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## From the Executive Principal

The Kenmore State High School Junior Secondary Curriculum offers a rich, challenging and stimulating programme designed to generate a passion for learning and instil the value of learning as a life-long process.

The attributes of a life-long learner are:

- A knowledgeable person with deep understanding
- A deep thinker
- A creative person
- A confident communicator
- An ethical individual
- A reflective and self-directed learner
- An enterprising worker
- A local leader
- A global citizen
- A resilient individual

At Kenmore High we believe

- Every student can learn and succeed
- Success breeds success and
- Schools control the conditions of success

These are not simple objectives, our aim is to challenge our students by offering them an array of learning experiences, by setting high standards and by providing multiple opportunities for students to be responsible and accountable for their learning. When we have our students thinking, articulating and taking initiative, we enact the words of controversial and influential activist and leader, Malcolm X

***“Education is a passport to the future, for tomorrow belongs to those who prepare for it today”***

The teaching at Kenmore SHS encourages the students to produce, not reproduce. The focus is on student-centred learning and includes guided discovery, problem solving, discussions, group work, meaningful and relevant tasks and independent learning. 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.

It is not a mistake that our motto is ***“Education for Life”***.

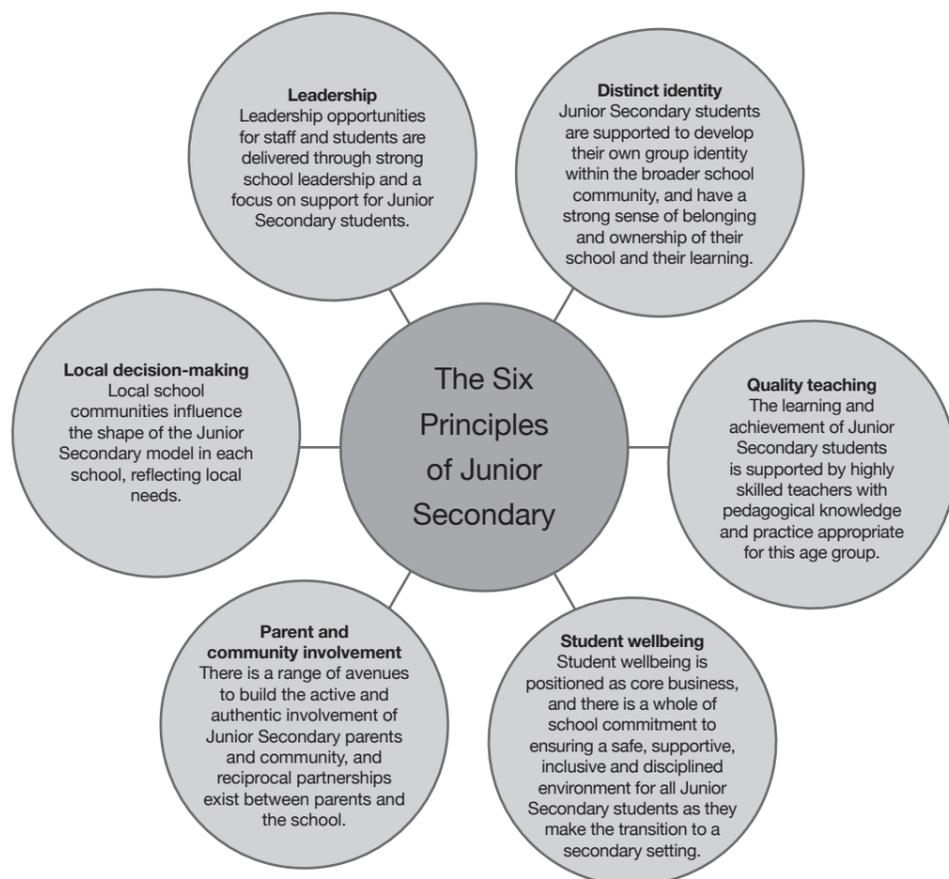
Paul Robertson  
**Executive Principal**

## Our Junior 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 Essentials program, sport and leadership opportunities.

Our Junior Secondary programmes are compliant with the recent developments in 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*.



## Curriculum Overview Years 7–9

### 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/ BUSINESS AND ECONOMICS	IMMERSION HPE	IMMERSION HISTORY/ CIVICS AND CITIZENSHIP	IMMERSION HISTORY	IMMERSION HPE
ARTS	TECHNOLOGIES	ARTS	TECHNOLOGIES	ELECTIVE	ELECTIVE

### Music Extension

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/ BUSINESS AND ECONOMICS	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 Excellence Program (Ken-X)

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	PROJECT	PROJECT

**Note:** Students will study integrated units across English, Maths, Science and Social Sciences throughout Years 7-9. Involvement in Arts & Technologies electives may vary by semester and according to project demands.

## 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		YEAR 7 2 two lessons a week term 1 3 lessons a week term 2, 3, 4  YEAR 8 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.
TECHNOLOGIES	Design in Food and Fashion Digital Technologies Design and Technology Design Technology	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.
HEALTH AND PHYSICAL EDUCATION		3 lessons a week for one semester in yr 7 and one semester in year 8
SPORT		1 lesson a week all year
ESSENTIALS AND ASSEMBLY		1 lesson a week all year

## Curriculum Snapshot Mainstream 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 elect 4 semester courses from the following courses of study:	MUSIC DRAMA – COMEDY MEDIA ART (“Out There” & “At Home”) DANCE DIGITAL TECHNOLOGIES: Software Development DESIGN and TECHNOLOGY : Food and Nutrition DESIGN and TECHNOLOGY : Fashion JAPANESE GERMAN GEOGRAPHY BUSINESS STUDIES:	3 lessons a week for one semester
SPORT		1 lesson a week all year
ESSENTIALS AND ASSEMBLY		1 lesson a week all year

## Signature Programs Overview

Subject	Time Studied	Learning Experiences
Music Extension	Semester 2 Year 7 Semester 1 AND 2 in Year 8 and 9 3 lessons a week	<ul style="list-style-type: none"> <li>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.</li> <li>Students give a variety of performances; learn aural, singing and composing skills.</li> <li>Applicants will need to submit documentation that outlines their musical ability and may be asked to complete an audition.</li> </ul>
GIEP – German Immersion and Extension Program	Years 7–10	<ul style="list-style-type: none"> <li>The German Immersion and Extension Program (GIEP) challenges able 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.</li> <li>Students study History / Geography and Health and Physical Education in German in alternate semesters and German, Mathematics and Science in German for two semesters.</li> </ul>
Ken-X Kenmore Excellence Program	Years 7–9	<ul style="list-style-type: none"> <li>A course for academically gifted students.</li> <li>Students participate in project-based learning activities that integrate learning from across a range of KLA's.</li> <li>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.</li> <li>Teachers in the Ken-X program are proficient at integrating technology to enhance teaching and learning.</li> <li>Students in the program take part in regular excursions and workshops with program partners to support the aims of Ken-X.</li> </ul>

## 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:

1. It's all about me! Introductory unit
2. School and learning
3. Leisure time!
4. At home

#### 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 the 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 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 a stocktake test midway through the term. This will check students' knowledge of the topic and will be in the form of a listening and/or reading comprehension.

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.

#### Other relevant considerations and expectations

The base textbook to be used is *Planet 1* 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 and ACER Language proficiency test, food tasting and the Oktoberfest for Teens.

<b>Year 8 Immersion German</b> <b>“Academic excellence connecting the world!”</b>	
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: <ul style="list-style-type: none"> <li>● Sport und Spass</li> <li>● So ist es bei uns</li> <li>● Meine Geschwister und ich</li> <li>● Feiern und Ferien</li> </ul>	
<b>Unit Description</b>	<ul style="list-style-type: none"> <li>● <b>Sport and Fun.</b> 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.</li> <li>● <b>In the Home:</b> 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.</li> <li>● <b>My Siblings and I:</b> 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.</li> <li>● <b>Holidays and Celebrations:</b> In this unit students plan and organise a holiday, and plan and organise a celebration. They also learn about German holiday destinations.</li> </ul>
<b>Learning Experiences</b>	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.
<b>Assessment</b>	Students will complete a stocktake test midway through the term. This will check students’ knowledge of the topic and will be in the form of a listening and/or reading comprehension.  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.
<b>Pathways to Year 9</b>	German is a core curriculum area for German Immersion students. Successful completion will indicate readiness to begin Year 9 Immersion German.
<b>Other relevant considerations and expectations</b>	The base textbook to be used is Planet 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 ACER Language proficiency test, food tasting, Gingerbread Houses and the Oktoberfest for Teens.

<b>Year 9 Immersion German</b> <b>“Academic excellence connecting the world!”</b>	
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 based on the book Planet 3.	
<b>Unit Description</b>	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: <ul style="list-style-type: none"> <li>● <b>My future</b> – Where do I see myself in the future</li> <li>● <b>Things I like</b> – Fun things – fashion – healthy lifestyle</li> <li>● <b>Modern World</b> – media yesterday and today,</li> <li>● <b>Relationships</b> – My friends</li> </ul>
<b>Learning Experiences</b>	<ul style="list-style-type: none"> <li>● Students will learn to communicate about their future. They look at various professions and interesting jobs</li> <li>● Students look at fun school activities such as planning a school trip and caring for the environment and animals</li> <li>● Students compare fashion in Australia to fashion in Germany. What do young people wear, what are their interests? Students learn about healthy food, healthy relationships and healthy friendships.</li> <li>● Information technology skills are promoted throughout the course. Students will look at traditional and modern types of media</li> </ul>
<b>Assessment</b>	Students will complete a stocktake test midway through the term. This will check students’ knowledge of the topic and will be in the form of a listening and/or reading comprehension.  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.
<b>Pathways to Senior</b>	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’ Overall positions (OPs). In Year 10 students have the opportunity to participate in an exchange with the Engelsburg Gymnasium in Kassel. Students must meet acceptable academic and behaviour standards to qualify.
<b>Career Pathways</b>	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.  <i>The limits of my language are the limits of my world. Ludwig Wittgenstein</i>

<b>Other relevant considerations and expectations</b>	<p>The base textbook to be used is <i>Planet 3</i> which is available under the Textbook Hire Scheme. Students will be required to purchase the activity book (<i>Arbeitsbuch</i>).</p> <p>Students sit the Australian Language Certificate test and attend the German Film Festival, the Oktoberfest for Teens and participate in other German language events as they are offered.</p>
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<b>Years 7–9 Music Extension</b>		
<b>Units of Study:</b>	Year 7 Semester 2 – Musical Elements	Year 8 Term 1 – Bold and Beautiful Term 2 – Sounds Australian Term 3 – Classical Destinations Term 4 – The Musical
	Year 9 Term 1 – Program Music Term 2 – Heroes and Villains Term 3 – Folk Music Term 4 – Contemporary Music	
<b>Course Description</b>	<p>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.</p>	
<b>Learning Experiences</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Practise and rehearse a variety of music in both individual and ensemble settings;</li> <li>• Develop the ability to compose and arrange music in a variety of styles;</li> <li>• Engage with the language of music to enable them to critically analyse, compare and contrast and respond to music;</li> <li>• Learn to appreciate music by listening to their own and others' musical works;</li> <li>• Develop the ability to identify different styles of music; and</li> <li>• Learn through singing and listening to music.</li> </ul>	
<b>Assessment</b>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Perform music on their instrument in a group or as a soloist.</li> <li>• Compose a short piece of music using notational software.</li> <li>• Clap two part rhythms.</li> <li>• Sing canons in small groups.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Provide written responses to questions relating to the units.</li> <li>• Consider musical scores and the intent of composers.</li> <li>• Respond to musical examples using the language of music.</li> </ul>	
<b>Pathways to Senior</b>	<p>Music Extension Year 7, 8 &amp; 9 leads to:</p> <ul style="list-style-type: none"> <li>• 1 or 2 Semesters of Music Extension in Year 10.</li> <li>• Senior Music in Years 11 and 12.</li> <li>• Music Extension in Year 12 (in conjunction with Senior Music).</li> </ul>	
<b>Career Pathways</b>	<p>Music Teacher, Performer, Composer, Recording Industry, Sound Engineering, Radio Announcer, Music Journalist, Music Therapist.</p>	
<b>Other relevant considerations and expectations</b>	<p>Access to a computer with basic music software (Musescore, Garage Band).</p> <p>Entry is by application and possible audition.</p> <p>Ability to play an instrument.</p> <p>Ability to read music fluently.</p> <p>Guitarists must be able to read music fluently – not just TAB.</p> <p>Singers must be able to read music fluently.</p>	

