Junior Secondary School Curriculum Handbook 2025

Education for Life

KENMORE STATE HIGH SCHOOL

Department of Education trading as Education Queensland International (EQI)
CRICOS Provider Code: 00608A

Contents

From the Executive Principal

Kenmore State High School students arrive from a select number of Alliance schools that deliver high expectations and rigorous curriculum processes.
All of our neighbouring Primary schools have created highly-relational environments. Our school is determined to build on these foundational pillars and to deliver an exceptional educational environment for our Junior Secondary students.

We pride ourselves on our exceptional student outcomes, not just in academic fields, but also in developing well-rounded citizens who can lead our future beyond schooling. These are built through our Junior Secondary programs. We have structured our curriculum to encourage students to follow their passions and enrich their knowledge and skills through opportunities. Our Programs of Excellence enable students to dig deep into highly personalised curriculum and our rigorous curriculum offerings enable all students to flourish.

Our Junior Secondary Program is built on developing student-teacher-parent relationships through a reduction in the number of teachers a student encounters but enables rich knowledge and individual development through our curriculum experts. Kenmore SHS, as attested by our students and parents, makes a large school seem small and personalised. This is the assurance we bring to you.

The Kenmore State High School Junior Secondary Curriculum offers a rich, challenging and stimulating program designed to generate a passion for learning and developing 21St Century skills.

- Critical thinking
- Creative thinking skills
- Communication
- Collaboration and teamwork
- Personal and social skills
- ICT skills

"Education is a passport to the future, for tomorrow belongs to those who prepare for it today."

- Malcolm X

The teaching at Kenmore SHS encourages the students to produce, not reproduce. The focus is on agile learners, holistic learners and 21st Century learners. Rich and positive feedback are features of the teaching employed at this school as are recognising and catering for the diverse needs, abilities, interests and aspirations of our students.

Our Junior Secondary School Curriculum bridges the divide between primary and senior secondary school. It also goes beyond in an environment which fosters a sense of belonging, security and happiness. Our curriculum, while challenging, lays solid foundations in the skills students will need for the future as well as the educational practices that have stood the test of time. This is supported with a wide range of extracurricular activities for students. The combination of a supportive environment, foundation and challenge, allows our students to appreciate and value learning as a life-long process.

This is why our motto is ***"Education for Life".***

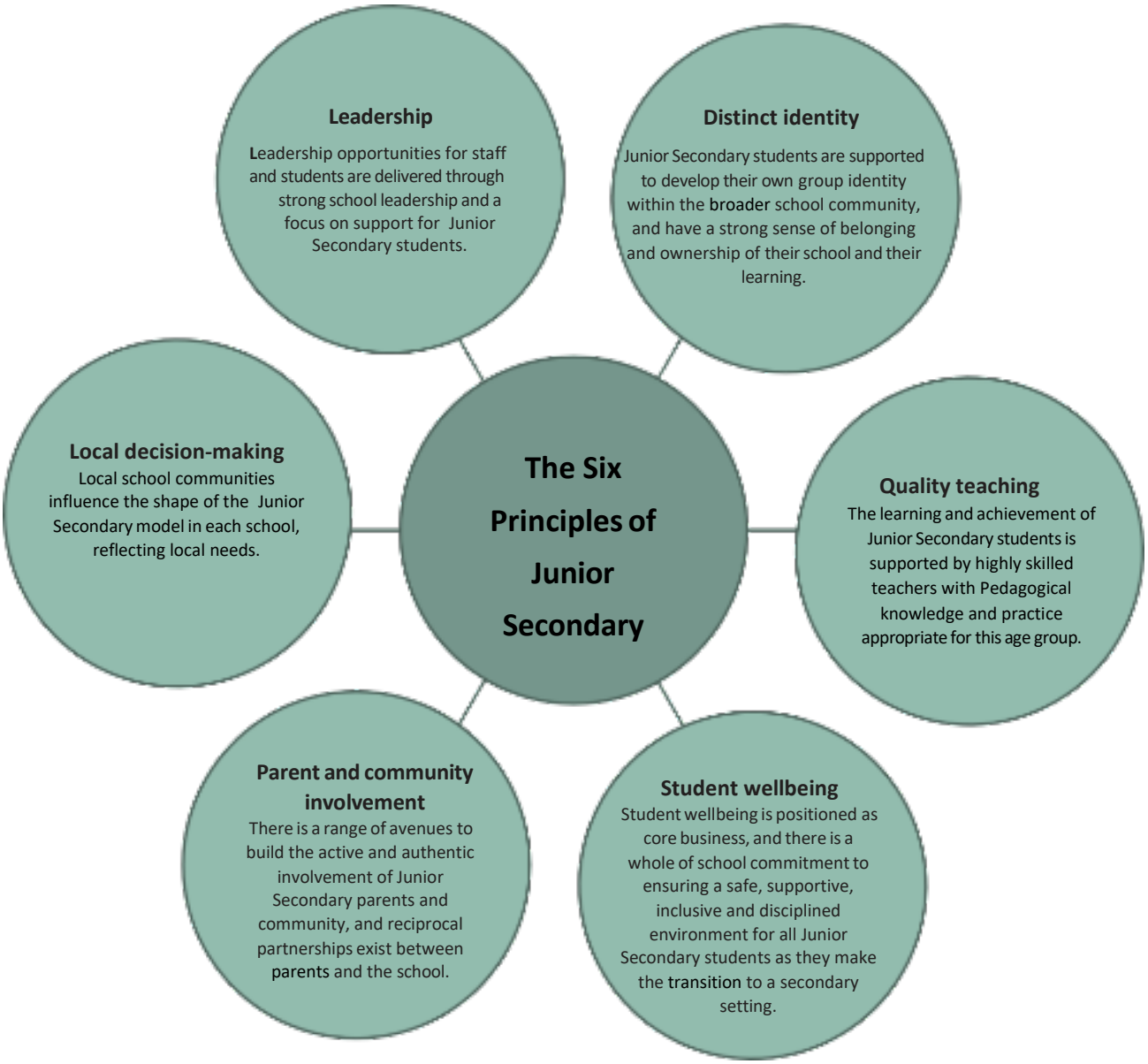
Mr Paul Robertson
Executive Principal

Our Secondary Years

During the Junior Secondary years meaningful learning experiences provide the foundation for a successful education. At this time students establish the essential knowledge and skills they will build on in the Senior years and beyond. At Kenmore State High School, we have designed a Junior Secondary curriculum that is responsive to the learning needs of young adolescents. It is rigorous but supportive and is designed to assist students in becoming deep, critical, futuristic, ethical and reflective thinkers.

Junior Secondary students complete studies in a wide range of subjects drawn from the core learning areas in Years 7 and 8, with increasing opportunity for specialisation in Years 9 and 10 and beyond. There is a focus on developing core skills in literacy and numeracy, supported by school wide practices that help students make connections between their studies in different subjects. Social, emotional and physical wellbeing is enhanced through our Student Wellbeing program, sport and leadership opportunities.

Our Junior Secondary programmes are compliant with the Australian Curriculum and have been designed using our school wide Dimensions of Learning Framework. They have also been informed by Education Queensland's Junior Secondary reform agenda, particularly the "Six Principles of Junior Secondary". The Junior Secondary years at Kenmore State High School will be a crucial first step in a student's *education for life*.



Mainstream Timetable

Year 7		Year 8		Year 9	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ENGLISH					
MATHS					
SCIENCE					
HISTORY/ CIVICS AND CITIZENSHIP	GEOGRAPHY/ BUSINESS AND ECONOMICS	HISTORY/ CIVICS AND CITIZENSHIP	GEOGRAPHY/ BUSINESS AND ECONOMICS	HISTORY	HPE
HPE	LANGUAGES	HPE	LANGUAGES	ELECTIVE	ELECTIVE
ARTS	TECHNOLOGIES	ARTS	TECHNOLOGIES	ELECTIVE	ELECTIVE

Note: Year 7-8 semester offerings will change slightly depending on class timetabling.

German Immersion and Extension Program

Year 7		Year 8		Year 9	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ENGLISH					
IMMERSION MATHS					
IMMERSION SCIENCE					
GERMAN					
IMMERSION HPE	IMMERSION GEOGRAPHY	IMMERSION HPE	IMMERSION HISTORY/ CIVICS AND CITIZENSHIP	IMMERSION HISTORY	IMMERSION HPE
ARTS	TECHNOLOGIES	ARTS	TECHNOLOGIES	ELECTIVE	ELECTIVE

Music Extension Program

Year 7		Year 8		Year 9	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ENGLISH					
MATHS					
SCIENCE					
HISTORY/ CIVICS AND CITIZENSHIP	GEOGRAPHY/ BUSINESS AND ECONOMICS	HISTORY/ CIVICS AND CITIZENSHIP	GEOGRAPHY/ BUSINESS AND ECONOMICS	HISTORY	HPE
HPE	LANGUAGES	HPE	LANGUAGES	MUSIC EXTENSION	MUSIC EXTENSION
ARTS or TECHNOLOGIES	MUSIC EXTENSION (instead of either an Arts or Technologies)	MUSIC EXTENSION (as Arts)	MUSIC EXTENSION (instead of Technologies)	ELECTIVE	ELECTIVE

German Immersion and Extension Program AND Music Extension Program

Year 7		Year 8		Year 9	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ENGLISH					
IMMERSION MATHS					
IMMERSION SCIENCE					
GERMAN					
IMMERSION HPE	IMMERSION GEOGRAPHY/	IMMERSION HPE	IMMERSION HISTORY/ CIVICS AND CITIZENSHIP	IMMERSION HISTORY	IMMERSION HPE
ARTS or TECHNOLOGIES	MUSIC EXTENSION (instead of either an Arts or Technologies)	MUSIC EXTENSION (as Arts)	MUSIC EXTENSION (instead of Technologies)	MUSIC EXTENSION	MUSIC EXTENSION

Kenmore Extension Program (Ken-X)

Year 7		Year 8		Year 9	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ENGLISH					
MATHS					
SCIENCE					
HUMANITIES	HUMANITIES	HUMANITIES	HUMANITIES	HISTORY	HPE
HPE	LANGUAGES	HPE	LANGUAGES	ELECTIVE	ELECTIVE
ARTS	TECHNOLOGIES	ARTS	TECHNOLOGIES	ELECTIVE	ELECTIVE

Note: Students will participate in a range of learning experiences and activities based on an inquiry or project-learning approach, including projects, explorations, experimentation and design activities.

Curriculum Snapshot Mainstream

Years 7 and 8

Key Learning Area			Time Studied
ENGLISH			3 lessons a week all year
MATHEMATICS			3 lessons a week all year
HISTORY/CIVICS AND CITIZENSHIP			50 hours History 20 hours Civics and Citizenship
GEOGRAPHY/BUSINESS ECONOMICS			50 hours Geography 20 hours Business and Economics
SCIENCE			3 lessons a week all year
ARTS	MUSIC DRAMA MEDIA ART DANCE	Students will have the opportunity to study two of the Arts across years 7 and 8. Not all subjects will be offered in each semester, and this will be dependent upon staffing, rooming and student interest.	3 lessons a week for one semester in Year 7 and one semester in Year 8
TECHNOLOGIES Digital Technologies Design and Technology	DESIGN IN FOOD & FASHION DESIGN TECHNOLOGIES DIGITAL TECHNOLOGIES	Students will have the opportunity to study two Technologies subjects across years 7 and 8. Not all subjects will be offered in each semester and this will be dependent upon staffing, rooming and student interest.	
LANGUAGES	JAPANESE GERMAN	Students continue the language they were studying at primary school if it was Japanese or German. If not, they choose a preference.	3 lessons a week for one semester in Year 7 and one semester in Year 8
HEALTH AND PHYSICAL EDUCATION			3 lessons a week for one semester in Year 7 and one semester in Year 8
SPORT			1 lesson a week all year
STUDENT WELLBEING OR ASSEMBLY			½ lesson a week all year

Year 9

Key Learning Area		Time Studied
ENGLISH		3 lessons a week all year
MATHEMATICS		3 lessons a week all year
HISTORY		3 lessons a week for one semester
HPE		3 lessons a week for one semester
SCIENCE		3 lessons a week all year
Students select 4 semester courses from the following courses of study:	MUSIC DRAMA MEDIA Media Channels Production Video Games & Machinima ART Visual Art – A Global Scene Visual Art – A Personal Journey DANCE TECHNOLOGIES: Graphical Design Industrial Design STEM Fashion Design Food and Nutrition Digital Technologies JAPANESE GERMAN GEOGRAPHY BUSINESS STUDIES	3 lessons a week for one semester
SPORT		1 lesson a week all year
STUDENT WELLBEING OR ASSEMBLY		½ lesson a week all year

Programs of Excellence Overview

Subject	Time Studied	Learning Experiences
MEX Music Extension Program	Semester 1 OR 2, Year 7 Semester 1 AND 2 in Year 8 and 9 3 lessons a week	• Students should have a background in instrumental / vocal music through the Primary school system or private lessons. Singers need to have music reading and theory of music skills. • Students give a variety of performances; learn aural, singing and composing skills. • Applicants will need to submit documentation that outlines their musical ability and complete an online submission of an audition. A proven school record in terms of achievement, effort, behaviour and attendance are an expectation for inclusion in this program.
GIEP German Immersion and Extension Program	Years 7–10	• The German Immersion and Extension Program (GIEP) challenges high achieving students intellectually, linguistically and culturally. Students achieve a high level of language proficiency and academic achievement and enrich their world view through their personal engagement with Germany. • Students study History / Geography and Health and Physical Education in German in alternate semesters and German, Mathematics and Science in German for two semesters. • A proven school record in terms of achievement, effort, behaviour and attendance are an expectation for inclusion in this program.
Ken-X Kenmore Extension Program	Years 7–9	• A course for high performing academic students. • Students participate in project-based learning activities that integrate learning from across a range of KLA's. • Students undertaking this program will have exposure to new and innovative learning experiences and solve real-world problems with the aid of emerging technologies, viewed through the lens of self, community and the world. • Students in the program take part in regular excursions and workshops with program partners to support the aims of Ken-X. • A proven school record in terms of achievement, effort, behaviour and attendance are an expectation for inclusion in this program.

Year 7 Immersion German

"Academic excellence connecting the world!"

Units of Study:

Immersion German is a full year program that supports students' German language development. The students will work through four units of work with the following topics:

Thema 1 Wer ist das?
Thema 2 Los geht's zur Schule! Thema 3 Hobbys machen Spaß! Thema 4 Meine Familie, deine Familie Thema 5 Die Klamotten
Thema 6 Guten Appetit!
Thema 7 Was machst du heute? Thema 8 Mit dem Zug
Thema 9 Wir lieben Tiere!
Thema 10 Alles Gute zum Geburtstag!
Thema 11 Bei uns zu Hause
Thema 12 Bis bald!

