented in the text. Examine the ways language is used by the author to influence the emotions and opinions of readers. Write a new chapter or scene for a story read in class, maintaining characterisation and the mood of the original text. <p>Assessment: Written imaginative narrative 400 to 600 words</p>
Term 4	<p>Lyric Analysis Students:</p> <ul style="list-style-type: none"> Read and interpret a variety of lyrics. Analyse the text structure and language devices used in each poem or song to create particular effects and meaning. Complete a comprehension task to demonstrate their analysis and evaluation of lyrics. Select and respond to a poem or song with a social message. Record their written text to persuade an audience of the suitability of their selected text for broadcasting in the local community. <p>Assessment: Short answer comprehension exam + Persuasive written/oral response 400 to 600 words</p>

Year 8 Overview

Term 1	Novel Study Students: <ul style="list-style-type: none">• Read excerpts from a novel that focuses on significant teen issues.• Examine techniques used by authors to create representations of groups, position audiences and to privilege particular viewpoints. Assessment: Imaginative reflection 400 to 600 words
Term 2	Cultural Texts Students: <ul style="list-style-type: none">• Listen to, read and interpret texts, about and from Aboriginal and Torres Strait Islander histories and cultures.• Read a text or excerpts selected from texts that influence emotions and opinions on matters raised in the text/s.• Explain how the text/s use/s language in an emotive way, drawing evidence selected from the text/s. Assessment: Analytical essay + Poetry recitation oral presentation
Term 3	Media Texts Students: <ul style="list-style-type: none">• Examine a range of media texts to determine how meaning is created and how values are embedded in texts.• Explore representations of individuals, groups and events, with a focus on text structures and language features.• Read and view a range of texts in order to examine various viewpoints on ethical issues in reference to subject matter, tone, dialogue, characterisation, plot and aesthetic qualities, considering both direct and implied meaning.• Evaluate how these types of texts influence audiences in relation to belonging and identity. Assessment: Multimodal presentation + Short answer exam in response to video stimulus
Term 4	Storyboarding Students: <ul style="list-style-type: none">• Read and comprehend a variety of short stories to understand the features that engage an audience.• Identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects.• Practise short story writing to experiment with visual and language choices that engage an audience Assessment: Short story 450 words minimum

Year 9 Overview

Term 1	Voices of Australian Youth Students: <ul style="list-style-type: none">• Investigate issues that directly affect Australian youth and select a topic of personal relevance.• Write and prepare a persuasive speech to argue their point of view on their chosen topic. Assessment: Persuasive speech 3 to 5 minutes
Term 2	Speculative Fiction Students: <ul style="list-style-type: none">• Demonstrate their understanding of narrative elements and text structures as they read and analyse a range of different texts and genres.• Speculate based on real events and issues in modern experiences to develop an imaginative text that contains elements of fact and elements of fiction. Assessment: Short answer exam in response to stimulus + Imaginative written extended response
Term 3	12 Angry Men Students: <ul style="list-style-type: none">• Read and analyse the play 12 Angry Men and view the film.• Examine themes of prejudice, tolerance, resilience and justice.• Create an imaginative interview with a character to explore relevant themes.• Develop a range of questioning techniques and knowledge of dramatic script structures. Assessment: Interview with a partner, comparing responses to the text
Term 4	Novel Study Students: <ul style="list-style-type: none">• Complete an in-depth novel study in which they read and analyse a given novel for its thematic features.• Develop an analytical essay identifying themes and related messages. Assessment: Analytical essay

Further Advice

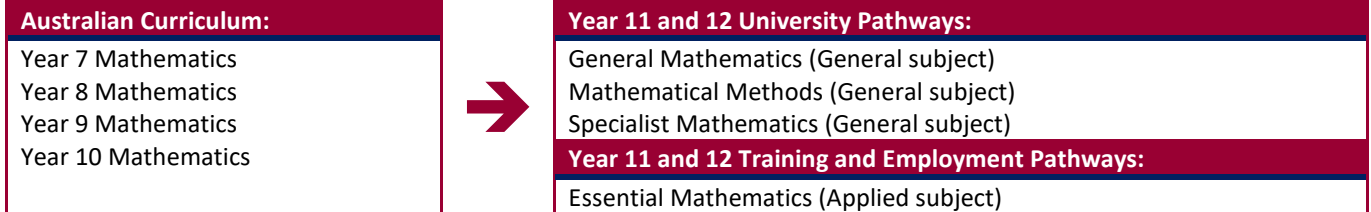
See Mrs Franki Vanderkruk – Head of Department English

Mathematics (MAT)

Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal and work lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Pathways

Skills in mathematics is vital to everyday living as well as most careers – from entry level jobs to trades to careers requiring study at university.



Year 7 Overview	
Term 1	<p>Students:</p> <ul style="list-style-type: none"> represent natural numbers as products of powers of prime numbers using exponent notation Compare, order, add and subtract integers represent natural numbers as products of powers of prime numbers using exponent notation describe the relationship between perfect square numbers and square roots, and use squares of numbers and square roots of perfect square numbers to solve problems compare, order and solve problems involving addition and subtraction of integers acquire data sets for discrete and continuous numerical variables and calculate the range, median, mean and mode; make and justify decisions about which measures of central tendency provide useful insights into the nature of the distribution of data create different types of numerical data displays including stem and leaf plots using software where appropriate; describe and compare the distribution of data, commenting on the shape, centre and spread including outliers and determining the range, median, mean and mode plan and conduct statistical investigations involving data for discrete and continuous numerical variables; analyse and interpret distributions of data and report findings in terms of shape and summary statistics
Term 2	<p>Students:</p> <ul style="list-style-type: none"> recognise and use variables to represent everyday formulas algebraically and substitute values into formulas to determine an unknown formulate algebraic expressions using constants, variables, operations and brackets describe relationships between variables represented in graphs of functions from authentic data manipulate formulas involving several variables using digital tools, and describe the effect of systematic variation in the values of the variables solve problems involving the area of triangles and parallelograms using established formulas and appropriate units solve problems involving the volume of right prisms including rectangular and triangular prisms, using established formulas and appropriate units describe transformations of a set of points using coordinates in the Cartesian plane, translations and reflections on an axis, and rotations about a given point round decimals to a given accuracy appropriate to the context and use appropriate rounding and estimation to check the reasonableness of solutions use the 4 operations with positive rational numbers including fractions, decimals and percentages to solve problems using efficient calculation strategies

Term 3	<p>Students:</p> <ul style="list-style-type: none"> • solve one-variable linear equations with natural number solutions; verify the solution by substitution • generate tables of values from visually growing patterns or the rule of a function; describe and plot these relationships on the Cartesian plane • manipulate formulas involving several variables using digital tools, and describe the effect of systematic variation in the values of the variables • describe the relationship between π and the features of circles including the circumference, radius and diameter • classify triangles, quadrilaterals and other polygons according to their side and angle properties; identify and reason about relationships • design and create algorithms involving a sequence of steps and decisions that will sort and classify sets of shapes according to their attributes, and describe how the algorithms work • find equivalent representations of rational numbers and represent rational numbers on a number line • use the 4 operations with positive rational numbers including fractions, decimals and percentages to solve problems using efficient calculation strategies • recognise, represent and solve problems involving ratios • use mathematical modelling to solve practical problems, involving rational numbers and percentages, including financial contexts; formulate problems, choosing representations and efficient calculation strategies, using digital tools as appropriate; interpret and communicate solutions in terms of the situation, justifying choices made about the representation • use mathematical modelling to solve practical problems involving ratios; formulate problems, interpret and communicate solutions in terms of the situation, justifying choices made about the representation
Term 4	<p>Students:</p> <ul style="list-style-type: none"> • identify corresponding, alternate and co interior relationships between angles formed when parallel lines are crossed by a transversal; use them to solve problems and explain reasons • demonstrate that the interior angle sum of a triangle in the plane is 180° and apply this to determine the interior angle sum of other shapes and the size of unknown angles • represent objects in 2 dimensions; discuss and reason about the advantages and disadvantages of different representations • identify the sample space for single-stage events; assign probabilities to the outcomes of these events and predict relative frequencies for related events • conduct repeated chance experiments and run simulations with a large number of trials using digital tools; compare predictions about outcomes with observed results, explaining the differences

Year 8 Overview

Term 1	<p>Students:</p> <ul style="list-style-type: none"> • Use index notation with numbers to establish the index laws with positive integral indices and the zero index • Carry out the four operations with rational numbers and integers • Extend and apply the distributive law to the expansion of algebraic expressions • Factorise and simplify algebraic expressions • Solve linear equations using algebraic and graphical techniques and verify solutions by substitution
Term 2	<p>Students:</p> <ul style="list-style-type: none"> • Carry out the four operations with rational numbers and integers • Investigate terminating and recurring decimals and the concept of irrational numbers • Investigate the concept of irrational numbers, including pi • Plot linear relationships on the Cartesian plane with and without the use of digital technologies • Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes • Investigate techniques for collecting data, including census, sampling and observation • Explore the variation of means and proportions of random samples drawn from the same population • Investigate the effect of individual data values, including outliers, on the mean and median
Term 3	<p>Students:</p> <ul style="list-style-type: none"> • Solve a range of problems involving rates and ratios, with and without digital technologies • Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies • Solve problems involving profit and loss, with and without digital technologies • Choose appropriate units of measurement for area and volume and convert from one unit to another • Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites • Investigate the relationship between features of circles such as circumference, area, radius and diameter • Develop the formulas for volumes of rectangular and triangular prisms and use formulas to solve problems