Kenmore Excellence Program (Ken-X)	
<b>Unit Description</b>	<p>The Kenmore Excellence (Ken-X) program is designed for high performing academic students to support their intellectual development and to help them reach their full potential. Through the Kenmore Excellence Program we will engage our students in learning opportunities that will provide real-world projects and build the 21st Century skills to future-proof them for work-life beyond school.</p> <p>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.</p> <p>Students undertaking this program will have exposure to new and innovative learning experiences, and <b>solve real-world problems</b> with the aid of <b>emerging technologies</b>, viewed through the lens of self, community and the world.</p>
<b>Learning Experiences and Assessment</b>	<p>Learning experiences have a strong focus on STEAM (Science, Technology, Engineering, Arts and Mathematics), and are structured to support the development of the six 21st century learning competencies – <b>critical thinking, creativity, communication, collaboration, character and citizenship</b>.</p> <p>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, community showcases, or online and digital applications.</p>
<b>Future Pathways</b>	<p>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. 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.</p>
<b>Other relevant considerations</b>	<p>Entry to program is based on report card marks, ACER test result and enrolment interview. More information related to entry procedures will be communicated in the school enrolment guide.</p> <p>Where available, students may participate in excursions / conferences related to extension/project work.</p>

## Year 7 & Year 8 Foundation Subjects

Essentials		
Units of Study: <ol style="list-style-type: none"> <li>1. Organisational skills and academic success in Junior Secondary School</li> <li>2. Belonging and resilience</li> <li>3. Healthy relationships including bullying and cyber safety</li> </ol>		
<b>Unit Description</b>	Essentials is a broad education programme that supports students' academic success and their social and emotional wellbeing. The programme focuses on developing a variety of skills related to human relationships, approaches to study, communication and goal setting. The programme is part of a whole school approach where young people feel safe, valued, engaged purposeful and connected to school. The curriculum units and activities are linked to our school values: excellence, learning, integrity, belonging and partnerships	
<b>Learning Experiences</b>	<b>Year 7 Program Overview</b> <ul style="list-style-type: none"> <li>• Orientation to the school.</li> <li>• Planning and time management skills, including assessment planning.</li> <li>• Goal Setting, Learning styles and Habits of Mind.</li> <li>• Library orientation.</li> <li>• Belonging.</li> <li>• Communication and bullying.</li> <li>• Healthy relationships and puberty (single gender lessons).</li> <li>• Stress management.</li> <li>• Community awareness project.</li> <li>• Subject selection for Year 8.</li> </ul>	<b>Year 8 Program Overview</b> <ul style="list-style-type: none"> <li>• Time management skills including assessment planning.</li> <li>• Goal setting, learning styles and Habits of Mind.</li> <li>• Communication and bullying.</li> <li>• Healthy relationships and puberty (single gender lessons).</li> <li>• Self-Identity.</li> <li>• Resilience building.</li> <li>• Community awareness project.</li> <li>• Junior Secondary Leadership nominations.</li> <li>• Subject selection for Year 9.</li> </ul>
	<b>Year 9 Program Overview</b> <ul style="list-style-type: none"> <li>• Goal setting and reflecting on academic performance.</li> <li>• NAPLAN preparation.</li> <li>• Study Skills and Learning styles.</li> <li>• Healthy Relationships and Sex Education(single gender lessons).</li> <li>• At risk behaviours : drug and alcohol education.</li> <li>• Respecting Diversity.</li> <li>• Cyber safety.</li> <li>• Subject Information Talks for Year 10.</li> </ul>	
<b>Assessment</b>	There is no formal, summative assessment. Students are graded on behaviour, effort and homework for this subject.	
<b>Pathways to Senior</b>	Essentials and Access in Years 10–12	

<b>Year 7 English</b>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Who am I?</li> <li>2. Help me help others</li> <li>3. Knowing the Novel</li> <li>4. Poetry and Prose</li> </ol>	
<b>Unit Description</b>	<p><b>Who am I?</b></p> <p>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.</p> <p><b>Help me help others</b></p> <p>In this unit students will learn the importance of persuasion by undertaking a class project. Building on the work in the first unit, all students will be asked to identify a charity, or cause, close to their hearts. Students will research their causes and present a persuasive speech, with the aim of convincing their class to support each individual cause. The focus of the unit is on effective persuasive techniques and shaping language choices for audience and purpose.</p> <p><b>Knowing the Novel</b></p> <p>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.</p> <p><b>Poetry and Prose</b></p> <p>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.</p> <p><i>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.</i></p>
<b>Learning Experiences</b>	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.
<b>Assessment</b>	<p>A variety of strategies are used in Junior Secondary to assess student achievement, progress and understanding in English. In Year 7 this will include:</p> <ul style="list-style-type: none"> <li>• Narratives.</li> <li>• Persuasive writing and speaking.</li> <li>• Folio writing – analytical paragraphs, character profiles.</li> <li>• Multimodal presentations.</li> <li>• Reading comprehension, grammar and punctuation exams.</li> </ul>
<b>Pathways to Year 8</b>	All students proceed to study English for two semesters in Year 8.

<b>Year 8 English</b>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Teens in Texts</li> <li>2. Aboriginal and Torres Strait Islander Perspectives</li> <li>3. Transformations – Poetry to Prose</li> <li>4. Persuade Me</li> </ol>	
<b>Unit Description</b>	<p><b>Teens in Texts</b></p> <p>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.</p> <p><b>Aboriginal and Torres Strait Islander Perspectives</b></p> <p>In this unit, students listen to, read and interpret a variety of literary texts about and from Aboriginal and Torres Strait Islander peoples’ histories and cultures. They will focus on texts, as a way of engaging with the attitudes, values and beliefs of a culture. They will examine how the use of imagery and language create powerful messages.</p> <p><b>Transformations - Poetry to prose</b></p> <p>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 zine for a niche audience.</p> <p><b>Persuade Me</b></p> <p>In this unit, students listen to, read and view a wide variety of texts featuring different representations of Australia’s people, histories and cultures. They will discuss common values, attitudes and beliefs of Australians and how these are represented in the texts studied.</p> <p><i>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.</i></p>
<b>Learning Experiences</b>	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.
<b>Assessment</b>	<p>A variety of strategies are used in Junior Secondary to assess student achievement, progress and understanding in English. In Year 8 this will include:</p> <ul style="list-style-type: none"> <li>• Short stories.</li> <li>• Persuasive writing and speaking.</li> <li>• Multimodal presentations.</li> <li>• Analytical essays.</li> <li>• Reading comprehension, grammar and punctuation exams.</li> </ul>
<b>Pathways to Year 9</b>	All students proceed to study English for two semesters in Year 9.

<b>Year 7 Mathematics</b>	
Units of Study:	
1. Number Study	5. Patterns of Algebra
2. Measurement & Shape	6. Geometric Reasoning
3. Chance	7. Linear Relations and Transformations
4. Money	8. Data Study
<b>Unit Description</b>	<p><b>Number Study</b> – Students will solve problems using integers and understand the relationships between fractions, decimals, percentages and ratios.</p> <p><b>Measurement and Shape</b> – 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.</p> <p><b>Chance</b> – 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.</p> <p><b>Money</b> – Students will calculate unit pricing on a range of products and compare unit prices to make best value purchasing decisions.</p> <p><b>Patterns of Algebra</b> – Students will be introduced to the concept of variables as a way of representing numbers using letters, create algebraic expressions and evaluate them.</p> <p><b>Geometric Reasoning</b> – 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 <math>180^\circ</math> and use this to find the angle sum of a quadrilateral. They classify triangles according to their side and angle properties and describe quadrilaterals.</p> <p><b>Linear Relations and Transformations</b> – 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.</p> <p><b>Data Study</b> – 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.</p>
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• Classroom expository learning.</li> <li>• Integrated and specific computer-based activities.</li> <li>• Analysis of mathematical methods.</li> <li>• Independent and group activities.</li> <li>• Group problem-solving activities and collaborative tasks.</li> <li>• Practical based activities e.g. data gathering in the field and hands on mathematical activities.</li> </ul>
<b>Assessment</b>	Students will be exposed to a range of assessment tools including exams, diagnostic in-class tests, assignments, group activities and practical activities.
<b>Pathways to Year 8</b>	Students continue their Mathematics study in Year 8.
<b>Other relevant considerations and expectations</b>	Resources: Scientific calculators and the text book whether electronic or hard copy are required.

<b>Year 8 Mathematics</b>	
Units of Study:	
1. Number study	5. Data and Graphing
2. Chance and Probability	6. Algebra 2
3. Algebra 1	7. Rates and Ratio
4. Geometry and Measurement	
<b>Unit Description</b>	<p><b>Number Study</b> – Students have opportunities to develop understandings of the real number system, comparing and ordering integers, problem solving involving the four operations, integers and percentages.</p> <p><b>Chance and Probability</b> – 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.</p> <p><b>Algebra 1</b> – Students have opportunities to develop understandings of number laws, algebraic expressions and equations, expanding and factorising algebraic expressions, solving simple linear equations algebraically/graphically and connecting patterns.</p> <p><b>Geometry and Measurement</b> – 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.</p> <p><b>Data and Graphing</b> – 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.</p> <p><b>Algebra 2</b> – Students have opportunities to develop understandings of applying number laws to algebraic expressions and equations, expanding and factorising algebraic expressions, solving simple linear equations algebraically and 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 an algebraic expressions.</p> <p><b>Rates and Ratio</b> – Students have opportunities to understand and solve a range of problems relating to rates and ratios.</p>
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• Classroom expository learning.</li> <li>• Integrated and specific computer-based activities.</li> <li>• Analysis of mathematical methods.</li> <li>• Independent and group activities.</li> <li>• Group problem-solving activities and collaborative tasks.</li> <li>• Practical based activities e.g. data gathering in the field and hands on mathematical activities.</li> </ul>
<b>Assessment</b>	Students will be exposed to a range of assessment tool including exams, diagnostic in class tests, assignments, group activities and practical activities.
<b>Pathways to Year 9</b>	Students continue Year 9 Mathematics study.
<b>Other relevant considerations and expectations</b>	Resources: Scientific calculators and the text book, whether electronic or hard copy, are required.