Unit Description	**It's all about me:** In this unit students acquire basic German language ability in order to communicate about themselves and others. Students will learn to speak and write about themselves, family, home, pets, friends and interests. **School and learning:** In this unit students learn to talk about school, their subjects, their teachers and how they feel about them. They can describe their school day. They also learn something about German schools. **Leisure time:** In this unit, students explore their free time. They learn how to describe what they do in their free time, what their friends do, how to arrange to meet their friends. Finally, they discover the fascinating world of the German flea market and create their own. **At home:** In this unit students reflect on their busy home lives, their daily routine, their meals, their chores around the home and their pets. They learn to express past events.
Learning Experiences	Included under the strands of *Communicating* and *Understanding* will be opportunities to socialise, inform, create, translate, reflect, analyse the language system and understand the role of language and culture in the target language. They learn to participate in classroom routines and exchanges in German. They view, listen, read and perform a range of imaginative texts such as poems, songs and stories. Students can translate and interpret these for their peers. Students learn to recognise and apply key features of German pronunciation, stress and intonation. They will develop knowledge of structures and vocabulary to describe people, objects, actions, events and relationships. They study a variety of text types such as emails, invitations, advertisements and song clips. They will understand that language use is shaped by and reflects the values, ideas and norms of a community.
Assessment	Students will complete assessment in the form of listening, speaking, reading and writing tasks throughout the term. This will check students' knowledge of the topic. Each unit is concluded with the main assessment task, which incorporates the language and content encountered throughout the unit. This can be in the form of a poster, booklet or a PowerPoint, a role play or an oral presentation. This task will test students' productive skills. The listening, speaking, reading and writing skills are of equal importance and are assessed at regular intervals.
Other relevant considerations and expectations	The base textbook to be used is *Ganz Klasse1* which is available under the Textbook hire Scheme. Students will be required to purchase the activity book (*Arbeitsbuch*). Students will have the opportunity to participate in some of the following activities: Film Fest, Zoo Days at Lone Pine Koala Sanctuary, food tasting and the Oktoberfest for Teens.

Year 8 Immersion German

"Academic excellence connecting the world!"

Units of Study:

Immersion German is a full year program that supports students' German language development. The students will work through four units of work with the following topics:

Thema 1: Darf ich...?

Thema 2: Der Wochenendausflug

Thema 3: Macht Sport!

Thema 4: Gesundheit!

Thema 5: Das bisschen Haushalt ...

Thema 6: Einkaufen bis zum Umfallen

Thema 7: In Australien

Thema 8: Die Ferien

Thema 9: Berliner Luft

Thema 10: Zurück zur Natur

Thema 11: Party ohne Ende?

Thema 12: Jobs, Jobs, Jobs

Unit Description	**Sport and Fun:** In this unit students learn to talk about a school camp, sports, hobbies and giving their opinion about each. They also learn about German sports and hobbies. **In the Home:** In this unit students learn to talk about their families, their daily routine at home and at school as well as their subjects, their teachers and giving directions. They also learn about German schools. **My Siblings and I:** In this unit students talk about relationships in their families, conflicts, describing where they live and fashion. They learn how to describe clothing, their houses and how to give their opinions about people and things around them. **Holidays and Celebrations:** In this unit students plan and organise a holiday, and plan and organise a celebration. They also learn about German holiday destinations.
Learning Experiences	Included under the strands of Communicating and Understanding will be opportunities to socialise, inform, create, translate, reflect, analyse the language system and understand the role of language and culture in the target language. They learn to participate in classroom routines and exchanges in German. They view, listen, read and perform a range of imaginative texts such as poems, songs and stories. Students can translate and interpret these for their peers.
Assessment	Students will complete assessment throughout the term. Reading, writing, speaking and listening tasks will stocktake check students' knowledge of the topic. Each unit is concluded with the main assessment task, which incorporates the language and content encountered throughout the unit. This can be in the form of a poster, booklet or a PowerPoint, a role play or an oral presentation. This task will test students' productive skills. The listening, speaking, reading and writing skills are of equal importance and are assessed at regular intervals.
Pathways to Year 9	German is a core curriculum area for German Immersion students. Successful completion will indicate readiness to begin Year 9 Immersion German.
Other relevant considerations and expectations	The base textbook to be used is Ganz Klasse 2 which is available under the Textbook hire Scheme. Students will be required to purchase the activity book (Arbeitsbuch). Both the textbook and the activity book will be used throughout the year. Students will have the opportunity to participate in some of the following activities: Film Fest, Zoo Days at Lone Pine Koala Sanctuary and Goethe Language proficiency test, food tasting, Gingerbread Houses and Oktoberfest for Teens.

Year 9 Immersion German

"Academic excellence connecting the world!"

Units of Study:

Immersion German is a full year program that supports students' German language development.

Unit Description	Immersion German in Year 9 is an intensive full year program of three lessons per week that builds on previous study of the language. The focus will be on the following units: • **My future –** Where do I see myself in the future, career, jobs • **Things I like –** Fun things – fashion – healthy lifestyle • **Students meet German Companies –** Collaboration in the real world • **My Town**
Learning Experiences	• Students will learn to communicate about their future. They look at various professions and interesting jobs. • Students look at fun school activities such as planning a school trip and caring for the environment and animals. • Students participate in the Corporation German project. They investigate German companies in Australia, collaborate and produce a product to help market the cooperation. • Students will look at traditional and modern types of transportation, Students compare us to the rest of the world.
Assessment	Students will complete assessment throughout the term. This will check students' knowledge of the topic and will be in the form of listening, reading, speaking and writing tasks. Each unit is concluded with the main assessment task which incorporates the language and content encountered throughout the unit. This can be in the form of a poster, booklet or a PowerPoint, a role play or an oral presentation. This task will test students' productive skills. The listening, speaking, reading and writing skills are of equal importance and are assessed at regular intervals.
Pathways to Senior	Immersion students move through the Junior Secondary curriculum at an accelerated pace. In Year 10, Immersion students begin their Senior German program which they complete the following year. In Year 12 students choose German Extension that builds on the Senior German course and which also contributes to the Senior Certificate and the students ATAR. In Year 10 students may apply to have the opportunity to participate in an exchange with our sister school Engelsburg Gymnasium in Kassel. Students must meet acceptable academic and behaviour standards to qualify.
Career Pathways	Germany is the powerhouse economy of Europe and the European Community. Australia has significant ties, historically, culturally, economically and politically with Germany. The German language is spoken widely throughout Europe and is second only to English in importance. Knowledge of one or more languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are one of the main requirements. For other jobs a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with languages plus technology, law, media and journalism, government, diplomacy and international affairs, sciences and engineering, travel services, humanities and the arts, commerce and finance or sales skills are much sought-after. *The limits of my language are the limits of my world. Ludwig Wittgenstein*

Year 9 Immersion German "Academic excellence connecting the world!" (Continued)	
Other relevant considerations and expectations	Students participate in internationally recognised Language proficiency exams by Goethe and attend the German Film Festival, Oktoberfest for Teens and participate in other German language events as they are offered.

Years 7 - 9 Music Extension

Units of Study:

Year 7:	Year 8:	Year 9:
Term 1/3 - Making Music Term 2/4 – Story Telling	Trimester 1 – Game Composition Trimester 2 – Dance Music Trimester 3 – Musical Theatre	Trimester 1 – Get with the Program Trimester 2 – Rock On Trimester 3 – Jingle all the Way

Course Description	Music Extension is specifically designed to extend students who have already developed sound music reading and performing skills throughout the Primary years of education. This exciting two-and-a-half-year program allows students to develop advanced skills in music, in a challenging environment, with other like- minded musicians. Students will learn through an aural/ vocal approach which will develop their ability to think in sound. Students who enrol in the course are required to participate in a school extra-curricular music ensemble.
Learning Experiences	Students will: • Practise and rehearse a variety of music in both individual and ensemble settings. • Develop the ability to compose and arrange music in a variety of styles. • Engage with the language of music to enable them to critically analyse, compare and contrast, and respond to music. • Learn to appreciate music by listening to their own and others' musical works. • Develop the ability to identify different styles of music. • Learn through singing and listening to music.
Assessment	**Making** • Perform music on their instrument in a group or as a soloist. • Compose a short piece of music using notational software. • Clap two-part rhythms. • Sing canons in small groups. **Responding** • Provide written responses to questions relating to the units. • Consider musical scores and the intent of composers. • Respond to musical examples using the language of music.
Pathways to Senior	Music Extension Year 7, 8 & 9 leads to: • 1 or 2 Semesters of Music Extension in Year 10. • Senior Music in Years 11 and 12. • Music Extension in Year 12 (in conjunction with Senior Music).
Career Pathways	Music Teacher, Performer, Composer, Recording Industry, Sound Engineering, Radio Announcer, Music Journalist, Music Therapist.
Other relevant considerations and expectations	• Access to a computer with basic music software (Musescore, Mixcraft, Garage Band). • Entry is by application and audition. • Ability to play an instrument. • Ability to read music fluently. • Guitarists must be able to read music fluently – not just TAB. • Singers must be able to read music fluently.

Kenmore Extension Program (Ken-X)

Units of Study:		
Year 7: Lens: Self	Year 8: Lens: Community	Year 9: Lens: World

Unit Description	Ken-X is a 3-year program designed to engage and challenge our brightest young minds to be successful in a rapidly-evolving future. Students undertaking this program will have exposure to new and innovative learning experiences, and solve real-world problems with the aid of emerging technologies, viewed through the lens of self, community and the world. Learning experiences have a strong focus on innovation and entrepreneurship, and are structured to support the development of the six 21st century learning competencies – critical thinking, creativity, communication, collaboration, character and citizenship.
Learning Experiences and Assessment	Ken-X immerses students in real-world problem solving, developing students' innovation and creativity. Ken-X allows students to think flexibly and confidently, to explore solutions to the problems of the future. Students undertaking this program will have exposure to new and innovative learning experiences, and solve real-world problems with the aid of emerging technologies, viewed through the lens of self, community and the world. Where possible, Ken-X will break down the compartmentalised approach to teaching maths, science, English and Humanities. Dedicated learning spaces encompassing a flexible, digitally connected classroom and project space are establish for Ken-X students. Students will participate in a range of learning experiences and activities based on an inquiry or project-learning approach, including projects, explorations, experimentation and design activities. At the end of each unit, students will showcase their work through various platforms including personal presentations, student led conferencing, community showcases, and/or online and digital applications. Projects are designed to enable students to move from solving defined problems to identifying problems of personal interest through a process of "gradual release" in their three-year program. Below is the current list of projects on offer throughout the Ken-X Program: **Year 7 Ken-X** • Term 1: Who am I? Project • Term 2: Future City Project • Term 3: Healthy Catchment Project • Term 4: Disaster Relief Project **Year 8 Ken-X** • Term 1: Social Enterprise Project • Term 2: Share a Skill Project • Term 3: Political Campaign Project • Term 4: XR Creators Project **Year 9 Ken-X** • Term 1: Future Problem-Solving Project • Term 2: Community Leaders Project • Semester 2: Hack-a-thon Project semester 2: Hack-a-thon Project

Future Pathways	Students in the Ken-X Program continue their studies in Year 10, 11 and 12, where they can select a range of General and Applied subjects. In addition, Year 10 extension STEM subjects are available to Ken-X students to further extend and enrich their learning at Kenmore SHS. Ken-X is a program designed to prepare students for the rigours of Senior Schooling and University. Students will develop skills to prepare them for future work opportunities where self-directed lifelong learning, collaborative innovation, and creative use of technology are key components of success. Students in the Ken-X program continue their studies in Years 10, 11 and 12, where they can select a range of General and Applied subjects. Ken-X is a program designed to prepare students for the rigours of Senior Schooling and University. Ken-X students (on invitation) are offered the opportunity to continue their extension in Year 10 through entry into two specially designed STEM subjects.
Other relevant considerations	Students gain entry through a selection process: • Academic achievement/report cards – 10 points • Behaviour and effort/report cards – 5 points • ACER Test – 10 points • Practical Selection Challenges – 15 points (written responses) Where available, students will participate in excursions / conferences related to extension/project work.

Student Wellbeing Lesson Years 7, 8 and 9

Units of Study:

Each term across years 7-9 there is one main focus which incorporates PERMAH, our school values & character strengths. Within this, each year group covers topics which specifically link to the main focus of that term.

Unit Description

Student Wellbeing is a broad educational program that supports students' academic success and their social and emotional wellbeing. The program focuses on developing a variety of skills related to human relationships, approaches to study, communication and goal setting. The program is part of a whole school approach where young people feel safe, valued, engaged purposefully and connected to school. The Student Wellbeing program takes on a Positive Education approach which seeks to combine the science of positive psychology with best-practice teaching to promote flourishing – feeling good and doing well – in the school environment.

This state of flourishing is built upon the work of Martin Seligman which includes six pillars: Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health (PERMAH). These six elements are then underpinned by twenty-four-character strengths that act as pathways to being more engaged, having greater meaning, developing positive relationships, experiencing more emotions that are positive, developing a greater sense of accomplishment and having better health. The curriculum units and activities are also linked to our school values: excellence, learning, integrity, belonging and partnerships.

Learning Experiences

Year 7 Program Overview

Relationships

- Respectful Relationships Education Program RREP – *Make positive choices*
- Communication and bullying.

Engagement & Accomplishment

- Planning and time management skills, including assessment planning.
- Goal Setting, Learning Styles and Habits of Mind.

Meaning

- Meaning Project

Positive Emotion & Health

- Alcohol & other drugs education program AODEP – *What influences my decisions?*
- Health & Puberty

Year 8 Program Overview

Relationships

- Respectful Relationships Education Program RREP – *My adolescent relationships*
- Communication and bullying.

Engagement & Accomplishment

- Planning and time management skills, including assessment planning.
- Goal Setting, Learning Styles and Habits of Mind.

Meaning

- Meaning Project

Positive Emotion & Health

- Alcohol & other drugs education program AODEP – *How can I live a healthy life?*

Year 9 Program Overview

Relationships

- Respectful Relationships Education Program RREP – *Respectful Relationships*
- Communication and bullying.

Engagement & Accomplishment

- Planning and time management skills, including assessment planning.
- Goal Setting, Learning Styles and Habits of Mind.

Meaning

- Meaning Project

Positive Emotion & Health

- Alcohol & other drugs education program AODEP – *How is Alcohol used in Australian society?*

Assessment

There is no formal, summative assessment. Students are graded on behaviour, effort and homework for this subject.

Pathways to Senior

Student Wellbeing and Access in Years 10–12.