Term 4	<p>Students:</p> <ul style="list-style-type: none"> • Define congruence of plane shapes using transformations and develop the conditions for congruence of triangles • Establish properties of quadrilaterals using congruent triangles and angle properties • Solve problems involving duration, including 12- and 24-hour time within a single time zone • Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and'. • Identify complementary events and use the sum of probabilities to solve problems • Represent events in two-way tables, tree diagrams and Venn diagrams and solve related problems
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Year 9 Overview

Term 1	<p>Students:</p> <ul style="list-style-type: none"> • Apply index laws to numerical expressions with integer indices • Express numbers in scientific notation • Extend and apply the index laws to variables, using positive integer indices and the zero index • Calculate the areas of composite shapes • Solve problems involving the surface area and volume of right prisms • Investigate very small and very large time scales and intervals
Term 2	<p>Students:</p> <ul style="list-style-type: none"> • Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems • Find the distance between two points located on the Cartesian plane using a range of strategies, including graphing software • Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software • Sketch linear graphs using the coordinates of two points and solve linear equations
Term 3	<p>Students:</p> <ul style="list-style-type: none"> • Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar • Use similarity to investigate the constancy of the sine, cosine and tangent ratios in right-angled triangles • Apply trigonometry to solve right-angled triangle problems • Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians • Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources • Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal' • Compare data displays using mean, median and range to describe and interpret numerical data sets
Term 4	<p>Students:</p> <ul style="list-style-type: none"> • Solve problems involving simple interest • Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms • Graph simple non-linear relations and solve simple related equations • List all outcomes for two-step chance experiments and assign probabilities to outcomes • Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'

Further Advice

See Mr Lloyd Greenbury – Head of Department Mathematics

Science (SCI)

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills in relation to the biological, physical and technological world.

Students can experience the excitement of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

Pathways

A course of study in Science can establish a basis for further education and employment in the fields of medicine, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, conservation and sustainability, forensic science, environmental science, engineering, pharmacy, sports science and aquaculture.

Australian Curriculum:
Year 7 Science
Year 8 Science
Year 9 Science
Year 10 Science



Year 11 and 12 University Pathways:
Biology (General subject)
Chemistry (General subject)
Physics (General subject)
Year 11 and 12 Training and Employment Pathways:
Aquatic Practices (Applied subject)
Science in Practice (Applied subject)

Year 7 Overview	
Term 1	<p>Forces Students:</p> <ul style="list-style-type: none"> • Develop an understanding of how forces affect the motion • Investigate the impact of friction on moving objects and the forces that are involved in every day scenarios • Explore the effects of gravity and consider the difference between mass and weight • Develop and conduct a testing process to answer identified questions, taking into account fair testing • Apply knowledge to construct and test a parachute, including design modifications <p>Assessment: Experimental Investigation (Scientific Report) 400 to 600 words</p>
Term 2	<p>Earth Cycles Students:</p> <ul style="list-style-type: none"> • Investigate and model the cycles in the Earth-sun-moon system • Explore phenomena such as eclipses, tides and phases of the moon • Use knowledge of the relative positions of the Earth, moon and sun to explain the seasons • Investigate how science understanding influence the development of practices for resource management • Examine data about weather and climate from different sources • Explore the impact of seasons on animals, plants and human endeavours, such as farming and indigenous food choices <p>Assessment: Exam and Investigation (Portfolio) 400 to 600 words</p>
Term 3	<p>Separation Techniques Students:</p> <ul style="list-style-type: none"> • Explore the concepts of particle theory and the different states of matter • Use particle theory to explain the physical properties of substances • Explain what a mixture is • Use different separation techniques to separate mixtures • Develop the processes to separate mixtures <p>Assessment: Experimental Investigation (Scientific Report) 400 to 600 words</p>
Term 4	<p>Organising and Affecting Organisms Students:</p> <ul style="list-style-type: none"> • Classify organisms based on their physical characteristics • Describe the process that scientists use to classify organisms • Apply scientific conventions to construct and use dichotomous keys • Explore feeding relationships between organisms in an environment using food chains and food webs • Propose practices to address resource-management and sustainability issues <p>Assessment: Exam + Investigation (Scientific Report) 400 to 600 words</p>

Year 8 Overview

Term 1	Matter and Chemical Change Students: <ul style="list-style-type: none">• Explore the different states of matter and their properties and the structure and development of periodic table• Are introduced to the particle model of matter and the differences between elements, compounds and mixtures• Plan and conduct tests, record observations and collect, represent and analyse qualitative and quantitative data.• Evaluate the quality of the data collected and use their data to draw evidence-based conclusions Assessment: Exam + Experimental Investigation (Scientific Report) 400 to 600 words
Term 2	Earth Processes – Rocks and Mining Students: <ul style="list-style-type: none">• Explore different types of rocks and compare the processes and timescales in their formation• Investigate properties of rocks and analyse data to identify patterns and relationships• Consider the science knowledge involved in locating, extracting and processing mined minerals Assessment: Exam
Term 3	Energy – Forms and Functions Students: <ul style="list-style-type: none">• Use models and representations to examine kinetic energy and its relationship with potential energy and heat• Communicate how energy is transferred and transformed within and through systems• Examine Australia's energy production and use of renewable and non-renewable energy resources Assessment: Exam
Term 4	Cells and Reproduction Students: <ul style="list-style-type: none">• Use microscopes and digital images to distinguish between multicellular and unicellular organisms and understand how to correctly draw scientific specimen diagrams from microscopic observations• Examine the relationship between the structure and function of specialised plant and animal cells• Explore sexual and asexual reproduction as a means of organisms to reproduce and survive Assessment: Exam + Experimental Investigation (Scientific Report) 400 to 600 words

Year 9 Overview

Term 1	Energy: Heat, Light and Sound Students: <ul style="list-style-type: none">• Examine ways in which energy can be transferred through different mediums using the particle model• Investigate wave motion and how different mediums affect sound and light transfer• Design and conduct investigations to transmit a form of energy through a medium Assessment: Exam + Experimental Investigation (Scientific Report) 600 to 800 words
Term 2	Life in Balance Students: <ul style="list-style-type: none">• Identify human body systems and the ways in which they work together in balance to support life• Research the positive and negative aspects of vaccination and use evidence to justify decisions about vaccinations• Explore balance, interrelationships, change and sustainability within ecosystems Assessment: Exam
Term 3	Radioisotopes and Chemical Reactions Students: <ul style="list-style-type: none">• Explore chemical reactions and the application of these in living and non-living system• Explore the development of scientific ideas about atoms and subatomic particles, protons, neutrons, electrons• Investigate the structure and uses of isotopes and consider the processes and products of radioactive decay Assessment: Exam + Experimental Investigation (Scientific Report) 600 to 800 words
Term 4	Changing Earth Students: <ul style="list-style-type: none">• Investigate geological processes involved in Earth movement, comparing different types of tectonic-plate boundaries and explain the tectonic events that occur at each boundaries type• Research the social, environmental and economic impact of tectonic events e.g. earthquakes, tsunamis, volcanoes Assessment: Investigation (Scientific Report) 600 to 800 words

Further Advice

See Mrs Kim Wilson – Head of Department Science

History (HIS)

History is a revealing process of inquiry that uncovers the mysteries and realities of the past and develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times and provides insights for the future. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions to problem-solve; critically analyse and interpret evidence of the past, present and future; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

Pathways

A course of study in History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Australian Curriculum:		Year 11 and 12 University Pathways:
Year 7 History Year 8 History Year 9 History Year 10 History		Aboriginal and Torres Strait Islander Studies (General subject) Ancient History (General subject) Modern History (General subject) Legal Studies (General subject)
		Year 11 and 12 Training and Employment Pathways:
		Social and Community Studies (Applied subject)

Year 7 Overview	
Term 1	<p>Deep time history of Australia Students:</p> <ul style="list-style-type: none"> Describe the historical significance of the histories of early First Nations Peoples of Australia Describe the social, cultural, economic, environmental and/or spiritual aspects related to changes and continuities for First Nations societies Use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments <p>Assessment: Exam – response to sources</p>
Term 2	<p>Ancient Greece, Ancient Rome or Ancient Egypt Students:</p> <ul style="list-style-type: none"> Use the historical research process to investigate Ancient China, Egypt, Greece, India or Rome with a focus on the role of groups and significance of particular individuals in that society Identify defining characteristics of ancient societies Examine the legacies of ancient societies <p>Assessment: Investigation 400-600 words</p>