<b>Year 7 History</b>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Introduction to Ancient History</li> <li>2. Ancient Egypt</li> <li>3. Ancient China</li> </ol>	
<b>Unit Description</b>	The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt and China.
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Sequencing historical events, developments and periods.</li> <li>• Using historical terms and concepts.</li> <li>• Identifying a range of questions about the past to inform a historical inquiry.</li> <li>• Identifying and locating relevant sources, using ICT and other methods.</li> <li>• Identifying the origin and purpose of primary and secondary sources.</li> <li>• Locating, comparing, selecting and use information from a range of sources as evidence.</li> <li>• Drawing conclusions about the usefulness of sources.</li> <li>• Identifying and describing points of view, attitudes and values in primary and secondary sources.</li> <li>• Developing texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.</li> <li>• Using a range of communication forms (oral, graphic, written) and digital technologies.</li> </ul>
<b>Assessment</b>	Assessment instruments will be selected from the following categories: <ol style="list-style-type: none"> <li>1. Historical Inquiry and Personal Recount</li> <li>2. Skills exam</li> </ol>
<b>Pathways to Year 8</b>	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.
<b>Other relevant considerations and expectations</b>	Resources: The central text is ' <i>Pearson History Year 7</i> '.

<b>Year 8 History</b>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Shogunate Japan</li> <li>2. Medieval Europe</li> <li>3. The Black Death</li> </ol>	
<b>Unit Description</b>	The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Sequencing historical events, developments and periods</li> <li>• Using historical terms and concepts.</li> <li>• Identifying a range of questions about the past to inform a historical inquiry</li> <li>• Identifying and locating relevant sources, using ICT and other methods</li> <li>• Identifying the origin and purpose of primary and secondary sources</li> <li>• Locating, comparing, selecting and using information from a range of sources as evidence</li> <li>• Drawing conclusions about the usefulness of sources</li> <li>• Identifying and describing points of view, attitudes and values in primary and secondary sources</li> <li>• Developing texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>• Using a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>
<b>Assessment</b>	Assessment instruments will selected from the following categories: <ol style="list-style-type: none"> <li>1. Historical Paragraph</li> <li>2. Short Response Test</li> <li>3. ADAMANT Evaluation</li> <li>4. Research Assignment</li> </ol>
<b>Pathways to Year 9</b>	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.
<b>Other relevant considerations and expectations</b>	Resources: the central text is ' <i>Pearson History Year 8</i> ' Excursion requirements: Year 8 students may be required to partake in an in school excursion at a cost of about \$15.

Year 7 Civics And Citizenship 'Rights and Responsibilities of all Australians'	
<b>Unit Description</b>	'Rights and Responsibilities of all Australians' examines the fundamental values inherent within the Australian culture that to be an active and informed citizen. Students investigate how the Australian constitution influences the rights and responsibilities of all Australians and impacts their role in Australia.
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Guided research designed to develop an informed position</li> <li>• Activities incorporating the targeted use of information technologies</li> <li>• Peer based learning that broadens and confirms understanding</li> <li>• Participation in structured debates and forums</li> <li>• Group based problem-solving strategies</li> </ul>
<b>Assessment</b>	Multiple choice and short response test.

Year 8 Civics And Citizenship 'Australia's democracy, legal system and national identity'	
<b>Unit Description</b>	The Civics and Citizenship unit examines the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. We will consider how laws are made and the types of laws used in Australia, and identify the reasons for and influences that shape national identity.
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Developing a range of questions to investigate Australia's political and legal systems.</li> <li>• Investigating democratic processes to reach consensus on a course of action relating to a civics or citizenship issue.</li> <li>• Presenting evidence-based civics and citizenship arguments using subject-specific language.</li> <li>• Reflecting on their role as a citizen in Australia's democracy.</li> </ul>
<b>Assessment</b>	The assessment will be a Short Response Test including Part A – Short Answer Test and Part B – Document Study.

Year 7 Geography	
Units of Study: 1. 'Place and Liveability' 2. 'Water in the World'	
<b>Unit Description</b>	'Place and Liveability' explores the Earth's places, peoples, environments and societies. It helps students understand the relationships between people and the environment. Through an investigation of settlements, students discover the factors that influence where people live and why. Appreciating our connection to places provides us with insights into how the world around us is planned, and how it could be better managed for the future.  'Water in the World' investigates the importance of water for life and for the maintenance of environmental processes. Students will examine its varying availability around the world, and how this has impacts on populations through studies of various countries. In a time where climate change and water disputes are increasingly common, an understanding of water and its careful management is crucial for the survival of humanity.
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Classroom expository learning.</li> <li>• Integrated and specific computer-based activities n.b. spatial technologies (GIS).</li> <li>• Critical analysis of media in its various forms.</li> <li>• Independent research activities.</li> <li>• Group problem-solving activities and collaborative tasks.</li> <li>• Connecting and interacting in forums beyond the classroom e.g. via the internet, discussion boards.</li> <li>• Practical based activities e.g. data gathering in the field, excursions.</li> </ul>
<b>Assessment</b>	Assessment instruments will selected from the following categories: 1. Short response knowledge test 2. Field study report
<b>Pathways to Year 8</b>	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 a elective subject.
<b>Other relevant considerations and expectations</b>	Resources: The central text is ' <i>Pearson Geography Year 7</i> '.  Excursion requirements: Year 7 students may be required to partake in external field trips at a cost of about \$30.

<b>Year 8 Geography</b>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. 'Landforms and Landscapes'</li> <li>2. 'Changing Nations'</li> </ol>	
<b>Unit Description</b>	<p><b>'Landforms and Landscapes'</b> begins with students developing an awareness of their physical world and the earth processes that shape the environment in which they live. Students examine how humans adapt to and modify their surroundings and the consequences of change.</p> <p><b>'Changing Nations'</b> examines the dynamic and ever-changing human world and the interactions between various groups, communities and nations. Students study the extent to which modern day Australia is experiencing changes in what is increasingly referred to as 'the Asian century'; we will examine the implications these changes have for our nation.</p>
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• Classroom expository learning</li> <li>• Integrated and specific computer-based activities esp. spatial technologies</li> <li>• Critical analysis of media in its various forms</li> <li>• Independent research activities</li> <li>• Group problem-solving activities</li> <li>• Connect and interact in forums beyond the classroom e.g. via the internet</li> <li>• Practical based activities e.g. data gathering in the field</li> </ul>
<b>Assessment</b>	<p>Assessment instruments will selected from the following categories:</p> <ol style="list-style-type: none"> <li>1. Short response knowledge test</li> <li>2. Response to Stimulus test</li> <li>3. Practical – Skills test</li> </ol>
<b>Pathways to Year 9</b>	<p>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 the 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.</p>
<b>Other relevant considerations and expectations</b>	<p>Resources: the central text is <i>'Pearson Geography Year 8'</i></p>

<b>Year 7 Business And Economics Entrepreneurial Creativity</b>	
Units of Study:	
1. Entrepreneur Investigation	
<b>Unit Description</b>	Students will investigate a particular entrepreneur to develop an understanding of how markets operate in Australia, the interdependence of consumers and producers, work and work futures.
<b>Learning Experiences</b>	<p><b>Knowing and Understanding</b></p> <ul style="list-style-type: none"> <li>• Brainstorming what it means to be a consumer, a worker and a producer in the market and the relationships between these entities</li> <li>• Investigating the importance of financial planning.</li> <li>• Investigating what skills and behaviours are important for an entrepreneur.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Conducting an investigation about an entrepreneur and the entrepreneur's business endeavours.</li> <li>• Gathering and interpreting information and data to provide evidence-based response.</li> </ul>
<b>Assessment</b>	Students will complete a multimodal presentation on a chosen entrepreneur. Within this presentation they will investigate the entrepreneur as an individual and skills that are required to be successful. They will also investigate the successful business, and analyse the consumer needs it is delivering to the market.
<b>Pathways to Year 8</b>	"The Nature of Business" is the next unit of study in Year 8.

<b>Year 8 Business And Economics The Nature of Business</b>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. The role of business and the influence of key stakeholders in the marketplace.</li> <li>2. They will also investigate the successful business, and analyse the consumer needs it is delivering to the market.</li> </ol>	
<b>Unit Description</b>	Students learn about how Australian businesses operate in the Asia Pacific region and the relationships between the key stakeholders. In this subject, students will investigate the impact of government on business, the factors influencing employment and the rights and responsibilities of consumers and businesses.
<b>Learning Experiences</b>	<p><b>Knowing and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identifying the participants in a range of markets eg: labour markets, financial markets.</li> <li>• Identifying examples of government involvement in the market.</li> <li>• Investigating the rights and responsibilities of consumers and businesses.</li> <li>• Comparing different forms of business ownership and how businesses exploit opportunities.</li> <li>• Investigating the changing nature of work.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Identifying market opportunities and developing proposals to capitalise on these opportunities.</li> <li>• Gathering relevant data and presenting information in different formats to identify key relationships and trends.</li> </ul>
<b>Assessment</b>	Short Response Test: Short answer questions and a written response to a case study.
<b>Pathways to Year 9</b>	International Trade.

<b>Year 7 Science</b>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Organisms and their Interactions</li> <li>2. Heavenly Bodies and Sensational Seasons</li> <li>3. Moving Right Along – Exploring Motion</li> <li>4. Chemistry around Water – Waste Not, Want Not</li> </ol>	
<b>Unit Description</b>	<p><b>Unit 1:</b> 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</p> <p><b>Unit 2:</b> Students learn about the interrelationships between the Sun, Earth and Moon systems. 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.</p> <p><b>Unit 3:</b> 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.</p> <p><b>Unit 4:</b> 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 relate 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.</p>
<b>Learning Experiences</b>	<p>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</p> <ul style="list-style-type: none"> <li>• Laboratory activities and demonstrations.</li> <li>• Teacher exposition and questioning.</li> <li>• Computer simulations and tutorials.</li> <li>• Extended Experimental Investigations.</li> <li>• Case studies of previous scientific investigations.</li> <li>• Self-directed and paced learning.</li> <li>• Library/computer research and assignment work.</li> <li>• Guest speakers on aspects of the curriculum.</li> </ul>
<b>Assessment</b>	<p>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.</p>
<b>Pathways to Year 8</b>	<p>Following Year 7 all students will continue studying Science across both semesters in Year 8.</p>
<b>Other relevant considerations and expectations</b>	<p>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.</p>

<b>Year 8 Science</b>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Particles Matter – Chemistry</li> <li>2. We Will Rock You – Earth Science</li> <li>3. Building Blocks of Life – Biology</li> <li>4. Energise Me – Physics</li> </ol>	
<b>Unit Description</b>	<p><b>Unit 1:</b> 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.</p> <p><b>Unit 2:</b> 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.</p> <p><b>Unit 3:</b> 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.</p> <p><b>Unit 4:</b> 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.</p>
<b>Learning Experiences</b>	<p>Various of 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</p> <ul style="list-style-type: none"> <li>• Laboratory activities and demonstrations.</li> <li>• Teacher exposition and questioning.</li> <li>• Computer simulations and tutorials.</li> <li>• Extended Experimental Investigations.</li> <li>• Case studies of previous scientific investigations.</li> <li>• Self-directed and paced learning.</li> <li>• Library/computer research and assignment work</li> <li>• Guest speakers on aspects of the curriculum.</li> </ul>
<b>Assessment</b>	<p>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.</p>
<b>Pathways to Year 9</b>	<p>Following Year 8 all students will continue studying science across both semesters in Year 9.</p>
<b>Other relevant considerations and expectations</b>	<p>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.</p>