Year 7 English

Units of Study:

1. Narrative Know-how
2. Help me help others
3. Knowing the Novel
4. Poetry and Prose

Unit Description	**Narrative Know-how** In this unit students will examine how authors create narratives. Students will then build upon their writing skills to create their own narrative story in response to a predetermined stimulus. They will employ their knowledge of narrative devices to write an entertaining and engaging story. **Persuade me** In this unit, students will engage with the power of persuasion. Building on the work in the first unit, students will have the option of choosing their favourite text (novel, TV series, or film) and write an article for a library school magazine convincing their peers to also read or watch this text. Students will learn how to intrigue readers—without including spoilers! The focus of the unit is on effective persuasive techniques and shaping language choices for audience and purpose. **Knowing the Novel** In this unit students will study a novel. While students will identify components of novels (setting, character and plot), they will also reflect on the author's purpose and style and on themselves as readers. By engaging with these texts, students will develop skills to interpret, evaluate and discuss the aesthetics of texts. **Poetry and Prose** In this unit students will examine how water has been, and is still, a common and powerful motif in poetry and narratives. This unit ties in with studies undertaken in the subject areas of Science, Geography and Maths. *Additionally, students will continue studies in grammar, punctuation, vocabulary and writing to meet Australian Curriculum requirements. These will be studied as a regular skill building program and in the context of the unit of study.*
Learning Experiences	In Year 7, students will be exposed to a variety of text types from various origins, time periods and genres. The range of texts from Foundation Year 7 to Year 10 includes Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, contemporary, classic and digital texts. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Students will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts.
Assessment	A variety of strategies are used in Junior Secondary to assess student achievement, progress and understanding in English. In Year 7 this will include: • Narratives. • Persuasive writing and speaking. • Folio writing – analytical paragraphs, character profiles. • Multimodal presentations. • Reading comprehension, grammar and punctuation exams.
Pathways to Year 8	All students proceed to study English for two semesters in Year 8.

Year 8 English

Units of Study:

1. Narrative booklet
2. Persuade Me
3. Teens in Texts
4. Transformations

Unit Description	**Narrative booklet** In this unit, students read short stories and expand on their knowledge of how author's use language to shape meaning, and invite different audience reactions. Students will build on their writing skills to craft their own narrative, and present it in a booklet form—with images and creative elements to catch attention and attract readers. They will employ their knowledge of narrative devices to write an entertaining and engaging story. **Tourism pitch** In this unit, students expand their knowledge of persuasion by experimenting with more formal levels of persuasive language. In a task that asks students to convince a Tourism Australia panel to fund a domestic tourism campaign, students develop an understanding of more sophisticated levels of register and diction. Students have free choice in selecting an Australian city, town, island, or region, and learn how best to use both language and multi-modal elements to capture the essence of a location in a compelling way. **Teens in Texts** Students will study a contemporary novel and explore different representations of teenagers. They will analyse the behaviour and personality traits of different teenage characters and conclude whether these are credible representations. Students will learn and practise the structure of the analytical essay including the development of a thesis, preview, and topic sentences and using evidence. **Transformations - Poetry to prose** Students will explore a range of poems, examining form, subject matter and theme. They will identify their intended messages and use them as a platform from which they personally reflect and create a narrative booklet supported by visual representations. *Additionally, students will continue studies in grammar, punctuation, vocabulary and writing to meet Australian Curriculum requirements. These will be studied as a regular skill building program and in the context of the unit of study.*
Learning Experiences	In Year 8, students will be exposed to a variety of text types from various origins, time periods and genres. The range of texts from Foundation to Year 10 includes Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, contemporary, classic and digital texts. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Students will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts.
Assessment	A variety of strategies are used in Junior Secondary to assess student achievement, progress and understanding in English. In Year 8 this will include: • Short stories. • Persuasive writing and speaking. • Multimodal presentations. • Analytical essays. • Reading comprehension, grammar and punctuation exams.
Pathways to Year 9	All students proceed to study English for two semesters in Year 9.

Year 7 Mathematics

Units of Study:

1. Number Study
2. Measurement & Shape
3. Chance
4. Money
5. Patterns of Algebra
6. Geometric Reasoning
7. Linear Relations and Transformations
8. Data Study

Unit Description	**Number Study** – Students will solve problems using integers and understand the relationships between fractions, decimals, percentages and ratios. **Measurement and Shape** – Students learn the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving, they learn to calculate volumes of rectangular prisms. They will draw different views of prisms and solids formed from combinations of prisms. **Chance** – Students construct sample spaces for single-step experiments with equally likely outcomes. They assign probabilities to the outcomes of events and determine probabilities for events. **Money** – Students will calculate unit pricing on a range of products and compare unit prices to make best value purchasing decisions. **Patterns of Algebra** – Students will be introduced to the concept of variables as a way of representing numbers using letters, create algebraic expressions and evaluate them. **Geometric Reasoning** – Students identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal. They solve simple numerical problems using reasoning. They will demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral. They classify triangles according to their side and angle properties and describe quadrilaterals. **Linear Relations and Transformations** – Students will be given coordinates and be expected to plot these points on the Cartesian plane. They will solve simple linear equations and investigate, interpret and analyse graphs. **Data Study** – Students will identify and investigate issues involving numerical data collected from primary and secondary sources. They will construct and compare a range of data displays including stem-and-leaf plots and dot plots. They will calculate mean, median, mode and range for sets of data. They will interpret these statistics in the context of data.
Learning Experiences	Students will participate in a number of experiences which include: • Classroom expository learning. • Integrated and specific computer-based activities. • Analysis of mathematical methods. • Independent and group activities. • Group problem-solving activities and collaborative tasks. • Practical based activities e.g. data gathering in the field and hands on mathematical activities.
Assessment	Students will be exposed to a range of assessment tools including exams, diagnostic in-class tests, assignments, group activities and practical activities.
Pathways to Year 8	Students continue their Mathematics study in Year 8.
Other relevant considerations and expectations	Resources: Scientific calculators and the text book whether electronic or hard copy are required.

Year 8 Mathematics

Units of Study:

1. Number study
2. Algebra 1
3. Linear Relationships
4. Chance and Probability
5. Geometry and Measurement
6. Ratios, Rates and Time
7. Algebra 2
8. Data and Graphing

Unit Description	**Number Study** – Students have opportunities to develop understandings of the real number system, comparing and ordering integers, problem solving involving the four operations, integers, fractions and percentages. **Algebra 1** – Students have opportunities to develop understandings of number laws, algebraic expressions, expanding and factorising algebraic expressions. **Linear relationships** – Students have opportunities to solve simple linear equations algebraically/graphically, connecting patterns, linear functions, tables of values, graphs and worded statements, plotting coordinates on the Cartesian plane and solving realistic problems, and investigating patterns to develop algebraic expressions. **Chance and Probability** – Students apply a variety of mathematical concepts in real- life, life-like and purely mathematical situations. They learn about the concepts of theoretical and experimental probability, and use tables, tree diagrams, Venn diagrams and two-way tables to determine probability, and hence solve problems. **Geometry and Measurement** – Students will define congruency of plane shapes using transformations, develop the rules and conditions for two triangles to be congruent, understand the angle properties associated with quadrilaterals and know the seven different types of quadrilaterals. Students will also be required to apply a variety of mathematical concepts in geometric reasoning, perimeter and area and the volume of prisms. **Ratio, Rate and Time** – Students have opportunities to understand and solve a range of problems relating to ratio, rate and time. **Algebra 2** – Students have opportunities to develop understandings solving harder linear equations algebraically involving fractions, brackets and pronumeral on both sides. **Data and Graphing** – The focus of this unit is to make evidence-based conclusions and to be able to communicate the data collection accurately in tables and graphs.
Learning Experiences	Students will participate in a number of experiences which include: • Classroom expository learning. • Integrated and specific computer-based activities. • Analysis of mathematical methods. • Independent and group activities. • Group problem-solving activities and collaborative tasks. • Practical based activities e.g. data gathering in the field and hands on mathematical activities.
Assessment	Students will be exposed to a range of assessment tool including exams, diagnostic in class tests, assignments, group activities and practical activities.
Pathways to Year 9	Students continue their Mathematics study in Year 9.
Other relevant considerations and expectations	Resources: Scientific calculators and the text book, whether electronic or hard copy, are required.

Year 7 History & Civics

Units of Study:

1. Deep Time History to Today: *Australia's Past to Present*
2. The Ancient Past: *Turning Points in Egypt and Rome*

Unit Description	**Australia's Past to Present**: This unit examines the time of the earliest humans with a focus on Deep Time History of Australia. Students will examine how First Nations people came to Australia and investigate what features make the societies of First Nations people so distinctive, as well as reasons why it is important to conserve heritage sites. The unit then tracks right up to today, examining competing interests on the land after European occupation, and different responses to these events and issues. We will examine the rights and responsibilities of all citizens in Australia today, focusing on our diversity and identity, and our values of social cohesion and fairness. **The Ancient Past**: This unit begins with a depth study on turning points and significant individuals from New Kingdom Egypt. This will allow for the teacher to model the research process and how to complete the assignment. Once the class completes a New Kingdom Egypt inquiry together, there will be a brief introduction into Rome. Students will devise their own inquiry questions to investigate significant turning points and/or groups or individuals.
Learning Experiences	Students will participate in a number of experiences which include: • Sequencing historical events, developments and periods. • Using historical terms and concepts. • Identifying a range of questions about the past to inform a historical inquiry. • Identifying and locating relevant sources, using ICT and other methods. • Identifying the origin and purpose of primary and secondary sources. • Locating, comparing, selecting and use information from a range of sources as evidence. • Drawing conclusions about the reliability and usefulness of sources. • Identifying and describing perspectives, attitudes and values in primary and secondary sources. • Developing texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged. • Using a range of communication forms and digital technologies.
Assessment	Assessment instruments will be selected from the following categories: 1. Portfolio of Work: Short answers in response to sources 2. Historical essay in response to research
Pathways to Year 8	History continues to be a compulsory study for one Semester in Years 8 and 9. The discipline of History from Year 7 to 9 is based on a chronological study of the ancient, medieval and modern world.
Other relevant considerations and expectations	N.A.

Year 8 History & Civics

Units of Study:

1. Medieval Europe: A comparison of society then and now
2. Empires and Expansion: Vikings and Spanish Conquest of the Americas

Unit Description	**Medieval Europe v Modern Australia**: Students will focus on monarchies during Norman England and the rights and freedoms experienced by people at the time. They will learn about law and order, and crime and punishment during that time. Students will analyse and evaluate sources to help them draw conclusions about the experiences of different groups of people. Then the unit will shift to examine democracy in Australia today, particularly the rights and freedoms our citizens enjoy, as well as how people can participate in and influence the kinds of laws that get created. **Empires and Expansion**: This unit will begin with a depth study on the Vikings. This will allow for the teacher to model the research process and how to complete the assignment. Once the class completes a Vikings inquiry together, there will be a brief introduction to the Spanish Conquest of the Americas. Students will devise their own inquiry questions to investigate whether the Conquest of the Americas was a triumph or a tragedy. They will present their response as a historical essay.
Learning Experiences	Students will participate in a number of experiences which include: • Sequencing historical events, developments and periods. • Using historical terms and concepts. • Identifying a range of questions about the past to inform a historical inquiry. • Identifying and locating relevant sources, using ICT and other methods. • Identifying the origin and purpose of primary and secondary sources. • Locating, comparing, selecting and using information from a range of sources as evidence. • Drawing conclusions about the reliability and usefulness of sources. • Identifying and describing perspectives, attitudes and values in primary and secondary sources. • Developing texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged. • Using a range of communication forms and digital technologies.
Assessment	Assessment instruments include: 1. Short response exam 2. Historical essay in response to research
Pathways to Year 9	History continues to be a compulsory study for one semester in Year 9. The discipline of History from Year 7-10 is based on a chronological study of the ancient, medieval and modern world.
Other relevant considerations and expectations	Excursion requirements: Year 8 students may be required to partake in an in-school excursion at a cost of about $15.

Year 7 Geography and Economics & Business

Units of Study:

1. Water in the World
2. Place and Liveability

Unit Description	**Water in the World** examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. *Water in the World* develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa. **Place and Liveability** is a combined Geography and Economics & Business unit that focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.
Learning Experiences	Students will participate in a number of experiences which include: • Classroom expository learning. • Integrated and specific computer-based activities including spatial technologies (GIS). • Critical analysis of media in its various forms. • Independent research activities. • Group problem-solving activities and collaborative tasks. • Connecting and interacting in forums beyond the classroom e.g. via the internet, discussion boards. • Practical based activities e.g. data gathering in the field, excursions.
Assessment	Assessment instruments will be selected from the following categories: 1. Short response knowledge exam 2. Data report
Pathways to Year 8	Geography students will continue their studies of human and physical Geography in Year 8, firstly with a study of *Landforms and Landscapes* and in Unit 2, *Changing Nations*. These units act as foundations of study for the Year 9 and 10 curriculum wherein Geography becomes an elective subject.
Other relevant considerations and expectations	N.A

Year 8 Geography and Economics & Business

Units of Study:

1. Landforms and Landscapes
2. Changing Nations

Unit Description	**Landforms and Landscapes** focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed. **Changing Nations** focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed.
Learning Experiences	Students will participate in a number of experiences which include: • Classroom expository learning. • Integrated and specific computer-based activities esp. spatial technologies. • Critical analysis of media in its various forms. • Independent research activities. • Group problem-solving activities. • Practical based activities e.g. data gathering in the field.
Assessment	Assessment instruments will be selected from the following categories: 1. Short response exam 2. Written report
Pathways to Year 9	Geography is an academic pursuit and becomes an elective 'specialisation' in the Year 9 and 10 curriculum. It is a perfect accompaniment for the sciences in that sciences increasingly examine the social implications of research and development. All young Australians need a 'sense of place' and are encouraged to continue their studies in Geography.
Other relevant considerations and expectations	N.A

Year 7 Science

Units of Study:

1. Organisms and their Interactions
2. Heavenly Bodies and Sensational Seasons
3. Moving Right Along – Exploring Motion
4. Chemistry around Water – Waste Not, Want Not

Unit Description	**Unit 1:** This unit is focussed around the way organisms interact with each other and their environment. Students will develop skills to classify organisms based on their physical characteristics. Students then explore feeding relationships between organisms in an environment using food chains and food webs. This leads on to identifying how human activity can have an impact on food webs in the environment. They appreciate classification and the relationships between organisms as a platform for making predictions about the consequences of human activity. **Unit 2:** Students learn about the interrelationships of the Sun, Earth, Moon and other planets. They explore predictable phenomena such as eclipses, tides, phases of the Moon and solar phenomena. Students examine the seasons and explore how science influences marine and terrestrial resource management. **Unit 3:** Students will investigate balanced and unbalanced forces and the effect these have on the motion of an object. They explore the effects of gravity and consider the difference between mass and weight. Through a series of experiments, students will investigate the impact of friction on a moving object and the forces involved in simple machines. They consider how the understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations. **Unit 4:** Students are introduced to the Science laboratory and safety procedures within the context of the water cycle. They will investigate pure substances, mixtures and separation techniques. Students consider everyday applications of separation techniques related to their use to a range of occupations. Students will investigate the application of filtration systems in water treatment and recycling. They compare and contrast artificial treatment processes to the water cycle to understand how humans have affected and mimic natural processes.
Learning Experiences	Varied approaches to student learning are utilised in order to maximise all students' potential to achieve. These fall under three main headings: Science Understanding, Science Skills and Science as a Human Endeavour. The learning experiences include: • Laboratory activities and demonstrations. • Teacher exposition and questioning. • Computer simulations and tutorials. • Extended experimental Investigations. • Case studies of previous scientific investigations. • Self-directed and paced learning. • Library/computer research and assignment work. • Guest speakers on aspects of the curriculum.
Assessment	In Year 7, students will experience a range of assessment strategies to assess students' understanding and skills within Science. These include practical experimental investigations with a written report, collection of work completed over a period of weeks, formal examinations and written assignment tasks.
Pathways to Year 8	Following Year 7, all students will continue studying Science across both semesters in Year 8.
Other relevant considerations and expectations	Students will undergo a laboratory safety induction as part of their studies before using the Science laboratories. Students are expected to wear closed in shoes whenever they are working in a laboratory.