Year 8 Overview	
Term 3	<p>Medieval Europe Students:</p> <ul style="list-style-type: none"> Investigate the social, cultural, economic and political features of Medieval Europe, focusing on the roles and relationships of different groups within society, as defined by crimes and punishments of the period Explore how societies change from the end of the ancient period to the beginning of the modern age Examine key beliefs and values emerged in Medieval Europe and how they influenced societies <p>Assessment: Investigation 400-600 words</p>
Term 4	<p>Spanish conquest of the Americas Students:</p> <ul style="list-style-type: none"> Examine pre-Columbian life in the Americas, including social organisation, city life and beliefs Investigate the reasons behind European exploration and expansion Investigate the nature of the contact and conflict between the Spanish conquistadors and the Aztecs and the subsequent effects on both groups of people in the short- and longer-term Examine the causes and effects of contact between societies in this period Investigate significant people, groups and ideas from this period and how they have influenced the world today <p>Assessment: Exam – response to stimulus</p>

Year 9 Overview

Term 3	<p>The Industrial Revolution</p> <p>Students:</p> <ul style="list-style-type: none">• Examine the nature of the changes brought by the Industrial Revolution, such as the technological innovations and changes to living and working conditions• Investigate the economic, political, social and environmental factors that led to the industrialisation of Britain and Australia• Evaluate the economic, political, social and environmental impacts of the Industrial Revolution, over the short and long-term• Determine the significance of the Industrial Revolution in making the world a better place <p>Assessment: Exam – response to stimulus</p>
Term 4	<p>World War I</p> <p>Students:</p> <ul style="list-style-type: none">• Develop an understanding of nationalism and investigate the political causes of the war and the reasons for Australia's involvement• Compare the experiences of Australian soldiers on the battlefields of Gallipoli and on the Western Front• Understand how changing technology changed the nature of warfare during World War I• Appreciate the role of Aboriginal and Torres Strait Islander soldiers in World War I• Identify where Australian forces fought and assess the significance of selected battles/campaigns• Explore the impact of the war on the home front, particularly in terms of the changing role of women and the conscription debate• Develop a discussion about the significance and validity of the Anzac legend• Explore how Australians commemorate World War I. <p>Assessment: Investigation 600-800 words, Independent Source Investigation</p>

Further Advice

See Ms Karen Van Harskamp – A/Head of Department Humanities

Geography (GEG)

Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world. Students develop deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time. Geography helps students to be active and ethical global citizens.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

Pathways

Australian Curriculum:
Year 7 Geography
Year 8 Geography
Year 9 Geography
Year 10 Geography



Year 11 and 12 University Pathways:
Geography (General subject)
Aboriginal and Torres Strait Islander Studies (General subject)
Legal Studies (General subject)
Year 11 and 12 Training and Employment Pathways:
Social and Community Studies (Applied subject)

Year 7 Overview	
Term 3	<p>Water in the World Students:</p> <ul style="list-style-type: none"> Investigate water as an example of a renewable environmental resource and identify the ways water is used as a resource Evaluate and synthesise evidence to draw conclusions about viable ways of overcoming water scarcity <p>Assessment: Investigation 400-600 words</p>
Term 4	<p>Place and Liveability Students:</p> <ul style="list-style-type: none"> Explore what factors influence the liveability of places, and what strategies can enhance it Investigate the influence of factors on the liveability of places, including access to services and facilities, environmental quality, social connectedness and community identity Evaluate the strategies used in Australia and Europe to enhance the liveability of places, especially for young people Utilise their understanding to plan and explain a 'liveable' town <p>Assessment: Project 400-600 words</p>
Year 8 Overview	
Term 1	<p>Landforms and Landscapes Students:</p> <ul style="list-style-type: none"> Explore the nature of landscapes and the forces, processes and factors which shape them physically and in terms of peoples' perceptions and use of them Examine, at a variety of scales, how landscapes fundamentally affect the ways in which people live and also how landscapes are modified and managed Propose strategies and justify them in the context of natural hazards and disasters <p>Assessment: Examination 400-600 words</p>

Term 2	<p>Changing Nations Students:</p> <ul style="list-style-type: none"> • Investigate the changing human geography of countries, as revealed by shifts in population distribution • Explore the process of urbanisation and draw on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries • Investigate the reasons for the high level of urban concentration in Australia and compare Australia with the United States of America • Examine the redistribution of population resulting from internal migration and contrast this with the way international migration reinforces urban concentration in Australia. <p>Assessment: Project 400 – 600 words - Portfolio</p>
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Year 9 Overview (Elective)	
Term 1	<p>Volcanic regions and human impact Students:</p> <ul style="list-style-type: none"> • Describe the geomorphological processes of volcanic activity • Explain historic geographical evidence of volcanic activity and its impacts on specific societies • Investigate types of volcanoes and – evolution and decline of local volcanoes (Tablelands) • Investigate how geological disasters have impacted environments and societies today • Investigate strategies regions use to respond to these hazards <p>Assessment: Investigation – Volcanic Safety Brochure 600 – 800 words</p>
Term 2	<p>Biomes and Food Security Students:</p> <ul style="list-style-type: none"> • Investigate the causes and consequences of change in places and environments and how can this change be managed • Examine the future implications of changes to places and environments • Investigate the interconnections and interdependencies important for the future of places and environments <p>Assessment: Data response test 600 – 800 words</p>
Term 3	<p>Geographies of Interconnections Students:</p> <ul style="list-style-type: none"> • Investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments • Examine these concepts in the context of the Daintree National Park <p>Assessment: Project – The Production Chain 600-800 words</p>
Term 4	<p>Geographies and Human Well-Being Students:</p> <ul style="list-style-type: none"> • Investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments • Examine these concepts in the context of the Daintree National Park <p>Assessment: Examination – Data response test 600-800 words</p>

Further Advice

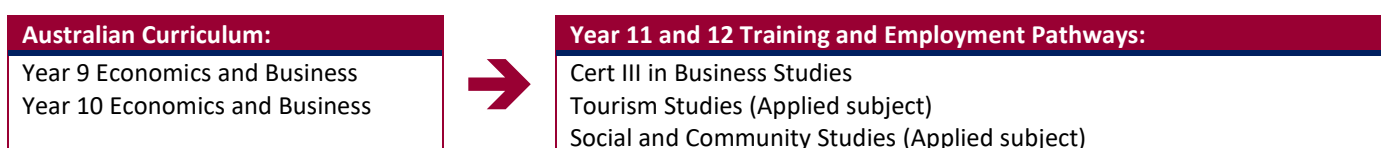
See Ms Karen Van Harskamp – A/Head of Department Humanities

Economics and Business Studies (ECB)

Economics and Business Studies (ECB) investigates what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making. Students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices. Economics and Business helps students to be conscious and effective users of financial and physical resources and to have an ethical understanding of interactions with others.

Economics and Business Studies teaches students to develop and modify questions to investigate an economic and business issue. They locate, select and analyse information and data from a range of sources. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships and identify consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business or financial factors. They evaluate a response using criteria and make decisions about how it is to be implemented. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.

Pathways



Year 9 Overview	
Term 1	<p>Australia and the Global Economy Students:</p> <ul style="list-style-type: none"> Evaluate Australia as a trading nation and its place within the rising economies of Asia and broader global economy Explain why and how participants in the global economy are dependent on each other <p>Assessment: Part A: Examination [short answer response to stimulus] Part B: Extended response to stimulus 400 – 600 words</p>
Term 2	<p>Managing Financial Risk Students:</p> <ul style="list-style-type: none"> Identify different organisations within Australia's financial sector explaining their functions Evaluate the nature of investment or the financial products and services that enable people to receive income in the future <p>Assessment: Investigation – Research Report 400 – 600 words</p>
Term 3	<p>Competition in the Marketplace (FUTURE ANYTHING) Students:</p> <ul style="list-style-type: none"> Analyse the nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market. Evaluate strategies for a product or service to be promoted effectively and ethically Apply findings to create a product or service to be presented before an authentic audience <p>Assessment: Project - Practical (market stall) with written report (business plan with reflection) 400 – 600 words</p>
Term 4	<p>Rewards, rights, responsibilities and protection Students:</p> <ul style="list-style-type: none"> Identify and explain consumer and financial risks to individual and businesses Explain the strategies used to manage them. Analyse consumer reward programs critically <p>Assessment: Examination - short answer response/extended response (to stimulus) 400 – 600 words</p>

Further Advice

See Ms Karen Van Harskamp – A/Head of Department Humanities

Health and Physical Education (HPE)

In Health and Physical Education, students develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical

for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.

Pathways

A course of study in Health and Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.