Year 7 Health And Physical Education	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Personal Safety and Athletics</li> <li>2. Mental Health, Rhythmic Movement</li> </ol>	
<b>Unit Description</b>	<p><b>Unit 1:</b> Students will participate in a Personal Safety unit that links closely with the themes from the “Daniel Morcombe Child Safety Curriculum”. Through a series of lessons, students will learn how to recognise, react and report when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing. Students will learn how to take positive action to enhance their own and others’ health, safety and wellbeing and identify a variety of safety networks and reporting strategies.</p> <p>In the practical setting students will initially engage in team problem solving activities, examining the effects of cooperation and team dynamics. Also, they will participate in athletic events, implementing specific technique cues and safety principles.</p> <p><b>Unit 2:</b> Students will examine the impact of Mental Health problems on the community. They will propose positive health practices, behaviours and resources to improve the wellbeing of those suffering from mental illness and reduce the prevalence of these within the community.</p> <p>In the practical setting, students will initially engage with multi-cultural dances to examine the historical and cultural significance of dance. Students will develop and refine movement skills and apply these to compose and perform movement sequences. Specifically, students will learn and engage with rhythmic and expressive movement activities.</p>
<b>Learning Experiences</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Participating in class discussions</li> <li>• Analysing texts</li> <li>• Examining health-related scenarios and proposing solutions</li> <li>• Constructing personal health plans</li> <li>• Investigating and critiquing community health services</li> <li>• Communicating and collaborating within a team</li> <li>• Participating, practicing and evaluating rhythmic movement sequences</li> <li>• Creating movement patterns address criteria or achieve common goals</li> <li>• Responding to feedback to improve physical performance</li> </ul>
<b>Assessment</b>	<p><b>Unit 1:</b></p> <ul style="list-style-type: none"> <li>• Written exam (analysing a scenario utilising ‘Dimensions of Health’ and decision making matrix with reference to online safety).</li> <li>• Athletics based assessment (implementing technique, analysing performance).</li> </ul> <p><b>Unit 2:</b></p> <ul style="list-style-type: none"> <li>• Brochure Assignment (analysing factors and investigating strategies and practices linked with mental health).</li> <li>• Multicultural Dance Poster (examine the historical and cultural significance of dance.)</li> <li>• Rhythmic (usually dance) performance and assessment of collaborative skills.</li> </ul>
<b>Pathways to Year 8</b>	Year 8 Health and Physical Education
<b>Other relevant considerations and expectations</b>	<p>Student will require the appropriate sports uniform, shoes, hat and water bottle for practical lessons.</p> <p>All activities are conducted within the CARA and departmental guidelines for safety.</p>

Year 8 Health and Physical Education	
Units of Study:	
<ol style="list-style-type: none"> <li>1. ‘Eat or Treat’ – Making Healthy Choices, Sport</li> <li>2. Relationships &amp; Sexuality, Fitness Circuits</li> </ol>	
<b>Unit Description</b>	<p><b>Unit 1: ‘Eat or Treat’ – Making Healthy Choices, Using Human Movement Concepts:</b></p> <p>Students will learn about the essential nutrients in their diets and the health impacts of over or under consumption. They will analyse their diet and make recommendations for improvement in relation to the ‘Australian Guide to Healthy Eating’.</p> <p>In the practical setting students will engage in a sport and within that context explore movement concepts such as spatial awareness, timing and communication skills. 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.</p> <p><b>Unit 2: Relationships &amp; Sexuality:</b></p> <p>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.</p> <p>In the practical setting, students will participate in a fitness unit. This requires students to complete fitness testing and engage in a variety of fitness activities with the aim of improving their overall fitness level.</p>
<b>Learning Experiences</b>	<p><b>Personal, Social and Community Health</b></p> <ul style="list-style-type: none"> <li>• Analysing food diary and making recommendations based on Recommended Daily Intake</li> <li>• Investigating and applying strategies to manage personal, physical and social changes that occur during adolescence.</li> <li>• Reflect on the impact of local resources and environments in enhancing health and fitness outcomes within the community.</li> </ul> <p><b>Movement and Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Examining and practicing movement concepts that can be transferred across sports such as creating space, applying technique and responding to feedback.</li> <li>• Participating in fitness related activities including circuit training, interval training and continuous training.</li> </ul>
<b>Assessment</b>	<p><b>Unit One:</b></p> <ul style="list-style-type: none"> <li>• Research task. (Students analyse their diet and make recommendations to improve their intake of essential nutrients.)</li> <li>• Sports performance (Students’ demonstration of concepts explored will be assessed throughout the unit such as creating space, applying technique and responding to feedback.)</li> </ul> <p><b>Unit Two:</b></p> <ul style="list-style-type: none"> <li>• Research Assignment (Students analyse emotional responses, examine the impact of diversity &amp; relationships on well-being, evaluate strategies &amp; practices to manage change/transitions)</li> <li>• Essay Exam - Fitness (Students analyse fitness data collected throughout the term. After identifying strengths and weaknesses, they will construct a personal fitness plan and identify where in the environment their plan can be implemented.)</li> </ul>
<b>Pathways to Year 9</b>	Year 9 Health and Physical Education
<b>Other relevant considerations and expectations</b>	<p>Student will require the appropriate sports uniform, shoes, hat and water bottle for practical lessons.</p> <p>All activities are conducted within the CARA and departmental guidelines for safety.</p>

## Year 7 & Year 8 The Arts

Year 7 or 8 Media Arts	
Units of Study: <ol style="list-style-type: none"> <li>1. Film review and the techniques of filming</li> <li>2. Video production – e.g. movie trailers, documentaries, movie genre sequences – e.g. science fiction sequence, action movie sequence</li> <li>3. Photo shoot</li> <li>4. Animation</li> <li>5. Computer games investigation</li> </ol>	
<b>Unit Description</b> 	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 Apple iPads 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.
<b>Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Making short films in production teams.</li> <li>• Building stories shot by shot.</li> <li>• Taking still photographs.</li> <li>• Creating special effects.</li> <li>• Viewing important or classic films.</li> <li>• Learning to use location.</li> <li>• Using film making equipment.</li> <li>• Learning the language of film.</li> <li>• Making animations.</li> <li>• Investigating computer games.</li> <li>• Analysing media programs such as ads, comedies and dramas.</li> </ul>
<b>Assessment</b>	<b>Making</b> <ul style="list-style-type: none"> <li>• Various video productions, including movie trailers, ads, movie genre sequences, comedies</li> <li>• Storyboards</li> <li>• Animation</li> </ul> <b>Responding</b> <ul style="list-style-type: none"> <li>• Review the film techniques used in a film.</li> <li>• Review a computer game.</li> </ul>
<b>Pathways to Year 9</b>	<ul style="list-style-type: none"> <li>• Year 9 Visual Art 1 <i>At Home</i>.</li> <li>• Year 9 Visual Art 2 <i>Out There</i>.</li> <li>• Year 9 Media <i>Video Games and Machinima (VGM)</i></li> <li>• Year 9 Media Channels production</li> </ul>

<b>Other relevant considerations and expectations</b>	Risk Assessment: Students will film around the school grounds.  Resources: Large capacity USB sticks
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Year 7 or 8 Visual Art	
Units of Study: <ol style="list-style-type: none"> <li>1. Passport to art adventures</li> </ol>	
<b>Unit Description</b> 	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.
<b>Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Group Environmental Installation</li> <li>• Picasso Style Portrait</li> <li>• Visual diary and design processes explored</li> <li>• Comparison between European and Indigenous Art</li> <li>• Class exhibitions and evaluations in the school art gallery</li> </ul>
<b>Assessment</b>	<b>Making</b> <ul style="list-style-type: none"> <li>• Japanese Manga Superhero – 2D</li> <li>• Pop Art Food – 3D</li> <li>• Chinese Opera Mask – 3D</li> <li>• Indigenous Art Mural – 2D</li> <li>• Mandala (Ceramic) – 3D</li> <li>• Contemporary Indigenous Painting – 2D</li> <li>• Artist Book/Comic Strip – 2D</li> <li>• Self Portrait – mixed</li> </ul> <b>Responding</b> <ul style="list-style-type: none"> <li>• Self Portrait Research Task</li> <li>• Letter from a Masterpiece</li> </ul>
<b>Pathways to Year 9</b>	<ul style="list-style-type: none"> <li>• Year 9 Visual Art – <i>The Global Art Scene</i></li> <li>• Year 9 Visual Art – <i>Personal Journey of Art</i></li> <li>• Year 9 Media <i>Video Games and Machinima (VGM)</i></li> <li>• Year 9 Media Channels production</li> </ul>
<b>Other relevant considerations and expectations</b>	Resources: Visual Diary – for documenting all idea development.  Excursion requirements: Subject to relevant exhibitions.

<b>Year 7 or 8 Dance</b>	
Units of Study: 1. Dancing Through the Elements	
<b>Unit Description</b>	<i>Dance Through the Elements</i> 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.
<b>Learning Experiences</b>	Students will: <ul style="list-style-type: none"> <li>combine elements of dance to choreograph movement.</li> <li>develop choreographic intent by applying the elements of dance to select and organise movement.</li> <li>practise and refine technical skills in the styles of Hip Hop, Cheerleading, Jazz, Contemporary etc.</li> <li>rehearse and perform ,focusing on expressive skills appropriate to the style.</li> <li>analyse how choreographers use elements of dance and production elements to communicate intent.</li> <li>identify features and purposes of dance from current and past times to enrich dance making.</li> </ul>
<b>Assessment</b>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>Perform a group dance taught by the teacher (assessed individually).</li> <li>Choreograph a dance with a specific choreographic intent.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Analyse how a choreographer has used the elements of dance to communicate a choreographic intent.</li> </ul>
<b>Pathways to Year 9</b>	Complete the Year 9 World Dance Unit
<b>Other relevant considerations and expectations</b>	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.

<b>Year 7 or 8 Music</b>	
Units of Study: 1. Making Music 2. Film Music	
<b>Unit Description</b>	<p>“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.</p> <p>“Film Music” will draw on the knowledge acquired in the previous unit to develop an understanding of the role of music in film. Students will analyse a range of films and discover how time, place, mood and character are portrayed through sound.</p>
<b>Learning Experiences</b>	Students will: <ul style="list-style-type: none"> <li>practise and rehearse a variety of music in both individual and ensemble settings.</li> <li>learn to develop their musical ideas using software.</li> <li>learn the language of music to enable them to critically analyse, compare and contrast and respond to music.</li> <li>learn to appreciate music by listening to their own and others’ musical works.</li> <li>learn to identify different styles of music.</li> </ul>
<b>Assessment</b>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>Perform music on their instrument in a group or as a solo.</li> <li>Compose a short piece of music using notational software.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Provide a written response to questions relating to the unit.</li> <li>Analyse and respond to clips of film music.</li> </ul>
<b>Pathways to Year 9</b>	Music in Year 7/8 leads to Music in Year 9
<b>Other relevant considerations and expectations</b>	Resources: Access to compositional software.