Year 8 Science

Units of Study:

1. Particles Matter – Chemistry
2. Don't take it for granite - Earth Science
3. From cells to systems – Biology
4. Power on – Physics

Unit Description	**Unit 1:** Students are introduced to the scientific method, how to conduct experiments and they will develop skills needed to write scientifically. Students will understand the five aspects of particle theory and apply them to real word scenarios. Students will become familiar with elements, compounds, mixtures and the arrangement of the Periodic Table. Students explore factors that affect the rates of reactions. **Unit 2:** Students explore different types of rocks and the minerals of which they are composed. The dynamic nature of the rock cycle, the interrelationships between rock types and the role of energy and force are examined. Students also consider the incidence of rocks and minerals in the local community and more broadly the uses of minerals extracted from rocks. They evaluate the environmental impact of mineral extraction and how society can address the diminishing availability of mineral resources. **Unit 3:** Cells are identified as the basic units of living things and are recognised as having specialised structures. Microscopes and digital images are used for the identification of plant and animal cells. The functions of the main structures are represented and identified. The concept of cell division is examined. Students then investigate body systems such as the digestive and respiratory before examining the ethics of organ donation. **Unit 4:** Students explore and classify different forms of energy. Students investigate different energy transfers and transformations and the efficiency of these processes. The practical uses of energy and the idea of wasting energy are evaluated from a Scientific perspective. Students examine energy converters used by the community, and quantitatively examine the comparative efficiency of transformations. A student- designed investigation will allow the analysis of first-hand data related to energy concepts.
Learning Experiences	Varied approaches to student learning are utilised in order to maximise all students' potential to achieve. These fall under three main headings: Science Understanding, Science Skills and Science as a Human Endeavour. The learning experiences include: • Laboratory activities and demonstrations. • Teacher exposition and questioning. • Computer simulations and tutorials. • Extended Experimental Investigations. • Case studies of previous scientific investigations. • Self-directed and paced learning. • Library/computer research and assignment work • Guest speakers on aspects of the curriculum.
Assessment	In Year 8, students will experience a range of assessment strategies to assess students' understanding and skills within Science. These includes practical investigations with a written report, collection of work completed over a period of weeks, formal examinations, oral presentations, written assignment tasks and extended experimental investigations.
Pathways to Year 9	Following Year 8 all students will continue studying science across both semesters in Year 9.
Other relevant considerations and expectations	Students will undergo a laboratory safety refresher as part of their studies before using the Science laboratories. Students are expected to wear closed in shoes whenever they are working in a laboratory.

Year 7 Health and Physical Education

Units of Study:

1. Personal Safety / Skipping and Dance
2. Respectful Relationships / Indigenous Games

Unit Description	**Unit 1: Personal Safety / Skippy and Dance** The Year 7 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement, and online situations. Students learn how to take positive action to enhance their own and others' health, safety, and wellbeing. Students engage in either skipping or dance for the practical component of Unit 1. The practical unit allows students to learn new skills and apply them individually and with their peers. Students work in groups to choreograph a performance to showcase their skills and ability to work as a team. **Unit 2: Respectful Relationships / Indigenous Games** Students will examine the impact that valuing diversity in relationships can have on their own and others' wellbeing. They will analyse factors that influence emotional responses and evaluate strategies and resources to manage personal, physical and social changes and transitions that occur as they grow older. In the practical setting students will explore, research and participate in Indigenous Games. The cultural significance of the games will be identified and the importance of fair play and inclusivity will be also be examined.
Learning Experiences	**Personal, Social and Community Health** Students will engage in a range of learning experiences which provide students with many opportunities to demonstrate their investigating skills and performance and practical application ability. These include but are not limited to: Investigating and applying strategies to manage personal, physical and social changes that occur during adolescence. **Movement and Physical Activity** • Communicating and collaborating within a team. • Participating, practicing and evaluating rhythmic movement sequences. • Creating movement patterns address criteria or achieve common goals. • Responding to feedback to improve physical performance. • Application of personal and social skills that promote respectful relationships and promote fair play
Assessment	**Unit 1:** • Written exam - Theory • Dance or rhythmic activity-based assessment – Practical **Unit 2:** • Research assignment - Theory • Integrity and fair play - Practical
Pathways to Year 8	Year 8 Health and Physical Education.
Other relevant considerations and expectations	Student will require the appropriate sports uniform, shoes, school hat and water bottle for practical lessons. All activities are conducted within the CARA and departmental guidelines for safety.

Year 8 Health and Physical Education

Units of Study:

1. Nutrition Choices, Basketball or another invasion game
2. Fitness

Unit Description	**Unit 1: Nutrition Choices, Using Human Movement Concepts** Students will learn about the essential nutrients in various food groups required for growth and development, and the impacts of healthy eating. They will analyse eating habits and make recommendations for improvement in relation to the 'Australian Guide to Healthy Eating'. In the practical setting students will engage in a sport and within that context explore movement concepts such as spatial awareness, timing and technique application. **Unit 2: Fitness** This unit will immerse students in the theory and application of fitness methods and training principles. This requires students to complete fitness testing and engage in a variety of fitness activities with the aim of improving their overall fitness level through training programs and connections to the environment.
Learning Experiences	**Personal, Social and Community Health** • Analysing a food diary and making recommendations based on recommended daily intake. • Participating in class discussions. • Analysing texts and comparing common diets. • Examining health-related scenarios and proposing solutions. • Investigating and critiquing community health services. • Responding to and planning action to counter cyberbullying • Reflect on the impact of local resources and environments in enhancing health and fitness outcomes within the community. **Movement and Physical Activity** • Examining and practicing movement concepts that can be transferred across sports such as creating space, applying technique and responding to feedback. • Participating in fitness related activities including circuit training, interval training and continuous training.
Assessment	**Unit 1:** • Research task • Sports performance **Unit 2:** • Short response exam • Practical assessment task
Pathways to Year 9	Year 9 Health and Physical Education.
Other relevant considerations and expectations	Student will require the appropriate sports uniform, shoes, school hat and water bottle for practical lessons. All activities are conducted within the CARA and departmental guidelines for safety.

Year 7 or 8 Media Arts	
	Units of Study: 1. Film review and the techniques of filming 2. Video production – e.g., movie trailers, documentaries, movie genre sequences – e.g. thriller sequence, action movie sequence 3. Animation
Unit Description	Making films and using a range of communications technologies to tell stories is what Media Arts students do. Students use still and video cameras, sound recording devices, editing software and special effects software to create their own productions. Students get outside for location filming and use storyboards to understand screen language in action. Technical and creative skills are developed through a series of hands-on media production activities. Students work as individuals, or cooperatively in small production teams. Specially designed productions kits based around iPads and camcorders are used for filming, editing and special effects. Students learn to use lighting equipment, tripods and microphones. They also have access to a dedicated green-screen studio. In an increasingly visual world, the skills of interpreting and communicating information via the media are transferable across many different disciplines.
Learning Experiences	• Making short films in production teams. • Viewing a film to interpret social values and messages. • Negotiating in teams to produce videos. • Building stories shot by shot. • Taking still photographs and visual planning. • Creating special effects. • Learning to use location. • Using film making equipment. • Learning the language of film and how it manipulates audiences. • Making animations. • Analysing media products such as advertisements and films.
Assessment	**Making** • Various video productions, including movie trailers, advertisements, and movie genre sequences. • Storyboards/ script planning. • Animation. **Responding** • Analyse the film techniques used in a film. • Examine multiple viewpoints presented within media storytelling.
Pathways to Year 9	• Year 9 Visual Art 1 *Personal Journey of Art (VPJ)*. • Year 9 Visual Art 2 *The Global Art Scene (VGS)*. • Year 9 Media *Video Games and Machinima (VGM).* • Year 9 Media *Channels Production (VMC)*.
Other relevant considerations and expectations	Risk Assessment: Students will film around the school grounds. Resources: Large capacity USB sticks.

Year 7 or 8 Visual Art

Units of Study:

1. Passport to art adventures

Unit Description	Students take a journey through Visual Art in a variety of times, places and cultures including Australia, Asia, and Europe. From the export of mass-produced culture to individual self-expression, we present artworks and artists from a variety of viewpoints. Students create artworks for different chosen audiences. In Year 7, the first term takes a narrative focus while the second looks at the ideologies and beliefs of some world cultures. In Year 8, students cover different styles and techniques and produce artworks of a more personal nature.
Learning Experiences	• Visual diary and design processes explored. • Class exhibitions and evaluations in the school art gallery. • Making in a variety of media – drawing, painting, sculpture, found object installation. • Responding to art from Australia, America, Europe, Asia, China and the Pacific
Assessment	**Making** • Pop Art Food – 3D • Chinese Opera Mask – 3D • Indigenous Art Mural – 2D • Contemporary Indigenous inspired Painting /Ceramics – 2D/3D • Folio of artworks – an object reimagined via the Time Machine **Responding** • Display statement/Artist's statements • Analysis of artworks • Evaluation of the influences of other artists
Pathways to Year 9	• Year 9 Visual Art – *The Global Art Scene (VPJ)*. • Year 9 Visual Art – *Personal Journey of Art (VGS.* • Year 9 Media *Video Games and Machinima (VGM).* • Year 9 *Media Channels Production (VMC)*.
Other relevant considerations and expectations	Resources: Visual Diary – for documenting all idea development. Excursion requirements: Subject to relevant exhibitions.

Year 7 or 8 Dance

Units of Study:

1. Dancing Through the Elements

Unit Description	**Dance Through the Elements** involves students analysing dances, choreographing and performing dance. Students will explore dance in a range of styles: Hip-hop, Cheerleading, Jazz and Contemporary. They will learn how to choreograph and identify the elements of dance and the impact they have on dance works.
Learning Experiences	Students will: • Combine elements of dance to choreograph movement. • Develop choreographic intent by applying the elements of dance to select and organise movement. • Practise and refine technical skills in the styles of Hip Hop, Cheerleading, Jazz, Contemporary etc. • Rehearse and perform, focusing on expressive skills appropriate to the style. • Analyse how choreographers use elements of dance and production elements to communicate intent. • Identify features and purposes of dance from current and past times to enrich dance making.
Assessment	**Making** • Perform a group dance taught by the teacher (assessed individually). • Choreograph a dance with a specific choreographic intent. **Responding** • Analyse how a choreographer has used the elements of dance to communicate a choreographic intent.
Pathways to Year 9	Year 9, Term 1 Popular Dance Unit and Term 2 World Dance Unit.
Other relevant considerations and expectations	At times students will be required to undertake rehearsals in their own time to prepare for assessment. Students may participate in workshops with specialist artists which could incur some cost. Students will be encouraged to source their own costumes when required for performance.

Year 7 or 8 Music

Units of Study:

1. Making Music
2. Story Telling

Unit Description	**Making Music** involves students listening to composing and performing music. Students will explore music from a range of cultures, times and places. They will learn how music is created through gaining knowledge and understanding of the musical elements. **Story Telling** will draw on the knowledge acquired in the previous unit to develop an understanding of the role of telling a narrative in music. Students will analyse a range of films, video games and programmatic music and discover how imagery, time, place, mood and character are portrayed through sound.
Learning Experiences	Students will: • Practise and rehearse a variety of music in both individual and ensemble settings. • Learn to develop their musical ideas using music notational software. • Learn the language of music to enable then to critically analyse, compare and contrast and respond to music. • Learn to appreciate music by listening to their own and others' musical works. • Learn to identify different styles of music.
Assessment	**Making** • Perform music on their instrument in a group or as a solo. • Compose a short piece of music using notational software. **Responding** • Provide a written response to questions relating to the unit. • Analyse and respond to various music examples
Pathways to Year 9	Music in Year 7/8 leads to Music in Year 9 and in some cases to the MEX programme.
Other relevant considerations and expectations	Resources: Access to compositional software.

Year 7 or 8 Drama

Units of Study:

1. Twisted Tales
2. Delve into Drama

Unit Description	**Twisted Tales:** The focus of this unit is to enable students to explore the conventions of drama through the context of twisted Fairy Tales. Students will use dreaming stories, fairy tales and fables from a range of cultures as a lens to explore how we tell our stories. They will twist these stories using various forms such as news reports, advertisements and freeze frames. Students will also review a live performance. **Delve into Drama:** The focus of this unit is to enable students to explore the elements of drama with the emphasis on human context. Students will explore published texts to create detailed character profiles. They will look at ways actors discover role and relationship through research and exploration of backstories using the facts from script and the imagined circumstances. Students will present a short scene.
Learning Experiences	Students will: • Explore published texts to create detailed character profiles. • Explore the conventions of collage drama. • Develop their stage and performance skills by exploring blocking, spatial relationships, rehearsal and performance skills. • Develop understanding of group dynamics and the importance of working collaboratively in drama. • Look at ways actors discover role and relationship through research and exploration of the backstories using the facts from script and their imagination. • Respond through analyses and reflection of live performance.
Assessment	**Making** • Polished improvisation performance • Performance of a scene from a published script. **Responding** • Written assignment focusing on the elements of drama responding to a live performance.
Pathways to Year 9	Comedy Unit and Cinematic Theatre unit
Other relevant considerations and expectations	Excursion requirements: Live performance fees around $10 - $12.