Year 7 Overview	
Term 1	<p>Friends Matter and Team Sports Students:</p> <ul style="list-style-type: none"> Analyse assertive behaviour and practice effective communication strategies to resolve an identified bullying issue Reflect on and refine personal and social skills as they participate in a range of physical activities and team sports Demonstrate safety, fair play and inclusivity to establish and maintain positive relationships <p>Assessment: Project</p>
Term 2	<p>Movement Magicians Students:</p> <ul style="list-style-type: none"> Investigate a specialised movement sequence from selected athletic events or netball, rugby league and soccer Explain and demonstrate the correct technique Examine and critique own performance and suggest strategies to improve technique <p>Assessment: Investigation / Multimodal 1-2 minutes</p>
Term 3	<p>Super Snacks Students:</p> <ul style="list-style-type: none"> Investigate the five food groups and analyse food products to make informed decisions about selecting healthy meal choice Develop an understanding of the health benefits of physical activity Apply and transfer movement concepts across a range of situations <p>Assessment: Short Response Exam + Practical Performance</p>

Term 4	<p>Approaching Adolescence and Thrown Together Students:</p> <ul style="list-style-type: none"> • Examine a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity • Suggest solutions and strategies to manage developmental challenges during adolescence • Apply movement concepts and refine strategies across T-ball, badminton and cricket <p>Assessment: Response to Stimulus Exam + Practical Performance</p>
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Year 8 Overview	
Term 1	<p>Get Your Body Moving Students:</p> <ul style="list-style-type: none"> • Investigate the elements of movement to compose and perform a movement sequence for fitness, choosing from Step Up Aerobic, Zumba, HITT (Tabata) <p>Assessment: Practical performance</p>
Term 2	<p>What's Your Tradition? Students:</p> <ul style="list-style-type: none"> • Examine the cultural and historical significance of physical activities • Explore how connecting to the environment can enhance the health and wellbeing of individuals and others • Relate a traditional cultural activity to a current activity <p>Assessment: Project 400-600 words</p>
Term 3	<p>My Decision, My Life + Groovy Greens Students:</p> <ul style="list-style-type: none"> • Investigate the impact risk taking have on adolescent's physical, social and emotional wellbeing • Demonstrate skills to make informed decisions propose and implement an action that promotes their own and others' health safety and wellbeing • Analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts from hockey to lacrosse • Reflect on and refine personal and social skills as they participate in hockey and lacrosse <p>Assessment: Exam + Practical performance</p>
Term 4	<p>Safety in Outdoor Education + Adventure Challenges Students:</p> <ul style="list-style-type: none"> • Engage in teambuilding, orienteering and outdoor activities to demonstrate safety, fair play and well-being • Learn how to build respectful relationship and the use of basic first aid <p>Assessment: Exam</p>

Year 9 Overview

Term 1	Respectful Relationships Students: <ul style="list-style-type: none">Analyse the components of respectful relationships to develop strategies and recommend strategies to overcome barriers in different situationsDemonstrate leadership, fair play, cooperation to create an inclusive environment within the context of Oz-tag and Ultimate Disc Assessment: Exam
Term 2	Long Life Habits Students: <ul style="list-style-type: none">Access, synthesise and apply health information from credible sources to propose and justify responses to health situationsPropose and evaluate interventions to improve fitness and physical activity levels in their communitiesApply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing
Term 3	Respectful Relationships Students: <ul style="list-style-type: none">Analyse the components of respectful relationships to develop strategies and recommend strategies to overcome barriers in different situationsDemonstrate leadership, fair play, cooperation to create an inclusive environment within the context of Oz-tag and Ultimate Disc Assessment: Exam
Term 4	Long Life Habits Students: <ul style="list-style-type: none">Access, synthesise and apply health information from credible sources to propose and justify responses to health situationsPropose and evaluate interventions to improve fitness and physical activity levels in their communitiesApply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing Assessment Project + Performance

Further Advice

See Mr Chris Oswald – A/Head of Department Health and Physical Education

League Education (LED)

Rugby League is an excellence subject targeted at students who have a high level of interest in and commitment to the sport, and the drive to further develop the skills and theoretical knowledge already establishing in Year 9 Rugby League. It is intended this subject can be a pathway for students into future endeavours within the Rugby League industry.

The Rugby League Academy program operates under the motto 'Developing the Person and the Player.' This subject offers students the opportunity to develop physically so they can realise their potential on the playing field, as well as personally so they can develop strong personal attributes and become valued contributors to the college and society. There is a focus on mentoring students within the program and students' behaviour, effort, class work and assessment tasks will be closely monitored through the REP policy.

Pathways

Rugby league can establish a basis for further education and employment in the fields of fitness trainer, teaching, sport promotion, sport development and coaching.



Year 9 Overview	
Term 1	Pre-season <ul style="list-style-type: none"> • Gym testing • Strength and conditioning hypertrophy programming • Developing basic skills
Term 2	In season <ul style="list-style-type: none"> • Gym testing • Attacking shape • Defensive principles • Recovery techniques
Term 3	Post season review <ul style="list-style-type: none"> • Gym testing • Strength and conditioning hypertrophy programming • Modified small sided games • Recovery techniques
Term 4	Pre-season <ul style="list-style-type: none"> • Gym testing • Strength and conditioning hypertrophy programming • Attacking shape • Defensive principles

Further Advice

See Mr Chris Oswald – A/Head of Department Health and Physical Education

Dance (DAN)

Dance involves using the human body to express ideas in particular styles to communicate with an audience. It is through movement, with or without music, that students will explore the elements of dance, express ideas and create or perform dances for an audience. In Dance students develop physical coordination, discipline and self-confidence whilst working in teams and individually. They create and practice movements for dance pieces whilst working positively with others. They analyse, evaluate, perform and cooperate with others and learn how to conceptualise, improvise and plan ideas to express ideas with dance techniques and movements. By investigating dance, they learn to understand how the body is used to communicate with an audience, recognise choreography ideas and evaluate performances. Through the study of dance making skills, students also develop knowledge on the use of movement to create meaning, increase physical stamina and flexibility, rehearse movement sequences and create full performance pieces for public display at college and community events.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance and to broader areas in the creative industries and cultural institutions. This includes arts administration and management, communication and media, education, public relations, events and production management.

Australian Curriculum:	➔	Year 11 and 12 University Pathways:
Year 7 Dance Year 8 Dance Year 9 Dance Year 10 Dance		Dance (General subject)
		Year 11 and 12 Training and Employment Pathways:
		Dance in Practice (Applied subject)

Year 7 Overview

Taster term	<p>Just Wanna Dance Students:</p> <ul style="list-style-type: none"> • how to perform utilising technical and expressive skills • how to manipulate the elements of dance to choreograph a dance work • commercial dance technique – hip hop & breakdancing • to work as a large group and perform in a class dance group choreographed by the classroom teacher • to perform their class dance as part of a year 7 Arts culminating activity “Show and Shine” at the end of the term.
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Year 8 Overview

Term 1/3	<p>I like to move it! Students:</p> <ul style="list-style-type: none"> • stepping technique • how to utilise expressive skills to communicate meaning in a performance • how to analyse and evaluate dance concepts in a dance work • examine dance works to identify dance elements and choreographic devices of body percussion and stepping styles <p>Assessment: Performance & Responding Essay</p>
Term 2/4	<p>Dance and the People Students:</p> <ul style="list-style-type: none"> • social dance technique – dance fads of the 20th century • choreographic principles – how to choreograph a dance • to work in small groups demonstrating knowledge of choreography & technical/expressive skills <p>Assessment: Choreography</p>

Year 9 Overview

Term 1	<p>Dance Around the World</p> <p>Students:</p> <ul style="list-style-type: none">• Explore the Social and Ritual functions of dance relevant in today's society• Examine and learn dance styles from different cultures e.g., Russian, Hawaiian, German, Aboriginal, Torres Strait Islander, Indian etc.• Experiment with fusing dance styles and experiment with music, symbolic movements, and emotion to communicate meaning• Analyse the dance concepts in a Ritual dance work and evaluate how effectively the choreographic intent was communicated <p>Assessment: Performance + Responding Essay</p>
Term 2	<p>Dance on Broadway</p> <p>Students:</p> <ul style="list-style-type: none">• Explore the Artistic function of dance, in particular Jazz and Tap on Broadway in America• Learn how to choreograph a Broadway style dance using choreographic principles such as choreographic devices, form, and manipulating the elements of dance to communicate meaning for the purpose of entertaining an audience <p>Assessment: Choreography</p>
Term 3	<p>Dance on Stage</p> <p>Students:</p> <ul style="list-style-type: none">• Continue to explore the Artistic function of dance, in particular Ballet and Contemporary• Examine the historical development of Ballet and Contemporary and the evolution of today's fusion style• Focus will be on using technical and expressive skills to communicate meaning in a performance
Term 4	<ul style="list-style-type: none">• Experimenting with choreographic principles to create dance inspired by a relevant social issue• Analyse the dance concepts in a Contemporary dance work and evaluate how effectively the choreographic intent was communicated <p>Assessment: Choreography + Performance + Responding Exam</p>

Further Advice

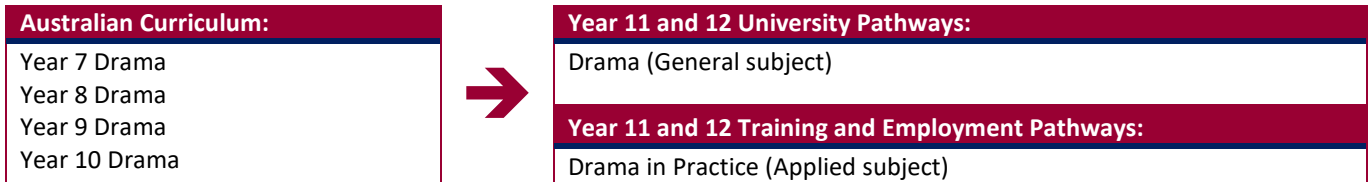
See Mrs Fiona Johnson – Head of Department Arts

Drama (DRA)

Drama fosters creative and expressive communication. It challenges by communicating stories, experiences, emotions and ideas that reflect the human experience. Drama engages students in using a range of artistic skills as they make and respond to dramatic works. Students experience, communicate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages - how they contribute to the creation, interpretation, critique of dramatic action, and meaning. They study a range of forms, styles and conventions ranging from historical traditions to current practice and emerging trends, including those from different cultures. Students apply literacy skills, analyse, interpret, evaluate, synthesis and argue a position about how dramatic languages are used to create and communicate meaning.