Year 7 or 8 Drama	
Units of Study: 1. Twisted Tales 2. Delve into Drama	
<b>Unit Description</b>	<p><b>Twisted Tales:</b> The focus of this unit is to enable students to explore the conventions of drama through the context of twisted Fairy Tales. Students will twist these stories using various forms such as news reports, advertisements and freeze frames. Students will also review a live performance.</p> <p><b>Delve into Drama:</b> This unit delves into the elements of drama – the essential ingredients to drama making. Published texts provide a context for character building through a “photo story”.</p>
<b>Learning Experiences</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Explore published texts to create detailed character profiles.</li> <li>• Construct, through making a Photo Story of a character whilst remaining faithful to the text.</li> <li>• Explore the conventions of collage drama.</li> <li>• Develop their stage and performance skills by exploring blocking, spatial relationships, rehearsal and performance skills.</li> <li>• Develop understanding of group dynamics and the importance of working collaboratively in drama.</li> <li>• Look at ways actors discover role and relationship through research and exploration of the backstories using the facts from script and their imagination.</li> <li>• Respond through analyses and reflection of live performance.</li> </ul>
<b>Assessment</b>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Twisted Tales planned improvisation.</li> <li>• Make a “Photo Story” to explore a role from a published script.</li> <li>• Perform a scene from a published script.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Written exam focusing on the elements of drama responding to a live performance.</li> </ul>
<b>Pathways to Year 9</b>	Comedy Unit and Hero’s Journey
<b>Other relevant considerations and expectations</b>	Excursion requirements: Live performance fees around \$8.

Technology	
Year 7 or 8 Design Technology	
Units of Study: 1. Introducing Design & Technology 2. The Design Process 3. Design Projects	
<b>Unit Description</b>	<p>The concepts of design and technology are introduced by asking – What is design &amp; what is technology?</p> <p>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.</p>
<b>Learning Experiences</b>	<p>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:</p> <p><b>Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• Identifying needs and new opportunities for design and enterprise.</li> <li>• Producing annotated concept sketches and drawings.</li> <li>• Investigating how developments in technology, materials, and equipment influence modern designed solutions.</li> <li>• 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.</li> </ul> <p><b>Processes &amp; Production</b></p> <ul style="list-style-type: none"> <li>• Using a variety of critical and creative thinking strategies such as brainstorming, sketching, 3-D modelling and experimenting to generate innovative design ideas.</li> <li>• Investigating emerging technologies and their potential impact on design decisions.</li> <li>• Developing criteria for success, to assess the success of designed solutions in terms of aesthetics, functionality and sustainability.</li> <li>• Developing models, prototypes or samples using a range of materials, tools and equipment including 3D printers, to test the functionality of ideas.</li> </ul>
<b>Assessment</b>	<p><b>Assessment 1:</b> Students will design and produce a T-shirt and accompanying folio. This will explore a range of existing products and solutions based on real world needs. They will then create a range of possibilities to their own design situation and decide which plan from their own solution can be achieved. This will be assessed through the knowledge and understanding of the different components of design and after extension analyses of professional examples. Students need to become familiar with software such as Photoshop, Illustrator and MS Word.</p> <p><b>Assessment 2:</b> Students investigate and design a new product. After their initial research into 3D modelling and printing, students will follow the design process to produce a folio; utilising <i>Inventor</i>, a 3D modelling software program. They will use a 3D printer to produce their prototype. Students will be highly reliant in <i>Autodesk Inventor</i>, <i>MS Word</i> and <i>Photoshop</i> for this project, as well as continuing to develop their hand sketching skills.</p> <p><b>Assessment 3:</b> Students will research a variety of structures used in engineering to design egg packaging. They will be introduced to basic logotype design and how to integrate their ideas into a professional business logo and egg package. The students need to utilise numeracy skills in the design of their packaging especially using mathematical developments for their packaging patterns. Their research will culminate in a folio and accompanying packaging. Students need to become familiar with Illustrator and Autodesk Inventor.</p>
<b>Pathways to Year 9</b>	Year 9 Design Technology

<b>Year 7 or 8 Design In Food And Fashion</b>	
Units of Study: 1. Sustainable Fashion 2. Food for Health	
<b>Unit Description</b>	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.
<b>Learning Experiences</b>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Investigate the concept of sustainability for fashion and food.</li> <li>Recognise the source of textile and clothing items we use.</li> <li>Investigate the production of textile and clothing items.</li> <li>Understand how the fashion trend cycle affects our choices.</li> <li>Predict how to meet their needs by choosing fashion items wisely.</li> <li>Compare the functional and aesthetic needs of clothing items.</li> <li>Identify food safety and hygiene standards.</li> <li>Evaluate nutritional content of food.</li> <li>Analyse foods using the Australian Dietary Guidelines.</li> <li>Assess nutrient and energy dense foods.</li> <li>Understand suitable packaging, labelling and costing requirements for food.</li> </ul> <p><b>Processes and Production Skills</b></p> <ul style="list-style-type: none"> <li>Complete fabric manipulation and decoration techniques.</li> <li>Technology Practice (the project description, idea development, production and evaluation/reflecting) for food and textiles.</li> <li>Safely use equipment and prepare food safely and hygienically.</li> <li>Develop labels and packaging for both fashion and food products.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Theory Exam: Knowledge and Understanding, Analysis and Evaluation.</li> <li>Process journal and practical task in response to a design brief.</li> <li>Producing weekly practical products.</li> <li>Evaluating and reflecting on weekly practical activities.</li> </ul>
<b>Pathways to Year 9</b>	Year 9 Food and Nutrition (one semester) Year 9 Fashion (one semester)
<b>Other relevant considerations and expectations</b>	<p>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.</p> <p>Mandatory Personal Protective Equipment (PPE): Students must have shoes with impervious uppers to participate in food practical workspaces.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>Students select and supply Ingredients for weekly cooking.</li> <li>Students select their choice of fabric for the fashion unit (from school supplies).</li> <li>Sewing equipment from school supplies.</li> </ul>

<b>DIGITAL TECHNOLOGIES – ROBOTICS (Years 7/8)</b>	
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	
<b>Unit Description</b>	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.
<b>Learning Experiences</b>	<p><b>Knowledge and Understanding.</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Understand networks and hardware components</li> <li>Convert decimal to binary and vice versa</li> <li>Refine search skills for acquiring meaningful data</li> <li>Analyse and visualise data to produce information and predict trends</li> </ul> <p><b>Processes and Production Skills.</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Deconstruct problems to fully understand requirements</li> <li>Design algorithms and model solutions</li> <li>Program Lego Robots to solve problems</li> <li>Evaluate their own solutions and existing solutions to more complex problems</li> <li>Plan and manage projects</li> <li>Collaborate and contribute to online discussion forums</li> </ul>
<b>Assessment</b>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Written exam – Computer networks and binary</li> </ul> <p><b>Processes and Production Skills</b></p> <ul style="list-style-type: none"> <li>Individual robotics project - Self-driving cars</li> <li>Group robotics project - Space challenge</li> <li>Data-logging experiment - Using robots to gather data</li> </ul>
<b>Pathways to Yr 9</b>	Digital Technologies – Software Development

## Languages

<b>Year 7 German</b> <b>“Educating young Queenslanders for a global future”</b>	
Units of Study: Meine Welt (My World) Thema 1 Wer ist das? Thema 2 Schule ist echt cool! (school) Thema 3 Was spielst du gern? (free time) Thema 4 Bei uns zu Hause (home) Thema 5 Klamotten! (clothes) Thema 6 Was isst du gern? (food)	
<b>Unit Description</b>	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 than they initially believe.
<b>Learning Experiences</b>	<p><b>Communication:</b> 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.</p> <p><b>Understanding:</b> 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.</p>
<b>Assessment</b>	<p>Students will complete a stocktake test midway through the term. This will check students’ knowledge of the topic and will be in the form of a listening and/or reading comprehension.</p> <p>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.</p> <p>The listening, speaking, reading and writing skills are of equal importance and are assessed at regular intervals.</p>
<b>Other relevant considerations and expectations</b>	<p>The base textbook to be used is Genau! 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.</p> <p>Students may have the opportunity to participate in some of the following activities: Film Fest, Zoo Days at Lone Pine Koala Sanctuary and ACER Language proficiency test, food tasting, Gingerbread Houses and the Oktoberfest for Teens.</p>

<b>Year 8 German</b> <b>“Educating young Queenslanders for a global future”</b>	
Units of Study: Thema 8: Eine Einladung Thema 9: Die Klassenarbeit Thema 10: Die Ratte Thema 11: Christians Geburtstag Thema 12: Im Harz	
<b>Unit Description</b>	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 than they initially believe.
<b>Learning Experiences</b>	<p><b>Communication:</b> 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.</p> <p><b>Understanding:</b> 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.</p>
<b>Assessment</b>	<p>Students will complete a stocktake test midway through the term. This will check students’ knowledge of the topic and will be in the form of a listening and/or reading comprehension.</p> <p>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.</p> <p>The listening, speaking, reading and writing skills are of equal importance and are assessed at regular intervals.</p>
<b>Pathways to Yr 9</b>	The unit of work prepares students well for Yr 9 German. They will use Genau the second part in the series of textbooks and workbooks in Year 9.
<b>Other relevant considerations and expectations</b>	<p>The base textbook to be used is Genau! which is available under the Textbook Hire Scheme. Students will be required to purchase the activity book (Arbeitsbuch).</p> <p>Students may have the opportunity to participate in some of the following activities: Film Fest, Zoo Days at Lone Pine Koala Sanctuary and ACER Language proficiency test, food tasting, Gingerbread Houses and the Oktoberfest for Teens.</p>

Year 7 Japanese	
Units of Study:	
<ol style="list-style-type: none"> <li>1. About me</li> <li>2. All about animals</li> </ol>	
<b>Unit Description</b>	Students will learn how to use Japanese to be able to introduce themselves and understand & respond to basic introductions. Students will learn more about family life and relationships in Japanese culture, along with learning about pets and Japanese pet culture. They will also learn about meals and food culture in Japan. 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.
<b>Learning Experiences</b>	Included under the strands of <i>Communicating and Understanding</i> 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.
<b>Assessment</b>	<p>The macro-skills of listening, speaking, reading and writing skills are of equal importance and are assessed (both formally and informally) at regular intervals.</p> <p>Students will complete a stocktake test midway through the term. This will check students' knowledge of the topic and will be in the form of a listening and/or reading comprehension.</p> <p>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. By the end of Year 7 Japanese, students should be writing completely in Japanese script (hiragana).</p>
<b>Pathways to Yr 8</b>	Core curriculum area. Pre-requisite for Core Year 8 Japanese.
<b>Other relevant considerations and expectations</b>	<p>Participation in an excursion to Lone Pine Koala Sanctuary</p> <p>The base textbook to be used is <i>Obento Deluxe</i> which is available under the Textbook Hire Scheme. Students will be required to purchase the matching Activity Book. Both the textbook and the activity book will be used again in Year 8.</p> <p>Headphones for computer lessons</p>

Year 8 Japanese	
Units of Study:	
<ol style="list-style-type: none"> <li>1. My Week</li> <li>2. My Holiday in Japan</li> </ol>	
<b>Unit Description</b>	<p>Students will learn how to use Japanese to be able to build on the knowledge learned in year 7. In this unit, they will develop an understanding of cultural and linguistic similarities and differences between Australia and Japan through the overarching topics of hobbies, past-times, festivals and celebrations. They will focus on the activities of teenagers, both in Australia and Japan, past-times unique to Japan, as well as special national events in 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 &amp; life experiences.</p> <p>In term 2, students will focus on travel to Japan. They will be able to ask and respond to questions about travel.-where to go, how to get there and with whom they go. 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.</p>
<b>Learning Experiences</b>	Included under the strands of <i>Communicating and Understanding</i> 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.
<b>Assessment</b>	<p>The macro-skills of listening, speaking, reading and writing, are of equal importance and are assessed (both formally and informally) at regular intervals. Students will complete a stocktake test midway through the term. This will check students' knowledge of the topic and will be in the form of a listening and/or reading comprehension.</p> <p>Each unit is concluded with the main assessment task, usually a bigger 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.</p>
<b>Pathways to Yr 9</b>	Core curriculum area. Pre-requisite for Year 9 Japanese.
<b>Other relevant considerations and expectations</b>	<p>The base textbook to be used is <i>Obento Deluxe</i> which is available under the Textbook Hire Scheme. Students should have the matching <i>Obento Workbook</i> from year 7, but those who don't, will be required to purchase a copy from the School Book Shop.</p> <p>Headphones for computer lessons</p> <p>USB for saving documents</p>