Year 7 or 8 Design Technology

Units of Study:

1. Introducing Design & Technology
2. The Design Process
3. Design Projects

Unit Description	The concepts of design and technology are introduced by asking – What is design & what is technology? Students will investigate a range of technologies to design and produce solutions to design problems. They will achieve this by investigating how they might develop and implement ideas to improve the way they do things.
Learning Experiences	A variety of independent design projects will be undertaken by students with each having a personal outcome. The design situations cover a range of real-world problems with focus areas covering: **Knowledge & Understanding** • Identifying needs and new opportunities for design and enterprise. • Producing annotated concept sketches and drawings. • Investigating how developments in technology, materials, and equipment influence modern designed solutions. • Investigating traditional and contemporary design and technologies, and predicting how they might change in the future in response to factors such as social change and the need for more sustainable patterns of living. **Processes & Production** • Using a variety of critical and creative thinking strategies such as brainstorming, sketching, 3-D modelling and experimenting to generate innovative design ideas. • Investigating emerging technologies and their potential impact on design decisions. • Developing criteria for success, to assess the success of designed solutions in terms of aesthetics, functionality and sustainability. • Developing models, prototypes or samples using a range of materials, tools and equipment including 3D printers, to test the functionality of ideas.
Assessment	**Assessment 1:** Students investigate and design a personalised LED battery powered lamp. After their initial research into the nature and history of light, students will follow the design process to produce a folio; utilising Adobe Illustrator and RayJet, a laser cutting software program. They will develop new technical skills in the workshop and read and interpret an electronics schedule to power their lamp. Students will be challenged to develop both their hand and digital sketching skills. **Assessment 2:** Students will be introduced to a variety of building and construction processes and used in the 21st century building industry. They will be introduced to design characteristics and explore architectural designs from local builders. Their research will culminate in a folio and the building of an environmentally friendly model tree house to their specifications using reclaimed and repurposed materials.
Pathways to Year 9	Design Technologies: Graphical Design, Industrial Design, STEM

Year 7 or 8 Design in Food and Textiles

Units of Study:

1. Sustainable Fashion
2. Food for Health

Unit Description	In Food and Fashion, students study the units Sustainable Fashion and Food for Health. The students engage in the areas of Food and Fibre production. They respond to design briefs through the Design Technology Process.
Learning Experiences	**Knowledge and Understanding** • Investigate the concept of sustainability for fashion. • Recognise the source of textile items we use. • Investigate the production of textile items • Predict how to meet their needs by choosing textile items wisely. • Compare the functional and aesthetic needs of textile items. • Identify food safety and hygiene standards. • Evaluate nutritional content of food. • Analyse foods using the Australian Dietary Guidelines. • Design nutrient dense food products **Processes and Production Skills** • Complete fabric manipulation and decoration techniques. • Technology Practice (the project description, idea development, production and evaluation/reflecting) for food and textiles. • Safely use equipment and prepare food safely and hygienically.
Assessment	• Theory Exam: Knowledge and Understanding, Analysis and Evaluation. • Process journal and practical task in response to a design brief. • Producing weekly practical products. • Evaluating and reflecting on weekly practical activities.
Pathways to Year 9	Design Technologies: Fashion, Food and Nutrition
Other relevant considerations and expectations	Risk Assessment: Due to the practical nature of this course of study, students are inducted into health and safety procedures whilst working in the textile and food classroom. This is followed by informed instruction, workshop demonstrations and close supervision of safe working practices within all practical workspaces. Mandatory Personal Protective Equipment (PPE): Students must have shoes with impervious uppers to participate in food practical workspaces. Resources: • Students select and supply Ingredients for weekly cooking. • Students select their choice of fabric for the fashion unit (from school supplies). • Sewing equipment from school supplies.

Year 7 or 8 Digital Technologies - Robotics

Units of Study:

1. Computer Networks and Binary Systems
2. Collecting, Analysing and Representing Data
3. Using Robotics to Solve Problems
4. Evaluating existing Digital Systems

Unit Description	Students will explore Digital Technologies; from the hardware components that make up a network, to the way data is represented and transmitted within these networks. They will explore Robotics as an application of Digital Technologies and plan, design, develop and evaluate solutions to robotics-based problems. Students will explore data collection using robotic sensor inputs and data analysis and representation, to make meaning of data and turn it into information. Students will investigate and evaluate real- world applications of Artificial Intelligence.
Learning Experiences	**Knowledge and Understanding** Students will: • Understand networks and hardware components. • Convert decimal to binary and vice versa. • Refine search skills for acquiring meaningful data. • Analyse and visualise data to produce information and predict trends. **Processes and Production Skills** Students will: • Deconstruct problems to fully understand requirements. • Design algorithms and model solutions. • Program Lego robots to solve problems. • Evaluate their own solutions and existing solutions to more complex problems. • Plan and manage projects. • Collaborate and contribute to online discussion forums.
Assessment	**Knowledge and Understanding** • Written exam – Computer networks and binary **Processes and Production Skills** • Individual robotics project - Self-driving cars • Data-logging experiment - Using robots to gather data
Pathways to Year 9	Digital Technologies – Software Development.

Year 7 German "Educating young Queenslanders for a global future"	
	Units of Study: Meine Welt (My World) Thema 1 Wer ist das? Thema 2 Los geht's zur Schule! Thema 3 Hobbys machen Spaß! Thema 4 Meine Familie, deine Familie Thema 5 Die Klamotten Thema 6 Guten Appetit!
Unit Description	This unit is all about the individual and their world. Students learn to describe their world and learn about the world of young German speakers as well. In making this comparison students discover that they have more in common with young people from other cultures then they initially believe.
Learning Experiences	**Communication:** Students use German to interact with each other and adults on the topics to be studied. They learn to participate in classroom routines and exchanges in German. They view, listen, read and perform a range of imaginative texts such as poems, songs and stories. Students can translate and interpret these for their peers. **Understanding:** Students learn to recognize and apply key features of German pronunciation, stress and intonation. They will develop knowledge of structures and vocabulary to describe people, objects, actions, events and relationships. They study a variety of text types such as emails, invitations, advertisements and song clips. They will understand that language use is shaped by and reflects the values, ideas and norms of a community.
Assessment	Students will complete assessments throughout the term. This will check students' knowledge of the topic Each unit is concluded with the main assessment task which incorporates the language and content encountered throughout the unit. This can be in the form of a poster, booklet or a PowerPoint, a role play or an oral presentation. This task will test students' productive skills. The listening, speaking, reading and writing skills are of equal importance and are assessed at regular intervals.
Other relevant considerations and expectations	The base textbook to be used is Ganze Klasse 1 which is available under the Textbook Hire Scheme. Students will be required to purchase the activity book (Arbeitsbuch). Both the textbook and the activity book will be used again in Year 8. Students may have the opportunity to participate in some of the following activities: Film Fest, Zoo Days at Lone Pine Koala Sanctuary, food tasting, Gingerbread Houses and the Oktoberfest for Teens.

Year 8 German

"Educating young Queenslanders for a global future"

Units of Study:

Thema 7 Was machst du heute? Thema 8

Mit dem Zug

Thema 9 Wir lieben Tiere!

Thema 10 Alles Gute zum Geburtstag!

Thema 11 Bei uns zu Hause

Thema 12 Bis bald

Unit Description	This unit is all about the individual and their world. Students learn to describe their world and learn about the world of young German speakers as well. In making this comparison students discover that they have more in common with young people from other cultures then they initially believe.
Learning Experiences	**Communication:** Students use German to interact with each other and adults on the topics to be studied. They learn to participate in classroom routines and exchanges in German. They view, listen, read and perform a range of imaginative texts such as poems, songs and stories. Students can translate and interpret these for their peers. **Understanding:** Students learn to recognize and apply key features of German pronunciation, stress and intonation. They will develop knowledge of structures and vocabulary to describe people, objects, actions, events and relationships. They study a variety of text types such as emails, invitations, advertisements and song clips. They will understand that language use is shaped by and reflects the values, ideas and norms of a community.
Assessment	Students will complete assessment throughout the term. This will check students' knowledge of the topic. Each unit is concluded with the main assessment task, usually a bigger task, which incorporates the language and content encountered throughout the unit. This can be in the form of a poster, booklet or a PowerPoint, a role play or an oral presentation. This task will test students' productive skills. The listening, speaking, reading and writing skills are of equal importance and are assessed at regular intervals.
Pathways to Year 9	The unit of work prepares students well for Year 9 German. They will use Ganz Klasse 2 the second part in the series of textbooks and workbooks in Year 9.
Other relevant considerations and expectations	The base textbook to be used is Ganz Klasse 1 from year 7 which is available under the Textbook hire Scheme. Students will be required the activity book (Arbeitsbuch) purchased in year 7. Students may have the opportunity to participate in some of the following activities: Film Fest, Zoo Days at Lone Pine Koala Sanctuary, food tasting, Gingerbread Houses and the Oktoberfest for Teens.

Year 7 Japanese

Units of Study:

1. About me
2. All about animals

Unit Description	In unit 1, students will learn how to use Japanese to be able to introduce themselves and understand and respond to basic introductions. Students will learn more about family life and relationships in Japanese culture. In unit 2, students will learn how to talk about their pets. They will also learn to write about, and present information about an animal, which includes habitat, diet and description. Students will explore Australian and Japanese animals, along with learning Japanese pet culture. They will engage in exchanging factual information both orally and in writing about themselves, pets and likes and dislikes. The key goal of the unit is for students to appreciate that the ability of speaking another language can broaden their world by making new friendships and life experiences.
Learning Experiences	Included under the strands of Communicating and Understanding will be opportunities to socialise, inform, create, translate, reflect, analyse the language system and understand the role of language and culture in the target language as well as English.
Assessment	The macro-skills of listening, speaking, reading and writing skills are of equal importance and are assessed (both formally and informally) at regular intervals throughout the term. Students will be tested on the four skills of reading, writing, listening and speaking. Each unit is concluded with the main assessment task which incorporates the language and content encountered throughout the unit. This can be in the form of a poster, booklet or a PowerPoint, a role play or an oral presentation. This task will test students' productive skills. By the end of Year 7 Japanese, students should be writing completely in Japanese script (Hiragana).
Pathways to Year 8	Core curriculum area. Pre-requisite for Core Year 8 Japanese.
Other relevant considerations and expectations	Participation in an excursion to Lone Pine Koala Sanctuary where students complete a workbook in Japanese and listen to a presentation about animals in Japanese. Headphones for listening activities

Year 8 Japanese

Units of Study:

1. Fabulous Food
2. My Week

Unit Description	Students will learn how to use Japanese to be able to build on the knowledge learned in year 7. In unit 1, students will explore Japanese food culture and etiquette, and learn language needed to order food in a Japanese restaurant. They will also discuss and write about their eating habits. In unit 2, students will develop an understanding of cultural and linguistic similarities and differences between Australia and Japan through the overarching topics of hobbies, pastimes, sport and extra-curricular activities. They will focus on the activities of teenagers, both in Australia and Japan, pastimes unique to Japan. A key goal of the unit is for students to appreciate that the ability to use a language beyond their mother tongue can broaden their world by making new friendships and life experiences. They will continue to extend their knowledge of Japanese script and, from early in the term, will be writing completely in Hiragana and using some Katakana and Kanji.
Learning Experiences	Included under the strands of Communicating and Understanding will be opportunities to socialise, inform, create, translate, reflect, analyse the language system and understand the role of language and culture in the target language as well as English.
Assessment	The macro-skills of listening, speaking, reading and writing, are of equal importance and are assessed (both formally and informally) at regular intervals. This will check students' knowledge of the topic. Each unit is concluded with the main assessment task which incorporates the language and content encountered throughout the unit. Where applicable, students will also be expected to include structures and vocabulary learned in Year 7. This culminating task can be in the form of a poster, booklet or a PowerPoint, a role play or an oral presentation. This task will test students' productive skills.
Pathways to Year 9	Core curriculum area. Pre-requisite for Year 9 Japanese.
Other relevant considerations and expectations	The base textbook to be used is Obento Deluxe which is available under the Textbook Hire Scheme. Students should have the matching Obento Workbook from year 7, but those who don't, will be required to purchase a copy from the School Book Shop. Headphones for listening activities USB for saving documents.

Year 9 English

Units of Study:

1. Speculative Fiction
2. Watch this!
3. Book vs. Film
4. Poetry

Unit Description	**Speculative Fiction** In this unit students will examine hybrid texts, texts that appropriates other texts, as is commonly seen in Science Fiction. They will compose their own original short story that finishes, and answers, the question, 'What if…?' **Watch this!** In this unit, students study the persuasive art of documentaries, including the filmic techniques directors use to invite audiences to accept particular viewpoints. Students craft their own persuasive article, where they select and promote their own choice of documentary—convincing their fellow teenaged readers of its topical importance. **Book vs Film** This unit requires students to narrow their study to a single novel or short story and its film version. The purpose is to evaluate the effectiveness of the storytelling and the techniques used in both versions. **Poetry** In this unit students will closely examine poetry and the use of rich language. They will focus not only on the whole message but on the specific use of figurative language. By doing so, students develop the skills of analysis on which subsequent units build. *Additionally, students will continue studies in grammar, punctuation, vocabulary and writing to meet Australian Curriculum requirements. These will be studied as a regular skill building program and in the context of the unit of study.*
Learning Experiences	In Year 9, students will be exposed to a variety of text types, from various origins, time periods and genres. The range of texts from Foundation to Year 10 includes Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, contemporary, classic and digital texts. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Students will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts.
Assessment	Various strategies are used in Junior Secondary to assess student achievement, progress and understanding in English. In Year 9 these will include: • Writing Short stories. • Constructing an analytical and comparative essay. • Creating Monologues. • Creating visual representations and written justifications. • Reading comprehension, grammar and punctuation exams.
Pathways to Senior	All students proceed to study English for two semesters in Year 10. The English Extension subject will be offered as an elective Semester course in each Semester of Year 10. English Extension will delve into the Critical Theory of writing as well as creative writing, moving student's closer to editing and publishing their work with knowledge of the various critical theories behind their writing.
Career 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.

Year 9 Mathematics

Units of Study:

1. Number Skill check
2. Algebra
3. Simple interest
4. Pythagoras
5. Ratio and Proportion
6. Similarity and congruence
7. Area and Volume
8. Trigonometry
9. Probability
10. Linear and Non-linear Functions
11. Statistics

Unit Description	**Number skill check** – Students have opportunities to develop understandings of the interaction between fractions, decimals and percentages and how this applies to financial situations. They will be shown how scientific notation relates to very small and very large numbers. **Algebra** – Students will solve problems involving simple interest, apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate. They will extend and apply the index laws to variables, using positive integral indices and the zero index. **Simple Interest** – Students will solve problems involving finding simple interest. They will calculate principal, time and rate by manipulating the formula. **Ratio and Proportion** – Students will apply proportional thinking to rates, express rates algebraically and graphically, solve rate and proportion problems including speed. They will use enlargement transformation to explore, develop and apply the conditions of similarity in problems using representations of scale including ratio and scale factors. **Pythagoras** – Students have opportunities to develop understandings of solving problems involving right-angled triangles. **Similarity and Congruence** – Students have opportunities to develop understandings of solving problems involving triangles, similarity and scale ratios. **Area and Volume** – Students calculate the areas of composite shapes, surface area and volume of cylinders and solve related problems. **Trigonometry** – Students will get the opportunity to solve problems using trigonometric ratios. They use formulas to solve unknown sides and angles. **Probability** – Students calculate relative frequencies, determine outcomes of two- step chance experiments using tree diagrams and arrays, assign probabilities to outcomes and determine probabilities of events. **Linear and Non-linear Functions** – Students find the distance between two points located on a Cartesian plane using a range of strategies. They also find the midpoint and gradient of a line segment. Students will also sketch linear graphs using the coordinates of two points. **Statistics** – Students will investigate how data used in media reports has been obtained to estimate population means/medians, and evaluate the validity of these statistics.
Learning Experiences	Students will participate in a number of experiences which include: • Classroom expository learning. • Integrated and specific computer-based activities. • Analysis of mathematical methods. • Independent and group activities. • Group problem-solving activities and collaborative tasks. • Practical based activities e.g., data gathering in the field and “hands on” mathematical activities.
Assessment	Students will be exposed to a range of assessment tools including exams, diagnostic in-class tests, assignments, group activities and practical activities.