Pathways

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



Year 7 Overview	
Taster term	<p>Melodrama – Soap Opera Students:</p> <ul style="list-style-type: none"> • Develop an understanding of dramatic languages and elements of drama through the conventions of soap opera • Learn basic script writing and acting skills • Work as an ensemble cast and perform in a soap opera class production written and directed by the classroom teacher • Perform their production as part of a year 7 Arts culminating activity <p>Assessment: Performance + Short Response Exam</p>
Year 8 Overview	
Term 1/3	<p>Realism and The Elements of Drama Students:</p> <ul style="list-style-type: none"> • Deepen their understanding of dramatic languages, including the elements of drama with a focus on Realism and its associated conventions • Learn basic skills of analysis including describing, interpreting and evaluating • Develop skills of performance and stagecraft reflecting on their own skills and the skills of others • Demonstrate an understanding of the elements of drama as well as their ability to analyse live theatre using description of stage action and interpretation of dramatic meaning <p>Assessment: Response to Stimulus Exam</p>
Term 2/4	<p>Children’s Theatre Students:</p> <ul style="list-style-type: none"> • Develop an understanding of non-realistic styles and forms of theatre through interpreting children’s books using narration, chorus and physical theatre • Read published play texts, write scripts, work in small groups to create improvisations, and to devise concepts for performance • Use their bodies in non-realistic ways to represent literal and abstract objects and ideas • Experiment with their voice in order to enhance the mood of a performance and to help establish context and character • Begin to learn technical aspects of the theatre and skills necessary to be successful in presenting tasks, including cutting music and the creation of sound using technology tools as well as the use of sound and lighting equipment • Select a children’s story to develop and present a polished performance considering the acting style and conventions necessary to entertain a specific target audience, while using lighting and sound <p>Assessment: Two performances</p>

Year 9 Overview

Term 1	<p>Realism and The Elements of Drama</p> <p>Students:</p> <ul style="list-style-type: none">• Deepen their understanding of the elements of drama, looking more specifically at the elements of drama through the style of Realism and its associated conventions• Utilise vocabulary associated with analysing live theatre, specifically utilising evaluative language• Analyse live theatre using description of stage action, interpretation of dramatic meaning and evaluation of stagecraft and the actor's ability to create dramatic meaning <p>Assessment: Performance + Response to Stimulus Exam</p>
Term 2	<p>Process Drama and Monologues</p> <p>Students:</p> <ul style="list-style-type: none">• Participate in a series of Process Drama workshops in order to learn how to write personal 'I statements', which reflect on feelings and thoughts• Use their knowledge of Process Drama to write Stream of Consciousness Monologues in character• Memorise their monologues, select costumes, sets and props and present a polished performance, focusing on emotional truth and the realistic conventions of acting <p>Assessment: Performance</p>
Term 3	<p>Comedy and Clowning</p> <p>Students:</p> <ul style="list-style-type: none">• Develop an understanding of the conventions associated with non-realistic styles of acting, focusing on the conventions of comedy and the use the television show 'Lano and Woodley' as a model for performance• Identify conventions associated with other comedic styles including Clowning, Street Theatre and Stand-up Comedy• Create short comedy routines in small groups that become part of a class production performed to the Year 4 classes• Reflect on their performance in journal entries throughout the production and performance process <p>Assessment: Performance + Reflective Journal Entry 300-400 words</p>
Term 4	<p>Collage Drama</p> <p>Students:</p> <ul style="list-style-type: none">• Create a whole class 'Collage Drama' that is performed to the Year 9 cohort• Experiment with dramatic form and style as well as several different realistic and non-realistic conventions• Create a script that can be used within the collage drama, incorporating at least one non-realistic dramatic convention, such as the use of poetry, chorus or movement• Rehearse and present a collage drama, including developing the technical aspects of the production <p>Assessment: Performance</p>

Further Advice

See Mrs Fiona Johnson – Head of Department Arts

Media Arts (MED)

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Pathways

Media Arts can establish a basis for further education and employment in areas of the creative industries and information technologies. Diverse fields of study and employment use skills inherent in the subject, including marketing and advertising, arts administration and management, communication, design, education, film and television production, public relations, social media marketing and the entertainment industry.



Year 7 Overview	
Taster term	<p>Sell the School Students:</p> <ul style="list-style-type: none"> Investigate the foundations of moving image media - shot sizes, camera angles, camera movement, editing Examine advertising techniques and the codes and conventions of television ads <p>Assessment: Advertisement Production</p>

Year 8 Overview	
Term 1/3	<p>The Homemade Remake Students:</p> <ul style="list-style-type: none"> Examine the film style captured in the Youtube channel Adorable Kittens Remake Classic Remake a classic film in this style <p>Assessment: Short Film Production</p>
Term 2/4	<p>Stop Motion Students:</p> <ul style="list-style-type: none"> Examine the film style of content producers for digital platforms who make short films using stop motion animation. Examine films that use Stop motion animation and narrative with the codes and conventions of filmmaking such as <i>Isle of Dogs</i> and <i>Fantastic Mr. Fox</i> and <i>Shaun the Sheep</i>. <p>Assessment: Short Film Production using stop motion photography and editing techniques and skills</p> <hr/> <p>K'Gari Fake News Students:</p> <ul style="list-style-type: none"> Interact with K'gari (SBS Learn) Create a travel brochure that highlights the history of this location Develop skills in visual literacy, graphic design, computer image editing and critical thinking about representation <p>Assessment: Brochure and written evaluation 300-400 words</p>

Year 9 Overview

Term 1	Scream Out Loud - Part A Students: <ul style="list-style-type: none">• View, analyse and evaluate a film in a genre of thriller / suspense / horror in terms of themes/representations, film languages and audiences• Still image photography skills for creating a movie poster to represent a film Assessment: Analytical Essay 400-500 words
Term 2	Scream Out Loud - Part B Students: <ul style="list-style-type: none">• Create a narrative thriller genre short film with storyboards, a production plan, camera operation, recording footage, editing with computer software and designing audio tracks Assessment: Short Film Production
Term 3	OK Go! Students: <ul style="list-style-type: none">• Explore codes and conventions in music videos to plan and produce a music video for a song• Complete a written treatment describing ideas for production and storyboards• Still Image photography skills for headshots and group promotional material for music industry Assessment: Music video clip
Term 4	Dystopian Cinema Students: <ul style="list-style-type: none">• Use genre and media conventions to create representations and meaning to manipulate moving images into a dystopian film scene using compositing, and post-production software skills Assessment: Short dystopian film scene

Further Advice

See Mrs Fiona Johnson – Head of Department The Arts

Music (MUS)

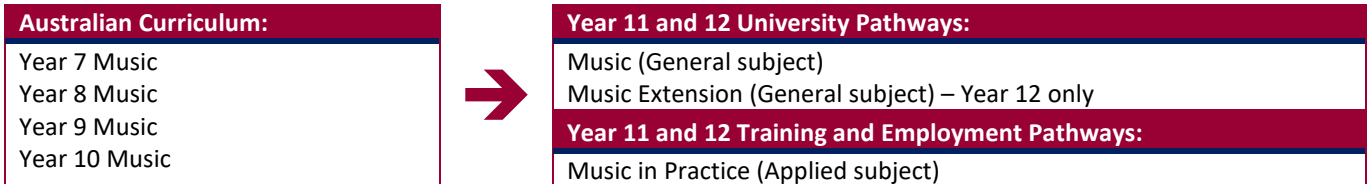
Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

The music course is about skill development in three areas – performing, composing and musicology (the study of music). The course is designed to complement skills of the Instrumental Music program through developing a deeper understanding and appreciation of the creative process and design of music. It is also for those who are drawn to the subject because they have a love of music and want to learn to play instruments, perform (solo/groups) and create music. Practical aspects of the course include skills on contemporary instruments (ukulele, guitar / bass, keyboard, drums, singing). Through continuous and sequential music learning with performing, composing and listening with intent to music, students have access to knowledge, skills and understanding that can be gained in no other way.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of performance, arts administration, communication and media, education, creative industries, public relations, and events management.