## Year 9 Foundation Subjects

Year 9 English	
Units of Study: <ol style="list-style-type: none"> <li>1. Speculative Fiction</li> <li>2. Poetry</li> <li>3. Novel Study</li> <li>4. Book vs. Film</li> </ol>	
<b>Unit Description</b>	<p><b>Speculative Fiction</b></p> <p>In this unit students will examine hybrid texts, texts that appropriates other texts, as is commonly seen in Science Fiction. They will write their own original short story that finishes, and answers, the question, ‘What if...?’</p> <p><b>Poetry</b></p> <p>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.</p> <p><b>Novel Study</b></p> <p>In Year 8 students studied the construction of characters in novels. This unit develops this knowledge further by examining how themes are constructed through language features, plot, setting and characters.</p> <p><b>Book vs Film</b></p> <p>This unit builds directly on the knowledge and skills of the previous unit. Students will narrow their study to a single novel or short story and its film version. The purpose is to evaluate the effectiveness of the story telling and the techniques used in both versions.</p> <p><i>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.</i></p>
<b>Learning Experiences</b>	<p>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.</p>
<b>Assessment</b>	<p>Various of strategies are used in Junior Secondary to assess student achievement, progress and understanding in English. In Year 9 these will include:</p> <ul style="list-style-type: none"> <li>• Writing Short stories.</li> <li>• Constructing an analytical and comparative essay.</li> <li>• Creating Monologues.</li> <li>• Creating Visual representations and written justifications.</li> <li>• Reading comprehension, grammar and punctuation exams.</li> </ul>
<b>Pathways to Senior</b>	<p>All students proceed to study English for two semesters in Year 10.</p> <p>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.</p>
<b>Career Pathways</b>	<p>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.</p>

## Year 9 Mathematics

Year 9 Mathematics	
Units of Study: <ol style="list-style-type: none"> <li>1. Number</li> <li>2. Algebra</li> <li>3. Ratio and Proportion</li> <li>4. Pythagoras and Trigonometry</li> <li>5. Area and Volume</li> <li>6. Probability</li> <li>7. Linear and Non-linear Functions</li> <li>8. Statistics</li> </ol>	
<b>Unit Description</b>	<p><b>Number</b> – 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.</p> <p><b>Algebra</b> – 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.</p> <p><b>Ratio and Proportion</b> – 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.</p> <p><b>Pythagoras and Trigonometry</b> – Students have opportunities to develop understandings of solving problems involving right-angled triangles, similarity and trigonometric ratios.</p> <p><b>Area and Volume</b> – Students calculate the areas of composite shapes, surface area and volume of cylinders and solve related problems.</p> <p><b>Probability</b> – 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.</p> <p><b>Linear and Non-linear Functions</b> – 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.</p> <p><b>Statistics</b> – Students will investigate how data used in media reports has been obtained to estimate population means/medians, and evaluate the validity of these statistics.</p>
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• Classroom expository learning.</li> <li>• Integrated and specific computer-based activities.</li> <li>• Analysis of mathematical methods.</li> <li>• Independent and group activities.</li> <li>• Group problem-solving activities and collaborative tasks.</li> <li>• Practical based activities e.g. data gathering in the field and hands on mathematical activities.</li> </ul>
<b>Assessment</b>	<p>Students will be exposed to a range of assessment tool including exams, diagnostic in-class tests, assignments, group activities and practical activities.</p>

<b>Pathways to Senior</b>	<p>Year 10 Mathematics (MAT) leads to General Mathematics and Essential Mathematics in yr 11/12</p> <p>Extension Mathematics (MAX) leads to Mathematical Methods and Specialist Mathematics in yr 11/12</p> <p>Extension Mathematics is preferred for the study of Physics and Chemistry in yr 11/12</p> <p>Accelerated Mathematics (ACM) in semester 1 Year 10 is followed by Unit 1 of Mathematical Methods in semester 2 of year 10.</p>
<b>Career Pathways</b>	<p>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.</p> <p>Accelerated Mathematics is for Mathematicians who wish to undertake a university Maths course while at school.</p>
<b>Other relevant considerations and expectations</b>	Resources: Scientific calculators and the text book, whether electronic or hard copy, are required

<b>Year 9 History</b>	
Units of Study: <ol style="list-style-type: none"> <li>1. The Industrial Revolution (1750 - 1914)</li> <li>2. Asia and the world (China and the West)</li> <li>3. World War I (1914 - 1918)</li> </ol>	
<b>Unit Description</b>	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, with ancient powers such as China coming into conflict with the newly industrialised nations of Europe. The period culminated in World War I 1914–1918, the ‘war to end all wars’.
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places</li> <li>• Use historical terms and concepts</li> <li>• Identify and select different kinds of questions about the past to inform historical inquiry</li> <li>• Evaluate and enhance these questions</li> <li>• Identify and locate relevant sources, using ICT and other methods</li> <li>• Identify the origin, purpose and context of primary and secondary sources</li> <li>• Process and synthesise information from a range of sources for use as evidence in an historical argument</li> <li>• Evaluate the reliability and usefulness of primary and secondary sources</li> <li>• Identify and analyse the perspectives of people from the past (</li> <li>• Identify and analyse different historical interpretations (including their own)</li> <li>• Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced</li> <li>• Select and use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>
<b>Assessment</b>	<p>Assessment instruments will include:</p> <ol style="list-style-type: none"> <li>1. Stimulus Response Test</li> <li>2. Research Task</li> </ol>
<b>Pathways to Senior</b>	History is an ‘elective’ subject for Year 10. Year 10 offers Modern History, Ancient History, Geography and Philosophy as options leading to Senior studies.
<b>Other relevant considerations and expectations</b>	Resources: the central text is <i>Pearson History Year 9</i>

<b>Year 9 Science</b>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Chemical Reactions</li> <li>2. Rocking All Over The World – Earth Science</li> <li>3. A Biological Balancing Act – Ecology and Physiology</li> <li>4. Energy on the Move – Making Waves</li> </ol>	
<b>Unit Description</b>	<p><b>Unit 1:</b> Chemical Reactions: In this unit 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.</p> <p><b>Unit 2:</b> In this unit students explore practical applications of natural radiation and investigate the chemistry of geology through scientific dating techniques. Students examine the evidence for tectonic plate movement, and explore the impact on humans of events such as earthquakes, tsunamis and volcanoes related to geological activity.</p> <p><b>Unit 3:</b> In this unit 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 have an effect on the populations and interrelationships that exist.</p> <p><b>Unit 4:</b> In this unit 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.</p>
<b>Learning Experiences</b>	<p>A variety of 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</p> <ul style="list-style-type: none"> <li>• Laboratory activities and demonstrations</li> <li>• Teacher exposition and questioning</li> <li>• Computer simulations and tutorials</li> <li>• Extended Experimental Investigations</li> <li>• Case studies of previous scientific investigations</li> <li>• Self-directed and paced learning</li> <li>• Library/computer research and assignment work</li> <li>• Guest speakers on aspects of the curriculum</li> </ul>
<b>Assessment</b>	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.
<b>Pathways to Senior</b>	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.
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	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.

<b>Year 9 Health and Physical Education</b>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Nutrition &amp; Sports</li> <li>2. Sociology &amp; Gymnastics</li> </ol>	
<b>Unit Description</b>	<p><b>Unit 1:</b> In unit 1, students will critically analyse the factors that influence food decisions and investigate practices to promote healthy food in the community. In the practical setting, students design and apply movement sequences to game situations through collaboration, leadership and fair play.</p> <p><b>Unit 2:</b> In unit 2, students explore factors that impact sports participation and investigate strategies to overcome barriers to physical activity. In the practical setting, students compose and perform specialised gymnastics skills and sequences in a routine. They evaluate and refine their performance through video analysis.</p>
<b>Learning Experiences</b>	<p><b>Personal, Social and Community Health</b></p> <ul style="list-style-type: none"> <li>• Identify socio-cultural factors that influence participation in sport.</li> <li>• Implement and critique strategies to enhance the health and well-being of the community.</li> <li>• Evaluate factors which influence people's ability to make healthy and safe choices related to diet and nutrition.</li> </ul> <p><b>Movement and Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Recall rules and knowledge related to games and sport.</li> <li>• Perform and evaluate specialised gymnastic movements and evaluate their own and others performance.</li> <li>• Provide feedback to improve gymnastics performance.</li> </ul>
<b>Assessment</b>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Exam Essay – choose a topic (gender equity, drugs in sport, and patterns of participation in sport) and discuss implications with regard to access and equity/ cultural factors.</li> <li>• Reflection Task – evaluate performance and make recommendations for improvement in Gymnastics.</li> <li>• Practical Assessment – Performance of Gymnastic Routine.</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>• Multimodal presentation (nutrition) – students analyse factors that influence decisions regarding food, including marketing strategies, and apply decision-making skills to propose actions to enhance health.</li> <li>• Physical assessment (Team sport) – specialised skills and sequences within the game through leadership, fair play and cooperation</li> </ul>
<b>Pathways to Senior</b>	<p>Year 10 Physical Education</p> <p>Year 10 Health &amp; Physical Education</p> <p>Year 10 Health Education</p>
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	<p>Risk Assessment: Safety considerations relevant to touch football/tennis and gymnastics.</p> <p>Students with injury/illness may have a modified assessment if a medical certificate is supplied.</p> <p>Students must have the school sports uniform and actively participate in all lessons.</p>

## Year 9 Elective Subjects

Video Games and Machinima	
Units of Study: <ol style="list-style-type: none"> <li>1. Creating a computer game</li> <li>2. Building game worlds</li> <li>3. Culture jamming game ads</li> <li>4. Creating machinima videos</li> <li>5. Game classification</li> <li>6. Music video machinima</li> </ol>	
<b>Unit Description</b> 	The subject Video games and Machinima will introduce students to the study 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 be involved in the creation of Machinima videos and the shooting of 'cut-scenes'. Machinima is a technique of animating using the imagery from video games. Students will learn editing software to make the videos  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.
<b>Learning Experiences</b>	Learning experiences include the following: <ul style="list-style-type: none"> <li>• Making machinima videos</li> <li>• Building game worlds</li> <li>• Making a basic computer games</li> <li>• Investigating the types of computer games</li> <li>• Learning about the characteristics of good games</li> <li>• Learning about game narrative</li> <li>• Comparing movies and computer games</li> <li>• Studying the structure of characters in games</li> <li>• Shooting cut scenes / cinematics</li> <li>• Investigating the research into positive and negative effects</li> <li>• Videogame cosplay</li> </ul>
<b>Assessment</b>	<b>Making</b> <ul style="list-style-type: none"> <li>• A music video using video or machinima technology</li> <li>• A computer game</li> <li>• Storyboard</li> <li>• A machinima Ad</li> </ul> <b>Responding</b> <ul style="list-style-type: none"> <li>• Exam on the game ratings system</li> </ul>
<b>Pathways to Senior</b>	<ul style="list-style-type: none"> <li>• Year 10 Film, Television and New Media (Movie Special Effects and/or Journalism)</li> <li>• Year 10 Creative Industries (Photography and/or Creative Design)</li> </ul>
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	Resources: Large capacity USB stick.