Pathways to Senior	Year 10 Mathematics (MAT) leads to General Mathematics and Essential Mathematics in Year 11/12. Extension Mathematics (MAX) leads to Mathematical Methods and Specialist Mathematics in Year 11/12. Specialist maths in semester 2 Year 10 is optional for Specialist Mathematics in Year 11/12 Extension Mathematics is preferred for the study of Physics and Chemistry in Year 11/12. Accelerated Mathematics (ACM) in semester 1 Year 10 is followed by Unit 1 of Mathematical Methods in semester 2 of Year 10.
Career Pathways	Mathematics is a useful subject if students want to continue their Mathematics studies, but not study it at a rigorous, algebraic level. Extension Mathematics is a pathway towards further study of Mathematics that lead to university courses needing a mathematics background. Accelerated Mathematics is for Mathematicians who wish to undertake a university Maths course while at school.
Other relevant considerations and expectations	Resources: Scientific calculators and the text book, whether electronic or hard copy, are required.

Year 9 History

Units of Study:

1. The Industrial Revolution (1750 - 1914)
2. Making a Nation
3. World War I (1914 - 1918)

Unit Description	Year 9 History provides a study of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism and was characterised by large permanent migrations of groups of people across the globe. During this time, Australia developed as a newly federated nation. The period culminated in World War I (1914 –1918), the 'war to end all wars'.
Learning Experiences	Students will participate in a number of experiences which include: • Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places. • Use historical terms and concepts. • Identify and select different kinds of questions about the past to inform historical inquiry. • Identify and locate relevant sources, using ICT and other methods. • Identify the origin, purpose and context of primary and secondary sources. • Process and synthesise information from a range of sources for use as evidence in an historical argument. • Evaluate the reliability and usefulness of primary and secondary sources. • Identify and analyse the perspectives of people from the past. • Identify and analyse different historical interpretations (including their own). • Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced.
Assessment	Assessment instruments will include: 1. Short response exam 2. Historical essay in response to research
Pathways to Senior	History is an elective subject for Year 10. Year 10 offers Ancient History, Modern History, Geography and Philosophy & Reason as options for studying the Humanities in Senior.
Other relevant considerations and expectations	N.A.

Year 9 Science

Units of Study:

1. Rocking All Over the World – Earth and Space Sciences
2. Ionic Chemistry – Chemical Sciences
3. A Biological Balancing Act – Biological Sciences
4. Energy on the Move – Physical Science

Unit Description	**Unit 1:** Students explore practical applications of natural radiation and investigate the chemistry of geology through scientific dating techniques. Students examine the evidence for tectonic plate movements and explore the impact on humans of events such as earthquakes, tsunamis and volcanoes related to geological activity. **Unit 2:** Students will explore and represent a variety of chemical reactions and their applications in daily life. Students will become familiar with the concept of acids and bases and investigate a variety of household chemicals. **Unit 3:** Students first identify human body systems and the ways in which they work together in balance to support life. They outline how essential requirements for life are provided internally through a coordinated approach. Students analyse and predict the effects of the environment on body systems. Students then engage in the exploration of concepts of change and sustainability within an ecosystem. This focuses on engaging students in the understanding that all life is connected through ecosystems and changes to its balance can influence the populations and interrelationships that exist. **Unit 4:** Students build on their knowledge of energy and energy transfers to examine the concept of energy as a wave travelling through a medium. Electricity is used as an example of this and then students further explore the idea of energy transfers by studying the behaviour of light, heat, and sound.
Learning Experiences	A variety of approaches to student learning are utilised to maximise all student's potential to achieve. These fall under three main headings: Science Understanding, Science Skills and Science as a Human Endeavour. The learning experiences include: • Laboratory activities and demonstrations. • Teacher exposition and questioning. • Computer simulations and tutorials. • Extended experimental investigations. • Case studies of previous scientific investigations. • Self-directed and paced learning. • Library/computer research and assignment work. • Guest speakers on aspects of the curriculum.
Assessment	In Year 9, students will experience a range of assessment strategies to assess understanding and skills within science. This includes a collection of work completed over a period of weeks, formal examinations, oral presentations, written assignment tasks and extended experimental investigations.
Pathways to Senior	Upon completion of Year 9 students have the option of selecting from a range of semester- long senior science subjects. These include Biology, Chemistry, Physics, Psychology, Engineering, and General Science. Students can select as many subjects from the Science faculty as they wish. It is strongly recommended that if students are considering taking a science subject in Years 11 and 12 that they enrol in the preliminary Year 10 course of that subject.
Career Pathways	The aim of the Science curriculum is to produce students that are scientifically literate and able to participate in and contribute to our technological society. The skills developed and knowledge obtained in Science will assist students in further study at a tertiary level in any area but particularly in Science, Engineering, Medicine and Allied Health. Students will also be prepared for a variety of careers that involve sciences and the application of science.
Other relevant considerations and expectations	Students will undergo a laboratory safety refresher as part of their studies before using the science laboratories. Students are expected to wear closed in shoes whenever they are working in a laboratory.

Year 9 Health and Physical Education

Units of Study:

1. Risk-Taking & Modified Games
2. Sociology & Touch Football

Unit Description	**Unit 1:** Students will critically analyse the contextual factors that influence risk-taking behaviours and consider harm-minimisation strategies to make better decision in risky scenarios. In the practical setting, students will understand the impact of group dynamics in establishing respectful relationships, fair play, and inclusivity in a team environment; and will examine the impact this has on the games and differing personalities. **Unit 2:** Students explore factors that impact sports participation and investigate strategies to overcome barriers to physical activity. The historical significance of sport in Australia will be examined and how this has shaped our participation, including the role of stereotypes. In the practical setting students will engage in the sport of touch football and will examine and apply specialised movement sequences.
Learning Experiences	**Personal, Social and Community Health** • Identify socio-cultural factors that influence participation in sport. • Implement and critique strategies to enhance the health and well-being of the community. • Evaluate factors which influence people's ability to make healthy and safe choices related to diet and nutrition. **Movement and Physical Activity** • Apply leadership, fair play and inclusivity practices into sport and physical activity. • Examine personality profiles, implement strengths, and address weakness whilst working with others. • Engage in several modified games as vehicles for exploring the above bullet points. • Skills, drills, modified games and whole games of touch football.
Assessment	**Unit 1** • Short response exam – responding to risky scenario. • Practical assessment – specialised skills and sequences within modified games demonstrating leadership, fair play, and cooperation. **Unit 2** • Research assignment – exploring attitudes, values and behaviours that impact on physical activity in Australia. • Physical assessment (Touch Football) – demonstrating specialised movement sequences and strategies.
Pathways to Senior	Year 10 Physical Education Extension Year 10 Health & Physical Education Year 10 Health Education Extension Year 10 Football A and Football B
Career Pathways	A course of study in 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.
Other relevant considerations and expectations	Risk Assessment: Safety considerations relevant to touch football/tennis and gymnastics. Students with injury/illness may have a modified assessment if a medical certificate is supplied. Students must have the school sports uniform and actively participate in all lessons.

Video Games and Machinima

Units of Study:

1. Creating a computer game
2. Game history and design
3. Building a *Minecraft* game world according to game theory

Unit Description	The subject Video games and Machinima will introduce students to the study and analysis of video games within a creative context. Students will make a basic video game starting from the concept, through the planning stages to completions and gameplay. Students will also learn game design philosophies and theories to inform a level design. As a third stage activity, students will use Minecraft to create a designed game world with a story focus to the game. Video games are becoming a more common training tool and important economic input for the media industry and the wider culture. The study of video games is also developing into a significant discipline within the creative industries.
Learning Experiences	Learning experiences include the following: • Building game worlds using Minecraft for design purposes. • Making a basic computer game. • Investigating the types of computer games. • Learning about the characteristics of good games. • Learning about game narrative. • Comparing movies and computer games. • Studying the structure of characters in games. • Shooting cut scenes / cinematics. • Investigating the research into positive and negative effects.
Assessment	**Making** • Computer game using *GameMaker*. • *Minecraft* game world. • Game level design **Responding** • Game analysis and evaluation.
Pathways to Senior	• Year 10 Film, Television and New Media (Movie Special Effects and/or Journalism). • Year 10 Creative Industries (Photography and/or Creative Design).
Career Pathways	A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.
Other relevant considerations and expectations	Resources: Large capacity USB stick.

Media Channels Production

Units of Study:

1. Digital content authenticity
   - Fake news production
   - Digital source comparative evidence
   - Visual evidence manipulation in the modern information environment
2. Productions for media channels such as those on YouTube, or video blog sites multi-platform media (transmedia)
   - Marketing and product placement
   - Viral theory

Unit Description	The subject Media Channel Production will introduce students to production techniques for twenty-first century media such as YouTube. It will also provide an introduction to the production techniques required for small screen production as used in video for smart phones and tablets. Students will learn examine the implications for democracy and assumptions about knowledge provided to them on-line. They will practise and recognise techniques of audience manipulation digital media content by designing, filming and editing their own productions. Students will also be involved in productions using various apps for storytelling across multiple platforms. The subject will also involve the study of modern online media organisations. Students will learn about cameras and editing software to make the videos, as well as shooting and editing techniques in both individual and collaborative group work, essential for the 21st century literacies.
Learning Experiences	Learning experiences include the following: • Making a variety of productions in multiple digital apps using still, video and 3D photography. • Learning about the characteristics of online media and marketing. • Learning about media audiences and how to produce for them. • Examine the on-line presentation of, and research an historical event.
Assessment	**Making** • 'Fake news' production. • Video for a theoretical YouTube channel (no compulsory posting). • Story telling through various still image formats. • Planning for media products. • Group project filming on-site. **Responding** • A case study investigation of fake news.
Pathways to Senior	• Year 10 Film, Television and New Media (Movie Special effects and/or Journalism). • Year 10 Creative Industries (Photography and /or Creative Design).
Career Pathways	A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.
Other relevant considerations and expectations	Resources: Large capacity USB stick.

Visual Art: The Global Art Scene

Unit Description	Artworks of all forms are shared globally and rapidly in today's ever-changing society. International perspectives and regional design preferences now collide on the world stage. Fantasy environments, foreign cultures, and alternative ways of seeing the world and representing it provide the context for developing practical skills, spatial awareness, exploring media, and visual problem solving. Students will examine Asia/Pacific artwork, a range of influential contemporary artists, and a retrospective of selected European movements.
Learning Experiences	• Design processes. • Traditional European iconography. • 20th Century art forms. • Contemporary art forms. • Traditional folk-art techniques. • Assemblage art. • Print methods. • Ceramic sculpture. • Cultural iconography e.g., Japan, Bali, Mexico. • Clay construction methods Design processes.
Assessment	**Making** • Decorative architectural gargoyle/fantasy creature. • Focus on an overseas culture eg Mexico • Group collaboration – social commentary **Responding** • Research artist to "curate" an on-line exhibition around a given theme. • Persuasive essay
Pathways to Senior	• Year 10 Visual Art (2D and 3D Art). • Year 10 Film, Television and New Media (Movie Special effects and/ or Journalism). • Year 10 Creative Industries (Photography and/or Creative Design).
Career Pathways	A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Visual Art: A Personal Journey of Art	
Unit Description	Our vibrant Australian culture and suburbia has been reflected and celebrated in distinctive ways by many artists. Cultural identity and activities will be explored drawing on inspiration from family, school, local community and individual sources. Hands on activities provide the context for developing practical skills, visual problem-solving processes, knowledge of artists, and enjoyment of the experiment that is art. Students will examine artists such as Howard Arkley, Sally Morgan, Reg Mombassa, Jeffrey Smart, and street artists.
Learning Experiences	• Social awareness through art. • Design processes. • Investigate the Street art "culture". • Print methods. • Assemblage art. • Altering physical environments. • Capturing cultural activities via artworks. • Generating meaning through icons and symbols. • Defining colour scheme theory.
Assessment	**Making** • Public art project. • Aussie icons ceramic project **Responding** • Research – analyse & evaluate Australian artwork . • Persuasive essay arguing for and against street art.
Pathways to Senior	• Year 10 Visual Art (2D and 3D Art). • Year 10 Film, Television and New Media (Movie Special effects and/or Journalism). • Year 10 Creative Industries (Photography and/or Creative Design).
Career Pathways	A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Dance: Popular Dance	
Unit Description	**'Popular Dance'** will focus on various dance styles that have influenced dance to become a popular art form, as well as what styles of dance have been popular throughout past decades including The Jive, The Charleston, Disco, Go Go Dancing and Hip Hop. Students will learn, practise and perform these dance styles as well as developing their choreographic skills in these styles. Students will also analyse, interpret and evaluate a dance work.
Learning Experiences	Students will: • Improvise to explore movement and explore personal style. • Choreograph dance sequences. • Manipulate movement to communicate a choreographic intent. • Practise and refine technical skills in style specific techniques. • Perform dances using style specific techniques and expressive skills to communicate an intent. • Evaluate their own choreography and performance. • Analyse a range of dances to explore different viewpoints and enrich their dance making.
Assessment	**Making** • Choreograph their own dances individually and in groups. • Perform movement sequences from a past popular dance style. **Responding** • Essay responding to the intent of a popular dance.
Pathways to Senior	• Year 10 – Popular Dance and/or Year 10 – Contemporary Dance. • Year 11 and 12 Senior Dance.
Career 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 creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.
Other relevant considerations and expectations	At times students will be required to undertake rehearsals in their own time to prepare for assessment. Students may participate in workshops with specialist artists which could incur some cost. Students will be encouraged to source their own costumes when required for performance.

Dance: World Dance	
Unit Description	**'World Dance'** will focus on various dance styles that have cultural significance worldwide including Bollywood, Irish Dance, African Dance and Australian Indigenous Dance. Students will learn, practise and perform these dance styles as well as developing their choreographic skills in these styles. Students will also research and analyse the importance of dance in different cultures.
Learning Experiences	Students will: • Improvise to explore movement and explore personal style. • Choreograph dance sequences. • Manipulate movement to communicate a choreographic intent. • Practise and refine technical skills in style specific techniques. • Perform dances using style specific techniques and expressive skills to communicate intent. • Evaluate their own choreography and performance. • Analyse a range of dances to explore different viewpoints and enrich their dance making.
Assessment	**Making** • Choreograph their own dances individually and in groups. • Perform movement sequences from a past popular dance style. **Responding** • Students will research and respond to world dance styles and their cultural significance.
Pathways to Senior	• Year 10 – Popular Dance and/or Year 10 – Contemporary Dance. • Year 11 and 12 Senior Dance.
Career 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 creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.
Other relevant considerations and expectations	At times students will be required to undertake rehearsals in their own time to prepare for assessment. Students may participate in workshops with specialist artists which could incur some cost. Students will be encouraged to source their own costumes when required for performance.

Drama: Comedy Unit	
Unit Description	The aim of this course is to immerse the students in traditional and contemporary forms of comedy, ranging from *Commedia dell'Arte*, Slapstick, Farce, Satire and Contemporary Australian clowning. This course is designed for students to develop the essential skills in collaborating, devising, presenting and theatre analysis.
Learning Experiences	**Students learn to:** • Manipulate the elements of drama to develop their skills in theatre making. • Develop their understanding of Archetypal comedic characters through the study of *Commedia dell'Arte.* • Develop improvisational skills whilst exploring farce and satire. • Explore the conventions of contemporary Australian clowning and develop the practical skills to perform clowning techniques including slapstick. • Develop rehearsal and performance skills by exploring blocking, vocal and movement techniques. • Develop an understanding of group dynamics. • Analyse performance and develop an understanding of how artists use dramatic elements to create dramatic action and meaning.
Assessment	**Making (Forming)** • Students will devise and perform a clown routine. **Making (Performing)** • Students will perform a scene from a published *Commedia dell'Arte* play. **Responding** • Provide a written response to questions relating to a live performance.
Pathway to Senior	Australian Youth Theatre and The Devisor
Career 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, education, public relations, research and science and technology.
Other relevant considerations and expectations	Excursion requirements: Live performance fees of around $10 to $12.