Year 7 Overview

Taster term	<p>Get into the Groove Students:</p> <ul style="list-style-type: none"> Are introduced to basic music elements and concepts such as pitch and rhythm Engage in music making, ensemble playing, rehearsal and performing skills, working toward a ukulele performance in front of a live audience of their peers <p>Assessment: Performance + Response to Stimulus Exam</p>
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Year 8 Overview

Term 1/3	<p>Music in Me Students:</p> <ul style="list-style-type: none"> Continue building on their knowledge of the Elements of Music Learn how to interpret music and justify musical choices of composers Learn how to play basic chords and melodies on the keyboard and guitar <p>Assessment: Short Response Exam</p>
Term 2/4	<p>Music in Me (cont.) Students:</p> <ul style="list-style-type: none"> Continue to explore the elements of music in greater depth Are introduced to composition software to arrange loops to create music for a purpose Specialise in either guitar or keyboard (or other teacher-selected instrument) to develop a performance within an ensemble (half-class) Develop their skills in the rehearsal process, setting appropriate goals for each rehearsal and polishing their repertoire <p>Assessment: Performance + Composition</p>

Year 9 Overview

Term 1 and 2	<p>I Wanna Rock Students:</p> <ul style="list-style-type: none">• Engage with concepts around contemporary music history from the 1940 and 50s through to 1960• Learn about key artists, styles and where this music has led to and influenced others• Rehearse and perform in small ensembles and whole class ensemble experiences• Write short music works following parameters that explore music language and composition technique• Create original music using Garageband software – modelled on an existing song, a remix project or concepts of beats, fills, bass, chords and melody writing using chords I, ii, IV, V, vi in a given key <p>Assessment: Performance + Composition + Short Response Exam</p>
Term 3 and 4	<p>True Blue Students:</p> <ul style="list-style-type: none">• Investigate Australian music, musicians and history – where have we come from, who are some iconic artists, songs and identity• Examine the music elements and characteristics in different musical styles and selected songs• Learn to play some iconic songs – novelty, rock anthems and contemporary songs• Collaborate in a group to prepare a performance item for the college MMADDness night – students self select repertoire to produce a public performance• Learn about psychology for performance anxiety <p>Assessment: Performance + Composition + Podcast</p>

Further Advice

See Mrs Fiona Johnson – Head of Department – The Arts

Visual Art (ART)

Art is a powerful and persuasive means of communication. It expresses the wide range of beliefs, values and meanings held and applied in society. Art is a significant means of understanding, transmitting and transforming cultures. Visual Art is a means of personal expression by which students make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and object. 80% of all information that teens process in any given day is now visual in nature. This places visual literacy high on the list of priorities for adolescent education. Visual literacy enhances students' capacities to think, create and question and provides skills to interpret and express ideas. Art teaches students how to research, develop and resolve their ideas. It requires the skills of problem solving and thinking with flexibility to consider a variety of solutions and processes. In all units students will be involved in creating images and objects; researching artists, artworks and art styles; analysing and evaluating artworks; Comparing and contrasting the work of their peers and professional artists; and appraising, critiquing and responding to art.

Pathways

A course of study in Visual Art can lead to pathways in advertising, marketing, graphic design, fine art, gallery management, curator, artist, art teacher, art director, fashion, visual merchandiser, window dresser, arts law, printer, journalism.

Australian Curriculum:

Year 7 Visual Art
Year 8 Visual Art
Year 9 Visual Art
Year 10 Visual Art



Year 11 and 12 University Pathways:

Visual Art (General subject)
Design (General subject)

Year 11 and 12 Training and Employment Pathways:

Visual Arts in Practice (Applied subject)

Year 7 Overview

Taster term	<p>Elements of Art – Colour, Shape and Line Students:</p> <ul style="list-style-type: none"> • Learn about the Elements of Art - focusing on colour, line, tone, shape and texture • Study the theory of colour such as monochromatic, analogous and complementary • Explore painting techniques such as colour mixing, overpainting, blending, shade and layering • Experiment with collage techniques such as tearing, tiling, overlaying and mosaic. • Use painting and collage techniques to create a resolved work based on an interpretation of an existing artwork <p>Assessment: Folio</p>
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Year 8 Overview

Term 1/3	<p>Humanity – Family Students:</p> <ul style="list-style-type: none"> • Investigate the values associated with personal connections through making and responding to art works • Explore line, tone and texture through principles of repetition, pattern, balance and contrast • Learn dry point etching skills and processes to increase their means of visual expression • Learn basic rules of composition • Explore and manipulate proportion, skin tones, blending and colour and composition • Expand on their expression through an artist statement that covers what their work is about, an explanation about what they are exploring through their artwork and a description of the medium, process and inking techniques <p>Assessment: Folio + Artist Statement 100-150 words</p>
Term 2/4	<p>Symbolic Vessels Students:</p> <ul style="list-style-type: none"> • Examine the work of selected artists - Grayson Perry, Glen Barkley, and Thankupi, considering, discussing and analysing; <ul style="list-style-type: none"> ○ how artists use elements and principles of art to communicate ideas regarding identity and self-expression ○ how artists use symbols to explore identity ○ how different viewpoints expressed by artists can help students understand their lives and those of others ○ how viewing art through a cultural context allows consideration of possible meanings intended by the artist such as their values, traditions and cultural practices • Design and construct their own personal symbols that express their identity • Learn the basic skills of hand building such as pinch, slab and coil and the joining technique 'score, slip and blend' • Devise and construct a ceramic vessel with a surface design embellished with symbols, images and text based on the theme - autobiographical • Learn the basics of glazing and firing. <p>Assessment: Folio + Analytical Essay 300-400 words</p>

Year 9 Overview

Term 1	<p>Personal Maps Students:</p> <ul style="list-style-type: none"> • Explore ideas and concepts related to the concept 'connection to place' • Analyse and evaluate artworks to identify how artists use visual conventions to document their personal, social and/or cultural connections to place • Generate ideas, plan and create a design that reflects their understandings of this concept • Experiment with visual conventions, techniques and processes associated with the printmaking methods monotypes and linocuts • Convey a connection to place in a series of lino-prints • Apply a range of mixed media to enhance meaning (selected prints) • Analyse an artist's work related to how they have represented and connected to the landscape around them through use of the elements and principle of art <p>Assessment: Folio + Analytical Essay 400-500 words</p>
Term 2	<p>Birds and Animals Students:</p> <ul style="list-style-type: none"> • Improvise, imagine, analyse and organise while practising and refining their art skills and deepening their knowledge • Develop an understanding that although sculpture incorporates many of the elements and principles associated with 2D works, such as line in drawings and colour in painting, sculptural works have their own challenges and possibilities - a sculpture is seen not from only one viewpoint but should entice the viewer to move around the work, exploring the balance between solid matter and negative space. • Explore how artists like Peter Colley, Marian Drew and Ian Gentle have used the natural world to inspire and inform their artmaking processes • Generate ideas, plan and design a sculpture that reflects their understandings of this concept • Produce a small Marquette to visualise and test forms and ideas • Modify or enhance design depending on Marquette outcome • Select media that enhances their commentary on nature • Create a sculpture. <p>Assessment: Folio + 3D Sculpture</p>
Term 3	<p>Surreal States Students:</p> <ul style="list-style-type: none"> • Develop an understanding of Surrealism, an art movement that began in the 1920s and continues today • Explore the history, associated terms and concepts that underpin this movement • Form ties between historical surrealists such as Rene Magritte, Max Ernst, Frida Kahlo and contemporary artists such as Banksy and Sandy Skoglund whose works draw heavily from surrealist concepts • Identify ways that surrealism can be incorporated into their work both now and in the future • Explore the styles and techniques used in surrealism through a range of different media • Create drawings that reflect the following surrealist approaches: Illusionism and Automatism • Incorporate techniques such as collage, distortion, layering, scale, juxtaposition and montage <p>Assessment: Folio + Analytical Essay 400-500 words</p>
Term 4	<p>Superheroes and Celebrities Students:</p> <ul style="list-style-type: none"> • Explore the human figure and its representation • Learn skills to increase their means of visual expression, be innovative, heighten understanding of human experience and investigate values associated with important life events through making and responding to figurative art works • Capture the human figure in a series of different poses (life drawing) • Investigate the cultural context of figurative paintings by artists such as Raphael, Roy Liechtenstein, David Bromley and Del Kathryn Barton • Experiment with visual conventions, techniques and processes associated with painting • Create an artwork that reflects an understanding of the concept 'Heroes and Celebrities' <p>Assessment: Folio</p>

Further Advice

See Mrs Fiona Johnson – Head of Department The Arts

Technologies – Food and Fibre Production (TFF)

Food and fibre are the human-produced or harvested resources used to directly sustain human life and are produced in managed environments such as farms and plantations or harvested from wild stocks. Challenges for world food and fibre production include an increasing world population, an uncertain climate and competition for resources such as land and water. Students need to engage in these challenges by understanding the processes of food and fibre production and by investigating innovative and sustainable ways of supplying agriculturally produced raw materials. Students will progressively develop knowledge and understanding about the managed systems that produce food and fibre through creating designed solutions.

Pathways

The development of skills and knowledge gained through the units of work will lead into the areas of hospitality, textiles and early childhood education.