Media Channels Production	
Units of Study: <ol style="list-style-type: none"> <li>1. Productions for media channels such as those on YouTube, or video blog sites                             <ul style="list-style-type: none"> <li>• Music video</li> <li>• Social commentary video</li> <li>• Comedy</li> </ul> </li> <li>2. Multi-platform media (transmedia)                             <ul style="list-style-type: none"> <li>• Stories narratives across platforms</li> </ul> </li> </ol>	
<b>Unit Description</b>	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 techniques for popular genres on these platforms, such as music video, social commentary and comedy.  Students will also be involved in transmedia productions, or fractured 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.
<b>Learning Experiences</b>	Learning experiences include the following: <ul style="list-style-type: none"> <li>• Making a variety of music videos, social commentaries and comedies</li> <li>• Learning about the characteristics of online media</li> <li>• Learning about media audiences and how to produce for them</li> <li>• Making a story that is told across several platforms including video and website presentation, together with live event</li> </ul>
<b>Assessment</b>	<b>Making</b> <ul style="list-style-type: none"> <li>• A collection of videos for a Youtube Channel</li> </ul> <b>Responding</b> <ul style="list-style-type: none"> <li>• A case study investigation of YouTube</li> </ul>
<b>Pathways to Senior</b>	<ul style="list-style-type: none"> <li>• Year 10 Film, Television and New Media (Movie Special effects and/ or Journalism)</li> <li>• Year 10 Creative Industries (Photography and / or Creative Design)</li> </ul>
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	Resources: Large capacity USB stick.

Visual Art: The Global Art Scene	
<p><b>Unit Description</b></p> 	<p>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.</p> <p>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.</p> <p>Students will examine Asia/Pacific artwork, a range of influential contemporary artists, and a retrospective of selected European movements.</p>
<p><b>Learning Experiences</b></p>	<ul style="list-style-type: none"> <li>• Design processes.</li> <li>• Traditional European iconography.</li> <li>• 20<sup>th</sup> Century art forms.</li> <li>• Contemporary art forms.</li> <li>• Traditional folk-art techniques.</li> <li>• Assemblage art.</li> <li>• Print methods.</li> <li>• Ceramic sculpture.</li> <li>• Cultural iconography eg. Japan, Bali, Mexico.</li> <li>• Clay construction methods Design processes.</li> </ul>
<p><b>Assessment</b></p>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Decorative architectural gargoyle.</li> <li>• Media installation.</li> <li>• Graphic and digital design.</li> <li>• Environmental art.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Written task on the artistic merit of classical versus contemporary movements.</li> <li>• Research artist to "curate" an on-line exhibition around a given theme.</li> </ul>
<p><b>Pathways to Senior</b></p>	<ul style="list-style-type: none"> <li>• Year 10 Visual Art (2D and 3D Art)</li> <li>• Year 10 Film, Television and New Media (Movie Special effects and/ or Journalism)</li> <li>• Year 10 Creative Industries (Photography and / or Creative Design)</li> </ul>
<p><b>Career Pathways</b></p>	<p>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.</p>

Visual Art: A Personal Journey of Art	
<p><b>Unit Description</b></p> 	<p>Our vibrant Australian culture and suburbia has been reflected and celebrated in distinctive ways by many artists.</p> <p>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.</p> <p>Students will examine artists such as Howard Arkley, Sally Morgan, Reg Mombassa, Jeffrey Smart, and street art.</p>
<p><b>Learning Experiences</b></p>	<ul style="list-style-type: none"> <li>• Social awareness through art.</li> <li>• Design processes.</li> <li>• Digital media as art.</li> <li>• Investigate the Street art "culture".</li> <li>• Print methods.</li> <li>• Assemblage art.</li> <li>• Altering physical environments.</li> <li>• Capturing cultural activities via artworks.</li> <li>• Generating meaning through icons and symbols.</li> <li>• Defining colour scheme theory.</li> </ul>
<p><b>Assessment</b></p>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Self-portrait explorations.</li> <li>• Suburban landscape painting.</li> <li>• Public art project.</li> <li>• Social commentary.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Research Australian artwork influenced by Asian/indigenous design.</li> <li>• Written task arguing for and against street art.</li> </ul>
<p><b>Pathways to Senior</b></p>	<ul style="list-style-type: none"> <li>• Year 10 Visual Art (2D and 3D Art)</li> <li>• Year 10 Film, Television and New Media (Movie Special effects and/ or Journalism)</li> <li>• Year 10 Creative Industries (Photography and / or Creative Design)</li> </ul>
<p><b>Career Pathways</b></p>	<p>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.</p>

<b>Dance: Popular Dance</b>	
<b>Unit Description</b>	“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.
<b>Learning Experiences</b>	Students will : <ul style="list-style-type: none"> <li>• Improvise to explore movement and explore personal style</li> <li>• Choreograph dance sequences</li> <li>• Manipulate movement to communicate a choreographic intent</li> <li>• Practise and refine technical skills in style specific techniques</li> <li>• Perform dances using style specific techniques and expressive skills to communicate an intent</li> <li>• Evaluate their own choreography and performance</li> <li>• Analyse a range of dances to explore different viewpoints and enrich their dance making</li> </ul>
<b>Assessment</b>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Choreograph their own dances individually and in groups</li> <li>• Perform movement sequences from a past popular dance style</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Essay responding to the intent of a popular dance</li> </ul>
<b>Pathways to Senior</b>	<ul style="list-style-type: none"> <li>• Year 10 – Popular Dance <b>AND/OR</b> Year 10 – Contemporary Dance</li> <li>• Year 11 and 12 Senior Dance</li> </ul>
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	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.

<b>Dance: World Dance</b>	
<b>Unit Description</b>	<p><i>World Dance</i> will focus on various dance styles that have cultural significance worldwide including Bollywood, Irish Dance, African Dance and Australian Indigenous Dance.</p> <p>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.</p>
<b>Learning Experiences</b>	Students will : <ul style="list-style-type: none"> <li>• Improvise to explore movement and explore personal style.</li> <li>• Choreograph dance sequences.</li> <li>• Manipulate movement to communicate a choreographic intent.</li> <li>• Practise and refine technical skills in style specific techniques.</li> <li>• Perform dances using style specific techniques and expressive skills to communicate intent.</li> <li>• Evaluate their own choreography and performance.</li> <li>• Analyse a range of dances to explore different viewpoints and enrich their dance making.</li> </ul>
<b>Assessment</b>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Choreograph their own dances individually and in groups</li> <li>• Perform movement sequences from a past popular dance style</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Students will research and respond to world dance styles and their cultural significance.</li> </ul>
<b>Pathways to Senior</b>	<ul style="list-style-type: none"> <li>• Year 10 – Popular Dance <b>AND/OR</b> Year 10 – Contemporary Dance</li> <li>• Year 11 and 12 Senior Dance</li> </ul>
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	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.

<b>Drama: Comedy Unit</b>	
<b>Unit Description</b>	<p>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.</p> <p>This course is designed for students to develop the essential skills in collaborating, devising, presenting and theatre analysis.</p>
<b>Learning Experiences</b>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• Manipulate the elements of drama to develop their skills in theatre making.</li> <li>• Develop their understanding of Archetypal comedic characters through the study of Commedia dell'Arte.</li> <li>• Develop improvisational skills whilst exploring farce and satire</li> <li>• Explore the conventions of Contemporary Australian clowning and develop the practical skills to perform clowning techniques including slapstick.</li> <li>• Develop rehearsal and performance skills by exploring blocking, vocal and movement techniques.</li> <li>• Develop an understanding of group dynamics.</li> <li>• Analyse performance and develop an understanding of how artists use dramatic elements to create dramatic action and meaning.</li> </ul>
<b>Assessment</b>	<p><b>Making (Forming)</b></p> <ul style="list-style-type: none"> <li>• Students will devise and perform a clown routine.</li> </ul> <p><b>Making (Performing)</b></p> <ul style="list-style-type: none"> <li>• Performance of scene from a published Commedia dell'Arte play.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Provide a written response to questions relating to a live performance.</li> </ul>
<b>Pathway to Senior</b>	Australian Youth Theatre and The Devisor
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	<p><b>Resources:</b> Document wallet and exercise book.</p> <p><b>Excursion requirements:</b> Live performance fees of around \$8 to \$10.</p>

<b>Drama: Hero's Journey</b>	
<b>Unit Description</b>	This unit enables students to explore the iconic structure and archetypal characters of the Hero's Journey. Students will create dramatic performances from their own scripts developed from the Hero's Journey and explore the nature of group dynamics.
<b>Learning Experiences</b>	<p>Students learn to:</p> <ul style="list-style-type: none"> <li>• Manipulate the elements of drama to develop their skills in theatre making.</li> <li>• Explore the structure of Joseph Campbell's The Hero's Journey through published text and film.</li> <li>• Develop an understanding of narrative structure, storytelling and different drama conventions useful for individual and group performances.</li> <li>• Develop scriptwriting skills and how to write a script to present an engaging performance.</li> <li>• Further develop performance skills by exploring blocking, rehearsal and vocal and movement techniques.</li> <li>• Interpret scripts, rehearse and present polished performances.</li> <li>• Further develop understanding of group dynamics.</li> <li>• Analyse performance and develop an understanding of how artists use dramatic elements to create dramatic action and meaning</li> </ul>
<b>Assessment</b>	<p><b>Making (Forming)</b></p> <ul style="list-style-type: none"> <li>• Students will write a monologue based on a hero.</li> <li>• Scriptwriting based on the Hero's Journey.</li> </ul> <p><b>Making (Performing)</b></p> <ul style="list-style-type: none"> <li>• Performance from student's own scripts.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Provide a written response to questions relating to a live performance.</li> </ul>
<b>Pathways to Senior</b>	Australian Youth Theatre and The Devisor.
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	<p>Resources: Document wallet and exercise book.</p> <p>Excursion requirements: Live performance fees of around \$8 to \$10.</p>

<b>Music</b>	
Units of Study: 1. Music in the Media 2. Popular Music	
<b>Unit Description</b>	<p><i>Music in the Media</i> involves students listening to, composing and performing music. Students will explore music from a range of media sources: advertising; games and promotional music. They will learn how the music is created to influence the listener by exploring the musical elements.</p> <p>“Popular Music” involves students listening to, composing and performing popular music. Students will discover the character of different styles of music and how to identify them. They will learn how to compose popular music using notational software and music programs.</p>
<b>Learning Experiences</b>	<p>Students will :</p> <ul style="list-style-type: none"> <li>• Practise and rehearse a variety of music in both individual and ensemble settings relating to the media and pop music.</li> <li>• Learn to develop their musical ideas by composing using software.</li> <li>• Learn the language of pop music to enable them to critically. Analyse, compare and contrast and respond to music.</li> <li>• Learn to appreciate the power of music in the media and understand its impact on audiences.</li> <li>• Learn skills to critically listen to their own and others’ musical works.</li> <li>• Learn to identify different styles of pop music.</li> <li>• Examine real examples of music used in games and commercials.</li> </ul>
<b>Assessment</b>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Perform music on their instrument in a group or as a soloist.</li> <li>• Compose a short piece of music using notational software.</li> <li>• Create music to manipulate an audiences’ thinking.</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Provide a written response to questions relating to the unit.</li> <li>• Critically respond to music and its effect on audiences.</li> </ul>
<b>Pathways to Senior</b>	Year 10 Music Instrumental/Vocal Music Program
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	Access to a computer with basic music software (Musescore, Garage Band).