Drama: Cinematic Theatre	
Unit Description	This unit enables students to explore the effects of digital technologies on theatre and story making through the conventions of Cinematic Theatre. Students will understand how digital technologies can be used to shape or enhance dramatic meaning in Drama that they make and view.
Learning Experiences	Students learn to: • Manipulate the elements of drama to develop their skills in theatre making. • Develop ICT skills through analysing and creating film materials for stage. • Develop an understanding of narrative structure, storytelling and different drama conventions useful for individual and group performances. • Develop scriptwriting skills and how to write a script to present an engaging performance. • Further develop performance skills by exploring blocking, rehearsal and vocal and movement techniques. • Interpret scripts, rehearse and present polished performances. • Further develop understanding of group dynamics. • Analyse performance and develop an understanding of how artists use dramatic elements to create dramatic action and meaning
Assessment	**Making (Forming)** • Scriptwriting incorporating Digital technologies **Making (Performing)** • Performance from student's own scripts **Responding** • Provide a written response to questions relating to a live performance.
Pathways to Senior	Australian Youth Theatre and The Devisor.
Career 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, education, public relations, research and science and technology.
Other relevant considerations and expectations	Excursion requirements: Live performance fees of around $10 to $12.

Music

Units of Study:

1. Song Writing
2. Music Fusions

Unit Description	**Song Writing** involves students listening to, composing and performing music in different styles. Students will explore music from a range of contemporary artists. They will learn how the music is created to influence the listener by exploring the musical elements. **Music Fusions** involves students listening to, composing and performing popular music influenced by different cultures or styles and different times and places. Students will discover the character of different styles of music and how to identify them. They will learn how to compose in a fusion style using notational software and music programs.
Learning Experiences	Students will: • Practise and rehearse a variety of music in both individual and ensemble settings relating to contemporary music and music of other cultures. • Learn to develop their own musical ideas by composing using software. • Learn the language of contemporary music enabling them to critically analyse, compare and contrast and respond to music. • Learn skills to critically listen to their own and others' musical works. • Learn to identify different styles of music.
Assessment	**Making** • Perform music on their instrument in a group or as a soloist. • Compose a short piece of music using notational software. **Responding** • Provide a written response to questions relating to the unit. • Critically respond to music and its effect on audiences.
Pathways to Senior	Year 10 Music. Instrumental/Vocal Music Program.
Career Pathways	A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.
Other relevant considerations and expectations	Access to a computer with basic music software (Musescore, Ableton, Garage Band).

Technologies: STEM

Units of Study:

1. Futuristic Design - Becoming the Martian
2. Futuristic Design - Altered Carbon

Unit Description	The majority of jobs in the future (up to 75%) will require STEM skills. Into the future more and more jobs are set to become automated, which means that to be employed, students need to develop STEM related skills including critical thinking, problem solving and innovation through collaborative creativity. STEM is a subject that utilises a combination of the skills and knowledge from science, technology, engineering and mathematics to solve unique challenges relevant to society.
Learning Experiences	A variety of independent design projects will be undertaken by students with each having a personal outcome. The design situations cover a range of real - world problems with focus areas covering: **Knowledge & Understanding** • Identifying past design solutions and their impact on our current situation. • Considering how new technologies, time limits, skills, expertise and materials affect design. • Producing annotated concept sketches and drawings. • Looking at how material properties influence design considerations. **Processes & Production** • Looking at how different materials affect and complement each other in the design of a product. • Producing 2D and 3D drawings to explore possible design solutions. • Working independently to produce quality products with regard to relevant workshop practices and safety requirements.
Assessment	Unit One: Futuristic Design - Becoming the Martian Students will be introduced to future focused design, in particular colonising another planet in our solar system, and be required to develop a habitable structure in a simulated Mars environment in Minecraft. Evidence will be collected through a Design Folio of work showcasing limitations, proposed solutions and design exploration. Unit Two: Futuristic Design - Altered Carbon Students will be introduced to the concept of Artificial Intelligence, Utopian Societies and Humanoid Robotic systems. Students will explore how social, environmental and ethical issues influence the design of solutions as they create, refine and propose preferred futures to unique challenges using design thinking processes. Students will study the fundamentals of design unique to each topic before using the design process to solve challenges. Through developing their designs students will develop skills of evaluation, reflection and refinement.
Pathways to Senior	Year 10 - STEM or Design Year 11 and 12 - Senior Design, Digital Solutions, Sciences or Maths
Career Pathways	A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.
Other relevant considerations and expectations	Access to a computer/laptop with Adobe Software (Photoshop, Illustrator and InDesign), and CAD software available through KACE.

Technologies: Industrial Design

Units of Study:

1. Industrial Design - CO2 Dragsters
2. Industrial Design - Light and Magic

Unit Description	Industrial Design will provide students with the opportunity to learn how to create physical prototypes in response to a range of intellectual challenges, while developing practical skills associated with workshop tools and equipment. Students will need to research and propose ideas before deciding on, justifying and constructing a developed design.
Learning Experiences	A variety of independent design projects will be undertaken by students with each having a personal outcome. The design situations cover a range of real-world problems with focus areas covering: **Knowledge & Understanding** • Identifying past design solutions and their impact on our current situation. • Considering how new technologies, time limits, skills, expertise and materials affect design. • Investigating how a product life cycle influences the design of that product. • Producing annotated concept sketches and drawings. • Looking at how material properties influence design considerations. **Processes & Production** • Looking at how different materials affect and complement each other in the design of a product. • Identifying tools, processes and safety procedures necessary for the production of a design solution. • Producing 2D and 3D drawings to explore possible design solutions. • Working independently to produce quality products with regard to relevant workshop practices and safety requirements.
Assessment	**Unit One: Industrial Design - CO2 Dragsters** Students will be required to design a CO2 Dragster, create a prototype and test the final product through a series of races against fellow students. Evidence will be collected through a Project Folio of work showcasing design exploration. **Unit Two: Industrial Design – Timber Display Box** Students will be required to follow simple woodworking techniques to create a timber display box. Construction processes and practices will be documented through the use of a Project Folio. Students will study the fundamentals of design unique to each topic before using the design process to solve challenges. Through developing their designs students will develop skills of evaluation, reflection and refinement.
Pathways to Senior	Year 10 - Industrial Skills or Design Year 11 and 12 - Senior Design or Senior Industrial Skills
Career Pathways	A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.
Other relevant considerations and expectations	In an effort to improve the quality of safety education in the Life Sciences & Design Faculty we have implemented several WH&S procedures that are linked closely to those of Industry practices. Mandatory Personal Protective Equipment (PPE) – students must have shoes with leather uppers to enter the practical workspaces.

Technologies: Graphical Design

Units of Study:

3. Graphical Design - Brand Identity
4. Architectural Design - Tiny House Nation

Unit Description	Graphical Design will provide students with the opportunity to learn how to communicate ideas using graphical presentations and further develop understanding of the design process. Students will need to research a given situation, propose ideas before deciding on and justifying their chosen design.
Learning Experiences	A variety of independent design projects will be undertaken by students with each having a personal outcome. The design situations cover a range of real-world problems with focus areas covering: **Knowledge & Understanding** • Identifying past design solutions and their impact on our current situation. • Considering how new technologies, time limits, skills, expertise and materials affect design. • Investigating how a product life cycle influences the design of that product. • Producing annotated concept sketches and drawings. • Looking at how material properties influence design considerations. **Processes & Production** • Looking at how different materials affect and complement each other in the design of a product. • Producing 2D and 3D drawings to explore possible design solutions. • Working independently to produce quality products with regard to relevant workshop practices and safety requirements.
Assessment	**Unit One: Graphical Design - Brand Identity** Students will be required to design and evaluate a simple graphical artwork to represent and launch a new Street Wear Label, and apply this to a range of mediums for marketing. Evidence will be collected through a Design Folio of work showcasing design exploration. **Unit Two: Architectural Design - Tiny House Nation** Students will be required to explore current trends in architecture, focusing on Tiny Houses and their impact on urban planning and infrastructure; and design a prototype house that meets current market needs. Evidence will be collected through a Design Folio of work showcasing design exploration. Students will study the fundamentals of design unique to each topic before using the design process to solve challenges. Through developing their designs students will develop skills of evaluation, reflection and refinement.
Pathways to Senior	Year 10 – Design or STEM Year 11 and 12 - Senior Design
Career Pathways	A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.
Other relevant considerations and expectations	Access to a computer/laptop with Adobe Software (Photoshop, Illustrator and InDesign), and CAD software available through KACE.

Technologies: Fashion Design

Units of Study:

1. Fashion for the Sun
2. The Pyjama Project

Unit Description	Students study two units in creating design solutions. Students will be critically analysing factors including social, ethical and sustainability considerations, that impact on designed solutions for preferred futures in the context of textiles and fashion.
Learning Experiences	**Knowledge and Understanding** • Identify the source of textile and clothing items we use. • Experiment with production of textile and clothing items. • Evaluate how the fashion trend cycle affects our choices. • Determine how to meet their needs by choosing fashion items wisely. • Understand the functional and aesthetic aspects of fashion items. **Processes and Production Skills** • Creating patterns for use in garment production. • Sewing and fabric decoration techniques. • Technology Practice (the project description, idea development, production and evaluation/reflecting).
Assessment	• Process journal in response to a design brief. • Practical task of refining skills and processes in the design and production of a textile item • Magazine article
Pathways to Senior	Year 10 - Fashion. Year 11 and 12 - Fashion
Career Pathways	A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.
Other relevant considerations and expectations	Due to the practical nature of this subject, students are inducted into health and safety procedures whilst working in the textile design classroom. This is followed by informed instruction, workshop demonstrations and supervision of safe working practices within all practical workspaces. Mandatory Personal Protective Equipment (PPE) students must have covered shoes to participate in practical workspaces. • Students choice of fabric must be supplied for this fashion unit. • Fabrics donated to the school will be used for practicing and refining skills.

Technologies: Food and Nutrition

Units of Study:

1. Healthy snack food
2. Healthy convenient food

Unit Description	Students explore the relationship between food and health. They will identify their nutritional needs for their growth, good health and energy, as well as evaluate the effectiveness of the teenage diet in meeting these needs. Students will have the opportunity to: • Critically analyse current food models and nutritional recommendations. • Investigate social, ethical and sustainability factors that impact their diet. • Develop strategies to optimise the teenage diet with consideration of preferred futures and impact of emerging technologies. • Prepare different foods each week and develop their cookery techniques to provide healthy alternatives for the teenage diet.
Learning Experiences	**Knowledge and Understanding** • Discover the relationship between food and health. • Investigate and make judgements on ethical and sustainable production and marketing of food. • Explore influences on food intake and ways to manage these. • Investigate and implement ways of improving diet and habits • Evaluate convenient foods and the emergence of take away foods • Challenge media messages impact of media, potential health implication and combating these messages. **Processes and Production Skills** • Plan, create and present foods to improve the teenage diet. • Make judgments on food safety, presentation and sensory perceptions with solutions for healthy eating.
Assessment	• Process journal and Research assignment. • Products • Producing weekly practical food activities. • Evaluating and reflecting weekly practical tasks.
Pathways to Senior	Year 10 - Food and Nutrition. Year 11 and 12 - Food and Nutrition, Certificate II in Hospitality
Career Pathways	A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of hospitality, dietetics, food science, food technology, and health.

Other relevant considerations and expectations	In an effort to maintain the quality of safety education we have implemented several WHS procedures that are linked closely to those of Industry practices. Students are obligated to participate in a WHS "Introduction to Workplace Safety" program, followed by informed instruction, workshop demonstrations and close supervision of safe working practices within all practical workspaces. It is extremely important for parents to be aware of their students' obligations to be safe around themselves and others. Failure of students to comply unfortunately means that departmental WHS concerns may exclude them from the practical environment for a time. Mandatory Personal Protective Equipment (PPE) – students must have shoes with leather uppers to participate in practical workspaces. Students are to provide their own food for recipes, and container. The school may provide small amounts of pantry goods, e.g. herbs and spices as required.

Digital Technologies: Software Development

Units of Study:

1. Evaluation and Decomposition of Digital Games
2. Design of Algorithms and User Experiences
3. Software Development and Implementation

Unit Description	In this unit students will evaluate information systems that support learning and create a digital solution. Students a game using an object-oriented programming language.
Learning Experiences	**Knowledge and Understanding** Students will: • Explore the interactions between hardware, software and users. • Examine data in the context of computer games. **Processes and Production Skills** Students will: • Analyse and visualise data to create information and address complex problems. • Define and decompose real world problems, including interviewing stakeholders to identify needs. • Design the user experience of a digital solution by evaluating alternative designs, considering functionality, accessibility, usability, and aesthetics. • Design algorithms and validate algorithms and programs through tracing and test cases. • Evaluate student solutions and existing information systems. • Implement programs, applying selected algorithms and data structures, using an object-oriented programming language. • Plan and manage projects using a collaborative approach.
Assessment	Project: Digital Project - students demonstrate knowledge and understanding of data representation and apply skills in defining, designing, implementing and evaluating by creating an educational game.
Pathways to Senior	Year 10 - Digital Solutions Year 11 and 12 - Digital Solutions
Career Pathways	A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Business and Economics Studies

Units of Study:

1. Australia's Financial Environment
2. Stakeholders
3. Economics

Unit Description	In this subject, students will study the elements of the Australian Financial Environment, consider various means of managing finances and risk, and examine ways that consumers protect themselves from financial risk. Students will be introduced to the workings of the Australian economy and Australia's role in international trade.
Learning Experiences	**Knowing and Understanding** • Investment and risk management strategies • Decision making processes • Financial goal setting • Components of the Australian Financial Environment • Stakeholders within the business workplace environment • Role of the Australian Economy • Australia as a trading partner in the Global Economy **Skills** • Following an inquiry process. • Analysing and interpreting data. • Making justified recommendations. • Decision making.
Assessment	Assessment 1: Research Folio in response to a client brief investigating strategies to manage personal finances and accumulate savings. Assessment 2: Investigation report on Australia and the Global Economy.
Pathways to Senior	Year 10 - Business or Legal Studies Year 11 and 12 - Business, Legal Studies or Accounting
Career Pathways	A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.
Other relevant considerations and expectations	Risk Assessment: None Required Resources: Computer/Laptop

German

"Educating young Queenslanders for a global future"

Units of Study:

1. My Town
2. Enterprise German
3. Part Time Jobs
4. Me and my family

Unit Description	The program builds on students' previous study of the language, initially focusing on revising content areas that students may have encountered in previous years and combining their knowledge in a realistic communicative setting. The students work towards describing free time activities, a weekend away focusing on sport and shopping. This unit format enables students, who have never had the opportunity to learn German to commence the subject, whilst allowing previous students of German to continue along their language learning pathway. German offers students the exciting opportunity to develop communication skills which will equip them to better engage the world around them. It takes students out of their comfort zone and challenges them intellectually as well as culturally and linguistically. Students are encouraged to problem solve and to think creatively.
Learning Experiences	**Communication:** Students initiate and maintain interactions with peers and adults by seeking and offering ideas, thoughts and feelings as well as factual information related to everyday activities as a teenager. They write and present role plays and PowerPoints. In the second half of the semester students may describe fashion in Australia and Germany and enter a makeover show demonstrating the knowledge of clothing and life style. Students learn about similarities and differences between their own and the German culture, as is relevant to teenagers. **Understanding:** Students extend knowledge of German structures and explore the use of German grammar through topics such as case, adjectives, prepositions, conjunctions and verb tense.
Assessment	The listening, speaking, reading and writing skills are of equal importance and are assessed at regular intervals. Students will complete assessments throughout the term. This will check students' knowledge of the topic. Each unit concludes with a main assessment task based on the class work e.g. a poster, a PowerPoint presentation, a booklet and/or an oral presentation. This task will test students' productive skills.
Pathways to Senior	The unit of work prepares students well for Year 10 German.
Career Pathways	A course of study in German can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.
Other relevant considerations and expectations	Some universities offer bonus tertiary entrance points for students who have successfully completed Senior German. There is no set textbook, however students are welcome to use the textbook Ganz Klasse 2, as an additional learning tool, it is available under the Textbook Hire Scheme. Students will have the opportunity to participate in some of the following activities: Film Fest, Goethe Language proficiency test and restaurant visits.