Australian Curriculum:

Year 7 Food and Fibre Production
 Year 8 Food and Fibre Production
 Year 9 Food and Fibre Production
 Year 10 Food and Fibre Production



Year 11 and 12 Training and Employment Pathways:

Hospitality Practices (Applied subject)
 Early Childhood Studies (Applied subject)
 Fashion (Applied subject)

Year 11 and 12 Vocational Education and Training:

Certificate II in Hospitality
 Certificate II in Kitchen Operations

Year 7 Overview

Taster term	<p>Savvy Sewing and Healthy Habits Students:</p> <ul style="list-style-type: none"> • Explore a range of simple hand sewing and cookery techniques • Explore ideas of design and develop healthy skills in a kitchen • Plan and prepare healthy meals while building knowledge and skills for a life of health. <p>Assessment: Project</p>
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Year 8 Overview

Term 1/3	<p>Utilising Upcycling Students:</p> <ul style="list-style-type: none"> • Explore commercial fashion, a significant industry in the modern consumerism world • Develop skills in modifying and upcycling items to promote sustainability <p>Assessment: Project</p>
Term 2/4	<p>Fantastic Five for Health Students:</p> <ul style="list-style-type: none"> • Develop a deeper understanding of healthy eating • Become more skilled in cookery methods while preparing nutritious meals <p>Assessment: Multimodal 400-600 words</p>

Year 9 Overview

Term 1	<p>The System to the Challenge Students:</p> <ul style="list-style-type: none"> • Develop an understanding of sustainability and the food system • Learn how fibre becomes clothing, how the different materials are created and their function • Apply their knowledge of sustainability through a range of different design challenges that focus on real life and real world situations and develop ideas and processes <p>Assessment: Investigation 600-800 words + Project</p>
Term 2	<p>The Use Students:</p> <ul style="list-style-type: none"> • Use items already preserved or made in the previous unit or items that have been created with sustainability in mind • Explore the revolution of food and fibre to function and uses <p>Assessment: Short Response Exam + Experimental Folio</p>

Term 3	<p>The Commercial Context</p> <p>Students:</p> <ul style="list-style-type: none"> • Create a school jumper that conforms to all school requirements • Research and develop an understanding of the uniform in a school-based setting and in a commercial world <p>Assessment: Design Brief 300-400 words + Exam</p>
Term 4	<p>The Ownership</p> <p>Students:</p> <ul style="list-style-type: none"> • Build and create their own items through the modification or adaptation of a standard item • Learn skills and processes to modify an item to perform an alternative function or aesthetic • Adapt recipes to utilise what is in the cupboard • Customise a fashionable item into clothing that is unique and personal <p>Assessment: Investigation 600-800 words + Project</p>

Further Advice

See Mr Brent Cibau – Head of Department Home Economics and Industrial Technology and Design

Technologies – Food Specialisation (TFD)

Food specialisations includes the application of nutrition principles and knowledge about the characteristics and properties of food to food selection and preparation; and contemporary technology-related food issues. There are increasing community concerns about food issues, including the nutritional quality of food and the environmental impact of food manufacturing processes. Students need to understand the importance of a variety of foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives. Students will progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.

Pathways

The development of skills and knowledge gained through the units of work will lead into the areas of Hospitality Practices, Certificate II Hospitality and Certificate II Kitchen Operations . The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses or could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation. Food & Nutrition is a General subject suited to students who are interested in university pathways beyond school that lead to further education and employment in the fields of science, technology, engineering and health.

Australian Curriculum:

Year 7 Food Specialisations
Year 8 Food Specialisations
Year 9 Food Specialisations
Year 10 Food Specialisations



Year 11 and 12 Training and Employment Pathways:

Hospitality Practices (Applied subject)

Year 11 and 12 Vocational Education and Training:

Certificate II in Hospitality
Certificate II in Kitchen Operations

Year 7 Overview

Taster term	<p>Cookery Capers Students:</p> <ul style="list-style-type: none"> Investigate basic cookery skills Use a range of ingredients and techniques to determine appropriate healthy meals for individuals and/or families <p>Assessment: Evaluation Journal 300 words</p>
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Year 8 Overview

Term 1 and 2 / 3 and 4	<p>Tantilising Tastes Students:</p> <ul style="list-style-type: none"> Further investigate methods of cookery using a range of ingredients to determine sensory properties, aesthetics, taste and palatability Use their understanding of methods of cookery to create and deliver a taste testing experience to extend their peers' palates <p>Assessment: Evaluation Journal 400-600 words + Design Brief Multimodal 400-600 words</p>
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Year 9 Overview

Term 1	<p>Voyage of Discovery Students:</p> <ul style="list-style-type: none"> Investigate the cookery techniques, equipment and ingredients of the cultures that have influenced the Modern Australian Cuisine starting with those from the Asia-Pacific and beyond Consider how these ingredients can be used in everyday recipes for the family and also when cooking for parties and special occasions <p>Assessment: Short Response Exam + Design Brief 400 words</p>
Term 2	<p>Food for the Ages Students:</p> <ul style="list-style-type: none"> Investigate a range of nutrition consumer groups and the specific needs that each group has in the food they are consuming Consider the redevelopment of products suitable for various consumer groups <p>Assessment: Investigation 600-800 words + Folio 400 words</p>

Term 3	<p>The 'How to' of Hospitality</p> <p>Students:</p> <ul style="list-style-type: none"> • Develop an understanding of hygiene and safety processes for a commercial cookery situation • Undertake a series of cookery tasks to demonstrate their hygiene and safety skills • Develop a range of commercial cookery preparation and presentation skills and techniques • Investigate a range of hospitality service styles <p>Assessment: Exam + Design Brief 400 words</p>
Term 4	<p>Stylish Services</p> <p>Students:</p> <ul style="list-style-type: none"> • Investigate various hospitality establishments and the types of service they offer, for example food trucks, cafés, restaurants, food boxes and market stalls • Use this information to design, prepare and present a range of dishes for each of the different types of hospitality establishments <p>Assessment: Investigation 600-800 words + Design Brief 400 words</p>

Further Advice

See Mr Brent Cibau – Head of Department Home Economics and Industrial Technology and Design

Technologies – Materials and Technologies Specialisation (TMT)

Materials and technologies specialisations is focused on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies. We live in and depend on the human-made environment for communication, housing, employment, medicine, recreation and transport; however, we also face increasing concerns related to sustainability. Students will progressively develop knowledge and understanding of the characteristics and properties of a range of materials either discretely in the development of products or through producing designed solutions for a technologies specialisation; for example, architecture, electronics, graphics technologies or fashion.

Pathways

The development of skills and knowledge to lead into the areas of Engineering Skills, Industrial Technology Skills, Building and Construction Skills and Furnishing Skills subjects.

Engineering Skills focuses on practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry, with employment pathways into engineering trades such as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Industrial Technology Skills focuses on practices and production processes required to manufacture products in a variety of industries, including aero-skills, automotive, building and construction, engineering, furnishing and plastics.

Building and Construction Skills focuses on the practices and construction processes required to create, maintain and repair the built environment that can establish a basis employment such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Furnishing Skills focuses on practices and production processes required to manufacture furnishing products with high aesthetic qualities that can lead to employment in furnishing trades such as a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Australian Curriculum:

Year 7 Materials and Technologies
 Year 8 Materials and Technologies
 Year 9 Materials and Technologies
 Year 10 Materials and Technologies



Year 11 and 12 Training and Employment Pathways:

Building and Construction Skills (Applied subject)
 Furnishing Skills (Applied subject)
 Engineering Skills (Applied subject)
 Industrial Technology Skills (Applied subject)

Year 7 Overview

Taster term	<p>Marble Game Students:</p> <ul style="list-style-type: none"> Design and create a game where a marble is rolled around a course Use design principles to plan and build the Marble Game product <p>Assessment: Project</p>
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Year 8 Overview

Term 1 and 2 / 3 and 4	<p>CO₂ Concept Vehicle Students:</p> <ul style="list-style-type: none"> Apply engineering principles, emerging technologies and the properties of materials to design a CO₂ concept vehicle Consider sustainability, environment impacts and construction techniques as factors that influence the speed and efficiency of the concept vehicle Use Autodesk software in the design process, create a production plan and construct the vehicle Test and refine their vehicle to inform the final design and construction of the vehicle Race their vehicles against vehicles from another classes followed by evaluation of the design and construction processes <p>Assessment: Portfolio</p>
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Year 9 Overview

Term 1 and 2	<p>Pinball Machine Students:</p> <ul style="list-style-type: none">• Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create a pinball machine• Critically analyse factors, including social and sustainability considerations, that impact on the design of the pinball machine• Apply design thinking as they design and create a pinball machine that meets the need of a community group such as a children’s hospital, family shelter or youth centre• Apply processes and production skills safely when creating their product <p>Assessment: Portfolio + Project</p>
Term 3 and 4	<p>Planter Box Students:</p> <ul style="list-style-type: none">• Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create a planter box• Critically analyse factors, including social, ethical and sustainability considerations, that impact on the design of the planter box• Apply design thinking as they design and produce a planter box that meets an opportunity for local residents and responds to a global need• Apply these processes and production skills safely <p>Assessment: Portfolio + Project</p>

Further Advice

See Mr Brent Cibau – Head of Department Home Economics and Industrial Technology and Design

Design and Technologies (DAT)


Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Pathways

A course of study in Design and Technology can establish a basis for further education and employment in the fields of digital media design, architecture, fashion design, graphic design, industrial design, interior design and landscape architecture. Potential pathways include but are not limited to web designer, games designer, graphic designer, architectural draftsman or architect.

Australian Curriculum:		Year 11 and 12 University Pathways:
Year 7 Design and Technologies Year 8 Design and Technologies Year 9 Design and Technologies Year 10 Design and Technologies		Design (General subject) Year 11 and 12 Training and Employment Pathways: Information and Communication Technology (Applied subject)

Year 7 Overview

Taster term	<p>Design it for ME Students:</p> <ul style="list-style-type: none"> Participate in the Entrepreneurial process to identify and create a solution to a problem in their life. Develop skills in the form of low-fidelity sketching, digital prototyping using specific software, physical prototyping, presentation and pitching skills . Assessment: Project
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Year 8 Overview

Term 1/3	<p>Food for thought Students:</p> <ul style="list-style-type: none"> Apply the design process, to explore, develop, and prototype an innovative designed solution that meets the identified need from the Food and Technologies department. Evaluate the design solution and connect it to the identified need, make judgments on how the features, technical considerations, properties, and materials of the designed object were combined to meet the solution's design criteria, and the end user's needs. <p>Assessment: Project</p>
Term 2/4	<p>Service design for the Future Students:</p> <ul style="list-style-type: none"> Will extend their knowledge and skills of service design, to generate, design, produce and implement a solution to a real world problem. Produce low-fidelity sketching, digital prototyping using specific software, physical prototype and pitch for a target audience. <p>Assessment: Project</p>

Year 9 Overview

Term 1	<p>Legendary Logos Students:</p> <ul style="list-style-type: none">• Use image editing software to create and design a logo (vector graphics) for a client Space Unlimited.• Investigate and make judgments on how the characteristics and properties of logos can be combined to create designed solutions for a Space Unlimited’s design brief and expectations.• Apply design thinking as they design and produce a logo that meets the client’s needs using mood boards, deductive ideation, drawing and a holistic creative process. <p>Assessment: Project</p>
Term 2	<p>Level Up! Students:</p> <ul style="list-style-type: none">• Produce a 3D Game with original backgrounds and terrain, including 3D modelled characters.• Apply sequenced game design processes to generate a storyboard; implement and produce 3D assets based on critical task criteria; test and publish their game for a target audience.• Document, communicate, and evaluate the processes and the effectiveness of the game design, using established criteria based on good game design principles and user experience feedback. <p>Assessment: Project</p>
Term 3	<p>Drones to the Rescue Students:</p> <ul style="list-style-type: none">• Produce a 3D Game with original backgrounds and terrain, including 3D modelled characters.• Apply sequenced game design processes to generate a storyboard; implement and produce 3D assets based on critical task criteria; test and publish their game for a target audience.• Document, communicate, and evaluate the processes and the effectiveness of the game design, using established criteria based on good game design principles and user experience feedback. <p>Assessment: Project</p>
Term 4	<p>There’s an App for that! Students:</p> <ul style="list-style-type: none">• Use app development software to design and create a prototype for an app to solve an identified problem. For example, students may design an app to locate the best surfing spots in Queensland.• Investigate and make judgments on how the characteristics and properties of apps can be combined to create designed solutions for a client’s design brief, and UX (User Experience) design features.• Critically analyse factors, including social, ethical, cultural and sustainability considerations, that impact on designed solutions for global preferred futures.• Apply design thinking as they design and produce an app that meets a community, national or global need or opportunity: <p>Assessment: Project</p>

Further Advice

See Ms Tracy Shorten– A/Head of Department Information Technology

Digital Technologies (DIG)

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

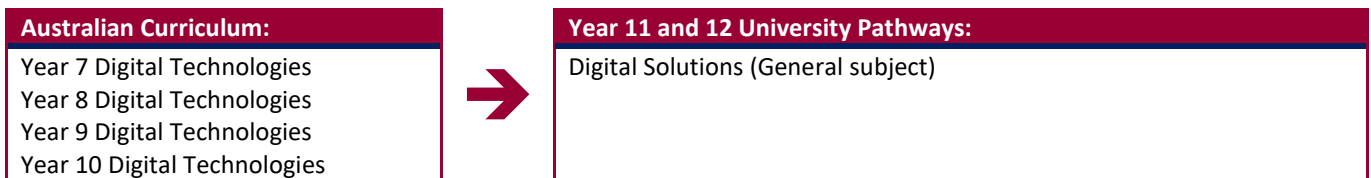
Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies enables students to learn about algorithms, computer languages and user interfaces through generating digital technologies solutions to various problems.

Pathways

A course of study in Digital Technologies can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Potential pathways include but are not limited to web developer, games developer, programmer, computer scientist, database architect and engineer.



Year 7 Overview	
Taster term	<p>Plan ET Students:</p> <ul style="list-style-type: none"> Think like a programmer, utilise JavaScript in Minecraft to prototype algorithms to create buildings on a new planet Implement and modify programs with user interfaces involving branching, iterations and functions using a general-purpose programming language. Design the user experience of a digital system, generate, evaluate, and communicate designs, design algorithms represented diagrammatically and in English, trace algorithms to predict the output for a given input and identify errors. <p>Assessment: Project</p>
Year 8 Overview	
Term 1/3	<p>Getting Connected: Networks, Computers and Binary Students:</p> <ul style="list-style-type: none"> Explore and investigate, how computers send data via a network made up of switches, routers, and hardware devices. Explore communication and network protocols for transmitting data via the internet; how to protect against cybercrime; and how to send data that can be used to represent a simple image made up of pixels <p>Assessment: Project</p>
Term 2/4	<p>Roller Ball Students:</p> <ul style="list-style-type: none"> Apply computational, and systems thinking to evaluate information systems and create a digital solution Apply a range of skills and processes in the production of a digital solution in the form of a virtual roller ball game Evaluate how well the needs are met by the digital solution against self determined criteria. <p>Assessment: Project</p>

Year 9 Overview

Term 1	<p>Game On! Students:</p> <ul style="list-style-type: none">• Use mark-up language and style sheets to design and create a prototype game to solve an identified problem.• Apply computational thinking skills including abstraction, specification to address complex problems, design a user experience of a solution for a platform game, using storyboards and mock-ups.• Use diagrams (flowcharts), structured English (pseudocode) to design algorithms and validate them through tracing and test cases.• Apply object-oriented programming language to implement interact features and investigate the economic success for their digital solution considering safety and sustainability. <p>Assessment: Project</p>
Term 2	<p>Artificial and Robotic Intelligence Students:</p> <ul style="list-style-type: none">• Will be introduced to the world of robotics, intelligence, the social aspects of innovation and sustainability, the function requirements and the programming involved moving a robot safely within its surroundings.• Will write algorithms that explores a wide range of sensors, electronic components, and the concept of AI (Artificial Intelligence) using the PID control process. (Proportional, Integral, Derivative), while using a robotic device to perform a 'rescue' challenge. <p>Assessment: Robot + Data Report</p>
Term 3	<p>Organise, Visualise and Analyse Data Students:</p> <ul style="list-style-type: none">• Apply understandings about data and develop skills of data analysis, data visualisation and image compression for data transmission and storage.• Use databasing tools to enable them to manage large amounts of data to get the most value from it, explore how data can be encoded and represented visually as channels of information, as well as considering both the appearance and functionality of the information they are presenting. <p>Assessment: Portfolio + Exam</p>
Term 4	<p>Exploring JavaScript Students:</p> <ul style="list-style-type: none">• Will use JavaScript mark-up language to create a portfolio based a series of tasks designed as an introduction to concepts of programming.• Apply computational thinking skills including abstraction and specification to address the set tasks.• Use diagrams (flowcharts), structured English (pseudocode) to design algorithms and validate them through tracing and test cases. <p>Assessment: Portfolio</p>

Further Advice

See Ms Tracy Shorten– A/Head of Department Information Technology

Engineering Principles and Systems (TES)

Engineering Principles and Systems is focused on how forces can be used to create light, sound, heat, movement, control or support in systems. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Students need to understand how sustainable engineered products, services and environments can be designed and produced as resources diminish. Students will progressively develop knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions.

Pathways

A course of study in Engineering Principles and Systems can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Australian Curriculum:

Year 7 Engineering Principles and Systems
 Year 8 Engineering Principles and Systems
 Year 9 Engineering Principles and Systems
 Year 10 Engineering Principles and Systems



Year 11 and 12 University Pathways:

Digital Solutions (General subject)

Year 7 Overview

Taster Term	<p>Rube Goldberg Machines</p> <p>Students:</p> <ul style="list-style-type: none"> Apply the design process to create and prototype a Rube Goldberg machine Evaluate their Design against the design criteria <p>Assessment: Portfolio</p>
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Year 8 Overview

Term 1/3	<p>Automotive Design</p> <p>Students:</p> <ul style="list-style-type: none"> Explain the contribution of design and technology innovations and enterprise to society through an investigation of the automotive industry Design and create a circuit board to be used in the following unit <p>Assessment: Short Response Exam</p>
Term 2/4	<p>Driverless Cars</p> <p>Students:</p> <ul style="list-style-type: none"> Use their learning about the importance of technology in society (robotics technologies and the internet of things) as they design, build, test and evaluate their driverless car Explain factors that influence the design of a driverless car using Micro:bits. <p>Assessment: Project</p>

Year 9 Overview

Not on offer for 2024.

Further Advice

See Ms Tracy Shorten– A/Head of Department Information Technology