Japanese

"Educating young Queenslanders for a global future"

Units of Study:

1. Places to go to
2. Things to do
3. Milestones
4. Celebrations

Unit Description	In Year 9, Japanese is offered in both semesters one and two. The topics differ in each semester to allow students to study Japanese for the two semesters. Both semester units build on students' previous study of the Japanese language. Students will focus on a variety of topics including dates and time and seasons and weather etc. Students will also learn more about Japan's geography, climate, customs and housing. Students will also learn how to describe people's physical appearance and personalities. Not only is improving communication and understanding of the Japanese language a major focus of the course, but the students are also encouraged to further develop the intercultural skills that are crucial for gaining a global perspective.
Learning Experiences	Included under the strands of Communicating and Understanding will be opportunities to socialise, inform, create, translate, reflect, analyse the language system and understand the role of language and culture in the target language as well as English.
Assessment	Students will complete assessments throughout each term. This will check students' knowledge of the topic. Each unit is concluded with the main assessment task, which incorporates the language and content encountered throughout the unit. This can be in the form of a poster, movie, booklet or a PowerPoint, a role play or an oral presentation. This task will test students' productive skills. By this stage of learning, students will be expected to incorporate the vocabulary and structures they have learned in earlier years of study and be writing completely in Japanese script (Hiragana and Katakana and some Kanji). The macro-skills of listening, speaking, reading and writing skills are of equal importance and are assessed (both formally and informally) at regular intervals.
Pathways to Senior	Pre-requisite for Year 10 Japanese.
Career Pathways	A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.
Other relevant considerations and expectations	Some universities offer bonus tertiary entrance points for students who have successfully completed Senior Japanese.

Geography

Units of Study:

1. Geographies of Interconnection
2. Biomes and Food Security

Unit Description	**Geographies of Interconnections** is about how people use the places in which they live. These places include our cities, our regions and the interconnected world of other nations. We will look at the impacts of changing trends in tourism, trade, communications and transport. **Biomes and Food Security** is about the big question: How can we make sure there is food available now and in the future so that no one goes hungry? We ask students to investigate issues such as how human activities affect the availability of clean water; the way humans use the land; and the influence of growing populations. Our challenge is to develop ideas that can secure our food for future. We will learn and grow from the experiences as we explore the world beyond the classroom.
Learning Experiences	Geography provides students with a number of learning settings: • Classroom theory lessons. • Integrated and specific computer-based activities including spatial technologies (GIS). • Independent research activities. • Group problem-solving activities and collaborative tasks.
Assessment	Assessment will focus on developing and demonstrating understanding through action research: • Investigation Report • Examination
Pathways to Senior	Geography as an elective subject continues in Year 10 and is designed as preparation for success in Senior Geography. The Year 10 topics are: **Environmental change and management** **Responding to risk in natural hazard zones** Geography bridges the pure sciences with the Humanities and a study of both is complimentary. Geography will help students understand and interpret data, formulate arguments, and make balanced decisions – creating flexible, well-rounded thinkers. All young Australians need a 'sense of place' and are encouraged to continue their studies in Geography.
Career Pathways	A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.
Other relevant considerations and expectations	N.A.

2025 Curriculum Progressions

Faculty	Year 7 Year 8	Year 9	Year 10	Year 11 & 12
Technologies	Digital Technologies – Robotics Design in Food and Textiles Design Technologies	**Digital Technologies** Digital Solutions **Design Technologies** Graphical Design Industrial Design STEM Food and Nutrition Fashion	**Digital Technologies** Digital Solutions **Design Technologies** Industrial Skills Design Food and Nutrition Fashion	**General** Food and Nutrition Design Digital Solutions **Applied** Engineering Skills Furnishing Skills Fashion Hospitality Practices **Certificates** Early Childhood Education Cert III Hospitality
English	English		English English Extension	**General** English Literature English Literature Extension **Applied** Essential English **Short Course** Literacy
Health and Physical Education	HPE Sport		HPE Health Physical Education Football A Football B	**General** Health Physical Education **Applied** Sport and Recreation Sport and Recreation Football **Certificates** Cert II Sport and Recreation and Cert III Fitness Cert IV Fitness (Year 12 only)
Languages	Japanese German **Program of Excellence only** German Immersion Immersion Mathematics Immersion Science Immersion HPE Immersion History		Japanese German Immersion Mathematics Immersion Science Immersion German	**General** Japanese German **Program of Excellence only** German Extension

***Note:** offerings subject to student numbers and resourcing.

Faculty	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
Maths	Mathematics			Mathematics Mathematics Extension Accelerated Mathematics	**General** General Mathematics Mathematical Methods Specialist Mathematics **Applied** Essential Mathematics **Short Course** Numeracy **University Mathematics**
Science	Science			Science Biology Chemistry Engineering Physics Psychology	**General** Biology Chemistry Engineering Physics Psychology **Applied** Science in Practice
Humanities	History Geography Civics and Citizenship Business and Economics		History Geography Business & Economic Studies Business Enterprise	Accounting Ancient History Business Business Enterprise Geography Modern History Legal Studies Philosophy and Reason	**General** **Accounting** Ancient History Business Geography Modern History Legal Studies Philosophy and Reason **Applied** Social and Community Studies **Certificates** Certificate III in Business
Performing Arts	Music Dance Drama **Program of Excellence only** Music Extension			Music Dance: World Dance Dance: Popular Dance Drama: Comedy Unit Drama: Hero's Journey **Program of Excellence only** Music Extension	**General** Music Drama Dance **Program of Excellence only** Music Extension (Year 12 only)

Visual Art and Media	Visual Art Media Arts	Video Games and Machinima Media Channels Production Visual Art: The Global Art Scene Visual Art: A Personal Journey of Art	Visual Art Creative Industries Film, Television and New Media	**General** Film, Television and New Media Visual Art **Applied** Media Arts in Practice Visual Arts in Practice

International Students – English as an Additional Language/Dialect

Kenmore State High School can accommodate up to 45 full fee-paying Education Queensland International (EQI) students. Prior to enrolling they must demonstrate English language proficiency by completing a valid and approved English language test and acceptable subject grades in their country of origin.

Our International Students are supported by an International Student Coordinator, a Homestay Coordinator and an EAL/D teacher aide.

All EAL/D students at Kenmore receive English language support targeted towards their individual needs. Our year 7 to 9 students may attend our weekly EAL/D lesson which replaces their sport lesson. In this class students are given time and support to revisit and review subject content and to work on homework and assessments.

Year 7 - 10 students are may apply for extra time in exams (10 minutes per hour - yellow exam cards issued at the beginning of the year). This is managed needs to be discussed with the teacher prior to the exam. Under exam conditions, students may use a paper bilingual dictionary (not an electronic one) for all their subjects other than Japanese and German.

Our students in year 10 -12 are allocated to an English teacher experienced in teaching EAL/D students and supported with an in class EAL/D Teacher Aide if required.

All full fee-paying International Students have access to afterschool tutoring, specialised academic and wellbeing days and a number of opportunities for students to explore University options through our partnerships program.

To support our EAL/D learners, we encourage our teachers to write notes and instructions clearly on the board and allow students to use their dictionaries to translate difficult vocabulary. In subjects where there is a lot of subject specific vocabulary, a glossary is often developed. Differentiated teaching strategies for EAL/D students assist them with English language acquisition.

To assist our EAL/D students with their reading and writing, we encourage our students to read aloud in order to model cohesion, coherence, tone and phrasing. Students are given the opportunity to draft, re-draft and edit their written work. We encourage our learners to practise orals in front of a mirror or with their families/host families, and to take every opportunity to speak and use English every day. To improve listening skills, students are encouraged to listen for main ideas and key points, as well as taking note of any nonverbal cues and clues.

REN – Read Enrichment

Overview

Kenmore State High School encourages the development of programmes that meet the specific needs of individuals. Educational provision for students experiencing difficulties at school is seen as an extension of a concern for individual differences, quality schooling and inclusivity.

REN is a targeted reading intervention program for students who have been identified as experiencing reading difficulties, based on a range of factors that have been taken into consideration including those who are at or below national minimum standard for reading and who have performed significantly below their reading age level on a variety of standardised and diagnostic assessments.

Course Outline

REN provides targeted reading activities to enhance students reading skills to focus on further developing and improving their reading comprehension, fluency, vocabulary, word attack skills, and phonemic awareness. REN classes will run for either 3 x 70-minute lessons per week in place of an elective subject or on a rotation basis and students are removed from classes each week for a set time. The classes are overseen by a Support Teacher Literacy and Numeracy (STLaN) with an Education Assistant working with the students. Participation in REN is by invitation and is on an individual basis at the discretion of the Deputy Principal of Inclusion, in consultation with parents and/or caregivers. In order to provide students with a high level of support and assistance it is necessary to keep the classes small (6 – 10 students).
Reporting for this subject will include a result for Behaviour, Effort and Homework.

Learning Experiences

Learning experiences involve reading activities using the LLI (Levelled Literacy Intervention) Program; reading comprehension activities that focus on twelve reading strategies, including NAPLAN-style reading activities. The students reading levels are assessed and re-assessed using the Fountas and Pinnell Benchmark Assessment System, the Teachers 4 Teachers Reading Program and the CARS and STARS Reading Program.

WEN – Writing Enrichment

Overview

Kenmore State High School encourages the development of programmes that meet the specific needs of individuals. Educational provision for students experiencing difficulties at school is seen as an extension of a concern for individual differences, quality schooling and inclusivity.

Writing Enrichment is a targeted writing intervention program for students who are at or below National Minimum Standards in Writing and / or who have identified or diagnosed difficulties with writing tasks. A range of factors is taken into consideration when selecting students for this class, including: academic results (especially in English); NAPLAN results; PAT testing data; and other diagnostic testing.

Course Outline

The curriculum will feature targeted activities designed to enhance literacy skills. Class

activities focus on:

- vocabulary development
- sentence structure
- paragraph structure
- grammar and punctuation
- text structures
- planning and writing extended responses to stimulus material.

Text types studied may include narrative, persuasive, informative, and analytical exposition.

Reporting for this subject will include a result for Behaviour, Effort, and Homework. Parents will receive individual information regarding their student's progress at the end of each term.

These classes are taught by the Support Teacher Literacy and Numeracy (STLaN) and are kept small in order to maximise the amount of support and assistance students receive. WEN classes will run for 3 x 70-minute lessons per week in place of an elective subject. Participation in WEN is by invitation and is on an individual basis, at the discretion of the Deputy Principal of Inclusion, in consultation with parents and/or caregivers.

Learning Experiences

Learning experiences include:

- regular sustained writing on a variety of topics
- whole class, paired and individual construction of written responses
- individual focus on targeted skill areas
- pre-unit writing task to assess focus areas for correction
- Post-unit writing tasks to assess student progress.

Targeted Assisted Tutorial

Overview

Kenmore State High School encourages the development of programs that meet the specific needs of individuals and groups, so as to ensure quality and inclusive schooling practices as well as focusing on educational achievement, wellbeing and engagement, and culture and inclusion in alignment with the Education QLD Equity and Excellence plan.

The Tutorial program can be studied in Years 7, 8 and 9 for one or both semesters. The class is conducted in place of an elective.

The Targeted Assisted Tutorial concentrates on the development of the students' social, emotional, and organisational skills, not just academic learning. The program focuses on addressing, monitoring and/or implementing some of the student's individual goals in a small tutorial environment. The subject is non- reportable.

Course Outline

The classes are conducted by a teacher from the Special Education Program. The students' work materials are supplied by students, parents, class teachers and their Case Managers.

Students are provided with an opportunity for small group discussion and interaction with peers. Social skills and organisation strategies are a priority. The subject also includes the program, Zones of Regulation. This aims to teach students strategies on how to self-regulate their emotions in given situations, developing their emotional skills and 'toolbox'. The program uses the student's Personalised Learning Plan, Assessment Schedule and referrals from class teachers to develop focus areas and goals.

Focus areas include:

- Study skills
- Social skills
- Day-to-day organisation and time management
- Individual goal achievement.
- Planning for assignments/assessments.
- Mindfulness and wellbeing resilience.
- Emotional regulation strategies

Learning Experiences

Fostering mutual respect and co-operation between students and teachers so that students can share, develop and learn together and from each other.

Actively involving students in their learning, making choices and decisions, setting goals, using initiative and self-evaluation.

Teaching in ways that meet individual needs and interests and encourage flexibility of learning styles.

Entry Requirements

The small group environment ensures students have a high level of assistance and therefore an opportunity to develop skills and knowledge at their own pace. In order to provide students with a high level of assistance, it is necessary to minimise class sizes.

This subject is designed to meet the individual goals of students who are at a high level of adjustment in the NCCD. Participation in these subjects is by invitation and on an individual basis, at the discretion of the Head of Special Education Services and Deputy Principal of Inclusion.

KENMORE STATE HIGH VISION

Schooling at Kenmore State High will be a happy and inspiring experience, a time and place where every young person develops a real sense of spirit and belonging. **Our vision is for our young people to be influential locally and prepared to transform the world.** We want our school to make a difference for each and every student, now and in the future.
Our motto is Education for Life.

Excellence

Integrity

Learning

Belonging

Partnerships

P: (07) 3327 1555 | **F:** (07) 3327 1500
E: principal@kenmoreshs.eq.edu.au
60 Aberfeldy Street Kenmore QLD 4069
kenmoreshs.eq.edu.au