<b>Design Technology</b>	
Units of Study: 1. The Design Process 2. Create a solution to a given need 3. Production of the solution	
<b>Unit Description</b>	The Design Technology course will further develop the concept of design process used for the solving of practical problems. Students will need to research a given situation, propose solutions before deciding on and justifying their chosen solution. They will then proceed to make their solution.
<b>Learning Experiences</b>	<p>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:</p> <p><b>Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• Identifying past design solutions and their impact on our current situation.</li> <li>• Considering how new technologies, time limits, skills, expertise and materials affect design.</li> <li>• Investigating how a product life cycle influences the design of that product.</li> <li>• Producing annotated concept sketches and drawings.</li> <li>• Looking at how material properties influence design considerations.</li> </ul> <p><b>Processes &amp; Production</b></p> <ul style="list-style-type: none"> <li>• Looking at how different materials affect and complement each other in the design of a product.</li> <li>• Identifying tools, processes and safety procedures necessary for the production of a design solution.</li> <li>• Producing 2D and 3D drawings to explore possible design solutions.</li> <li>• Working independently to produce quality products with regard to relevant workshop practices and safety requirements.</li> </ul>
<b>Assessment</b>	<p>Assessment 1: Students will produce a folio showing their exploration of a range of existing products or solutions based on real world needs. They will then create a range of possibilities of their own design solution and create a plan from which their own solution can be achieved. Students will then execute that plan and produce a tangible artefact – that is, they will make the objects they design.</p> <p>Assessment 2: Students will produce a design folio for a prototype.</p> <ol style="list-style-type: none"> <li>1. Desk Tidy</li> <li>2. Movie Prop Design using a combination of wood, 3D Printing, metal or foam. After revisiting the 3D modelling and printing process, students will follow the design process to produce a folio; utilising <i>Inventor</i>, a 3D modelling software program. They will use the 3D printer and other materials to produce their prototype. Students will be highly reliant in <i>Autodesk Inventor</i>, <i>CAD</i>, <i>MS Word</i>, <i>Photoshop</i> and other graphic design programs for this project, as well as continuing to develop their hand sketching skills.</li> </ol>
<b>Pathways to Senior</b>	Yr 10 Design Technology
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	<p>In an effort to improve the quality of safety education in the Life Sciences &amp; Design Faculty we have implemented several WH&amp;S procedures that are linked closely to those of Industry practices.</p> <p>Mandatory Personal Protective Equipment (PPE) – <b>students must have shoes with leather uppers</b> to enter the practical workspaces.</p>

<b>Design Technology: Fashion</b>	
Units of Study: 1. Sustainable Fashion 2. Creating Design solutions	
<b>Unit Description</b>	Students study two units titled sustainable fashion and 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.
<b>Learning Experiences</b>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Research sustainable fashion.</li> <li>Identify the source of textile and clothing items we use.</li> <li>Experiment with production of textile and clothing items.</li> <li>Evaluate how the fashion trend cycle affects our choices.</li> <li>Determine how to meet their needs by choosing fashion items wisely.</li> <li>Understand the functional and aesthetic aspects of fashion items.</li> </ul> <p><b>Processes and Production Skills</b></p> <ul style="list-style-type: none"> <li>Creating patterns for use in garment production.</li> <li>Sewing and fabric decoration techniques.</li> <li>Technology Practice (the project description, idea development, production and evaluation/reflecting).</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Theory Exam: Knowledge and Understanding, Analysis and Evaluation.</li> <li>Process journal in response to a design brief.</li> <li>Practical task of refining skills and processes in the design and production of a textile item.</li> </ul>
<b>Pathways to Senior</b>	Year 10 Fashion Year 11 and 12 Fashion Design (Applied)
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	<p>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.</p> <p>Mandatory Personal Protective Equipment (PPE) students must have covered shoes to participate in practical workspaces.</p> <ul style="list-style-type: none"> <li>Students choice of fabric must be supplied for this fashion unit</li> <li>Fabrics donated to the school will be used for practicing and refining skills</li> </ul>

<b>Design Technology: Food and Nutrition</b>	
Units of Study: 1. Healthy food choices for teens 2. Producing Healthy foods	
<b>Unit Description</b>	<p>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 their diet in meeting these needs.</p> <p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> <li>Critically analyse current food models and nutritional recommendations.</li> <li>Investigate social, ethical and sustainability factors that impact their diet.</li> <li>Develop strategies to optimise their personal diet with consideration of preferred futures and impact of emerging technologies.</li> <li>Prepare different foods each week and develop their cookery techniques to provide healthy alternatives for their diet.</li> </ul>
<b>Learning Experiences</b>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Discover the relationship between food and health.</li> <li>Investigate and make judgements on ethical and sustainable production and marketing of food.</li> <li>Record and evaluate personal diet recognising need for sustainability.</li> <li>Explore influences on food intake and ways to manage these.</li> <li>Investigate and implement ways of improving diet and habits – a process of change to include indigenous.</li> <li>Evaluate 'healthy' and 'health' products.</li> <li>Challenge media messages impact of media, potential health implication and combating these messages.</li> </ul> <p><b>Processes and Production Skills</b></p> <ul style="list-style-type: none"> <li>Plan, create and present foods to improve their diet.</li> <li>Make judgments on food safety, preservation, presentation and sensory perceptions with solutions for healthy eating.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Written Exam: Knowledge and Understanding, Analysis and Evaluation.</li> <li>Research assignment.</li> <li>Producing weekly practical food activities.</li> <li>Evaluating and reflecting weekly practical tasks.</li> <li>Process journal and product.</li> </ul>
<b>Pathways to Senior</b>	Year 10 Food and Nutrition Year 11 and 12 Senior (General) Food and Nutrition Hospitality Certificate II Years 11 and 12
<b>Career Pathways</b>	A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.
<b>Other relevant considerations and expectations</b>	<p>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.</p> <p>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.</p> <p>Mandatory Personal Protective Equipment (PPE) <b>students must have shoes with leather uppers</b> to participate in practical workspaces.</p> <p>Students are to provide their own food for recipes, tea towel and container. The school may provide small amounts of pantry goods, eg herbs and spices as required.</p>

<b>Business Studies</b>	
Units of Study: 1. Consumer issues 2. Stakeholders 3. Australia's Financial Environment	
<b>Unit Description</b>	In this subject, students will study the elements of the Australian Financial Environment, consider the rights of the consumer and review the consumer laws that assist in protecting consumers from both financial and physical risk.
<b>Learning Experiences</b>	<p><b>Knowing and Understanding</b></p> <ul style="list-style-type: none"> <li>Investment and risk management strategies.</li> <li>Decision making processes.</li> <li>Budgeting and personal spending.</li> <li>Components of the Australian Business Environment.</li> <li>Stakeholders within the business environment</li> <li>Consumer Laws.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Following an inquiry process.</li> <li>Analysing and interpreting data.</li> <li>Making justified recommendations.</li> <li>Decision making.</li> </ul>
<b>Assessment</b>	<p>Assessment 1: Students will produce a multimodal response regarding a consumer issue that teaches, creates awareness and clearly communicates the message to others.</p> <p>Assessment 2: Students will undertake a Short response examination regarding business stakeholders.</p> <p>Assessment 3: Research Folio in response to a client brief investigating strategies to manage personal finances and accumulate savings.</p>
<b>Pathways to Senior</b>	Year 10 Business and Economics elective subject.
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	<p>Risk Assessment: nil</p> <p>Resources: Exercise book, USB.</p>

<b>Digital Technologies – Software Development</b>	
Units of Study: 1. Evaluation of Educational Games 2. Design of Algorithms and User Experiences 3. Software Development and Implementation	
<b>Unit Description</b>	<p>In this unit students will evaluate information systems that support learning and create an educational digital solution.</p> <p>Students will create an educational game or learning object to educate their peers using an object-oriented programming language.</p>
<b>Learning Experiences</b>	<p><b>Knowledge and Understanding.</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explore the interactions between hardware, software and users</li> <li>Examine data in the context of computer games.</li> </ul> <p><b>Processes and Production Skills.</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Analyse and visualise data to create information and address complex problems</li> <li>Define and decompose real world problems, including interviewing stakeholders to identify needs</li> <li>Design the user experience of a digital solution (educational game) by evaluating alternative designs, considering functionality, accessibility, usability, and aesthetics</li> <li>Design algorithms and validate algorithms and programs through tracing and test cases</li> <li>Evaluate student solutions and existing information systems</li> <li>Implement programs, applying selected algorithms and data structures, using an object-oriented programming language</li> <li>Plan and manage projects using a collaborative approach</li> </ul>
<b>Assessment</b>	<p>Project: Educational Game - students demonstrate knowledge and understanding of data representation and apply skills in defining, designing, implementing and evaluating by creating an educational game.</p> <p>Software Development Exam</p>
<b>Pathways to Senior</b>	Digital Technologies – Web Programming
<b>Career Pathways</b>	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.

<b>German</b> “Educating young Queenslanders for a global future”	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Wochenendausflug (weekend excursion)</li> <li>2. Sport macht Spass (Sport is fun)</li> <li>3. Gesundheit (health)</li> <li>4. Einkaufen bis zum Umfallen (Shop till you drop)</li> <li>5. Dass bisschen Haushalt(a bit of housework)</li> </ol>	
<b>Unit Description</b>	<p>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.</p> <p>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.</p>
<b>Learning Experiences</b>	<p><b>Communication:</b> 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.</p> <p>Students learn about similarities and differences between their own and the German culture, as is relevant to teenagers.</p> <p><b>Understanding:</b> Students extend knowledge of German structures and explore the use of German grammar through topics such as case, adjectives, prepositions, conjunctions and verb tense.</p>
<b>Assessment</b>	<p>The listening, speaking, reading and writing skills are of equal importance and are assessed at regular intervals.</p> <p>Students will complete a stocktake test midway through the term. This diagnostic testing will check students’ knowledge of the topic and will be in the form of a listening and/or reading comprehension.</p> <p>Students also complete tasks based on class work e.g. a poster, a powerpoint presentation, a booklet and/or an oral presentation. This task will test students’ productive skills.</p>
<b>Pathways to Senior</b>	The unit of work prepares students well for Year 10 German.
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	<p>Some universities offer bonus tertiary entrance points for students who have successfully completed Senior German.</p> <p>There is no set textbook, however students are welcome to use the textbook <i>Ganz Genau</i>, as an additional learning tool, it is available under the Textbook Hire Scheme.</p> <p>Students will have the opportunity to participate in some of the following activities: Film Fest, ACER Language proficiency test and restaurant visits.</p>

<b>Japanese</b> “Educating young Queenslanders for a global future”	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Date and Time</li> <li>2. Japanese Houses</li> <li>3. Seasons and Weather</li> <li>4. Describing People</li> </ol>	
<b>Unit Description</b>	<p>This one semester unit builds on students’ previous study of the Japanese language. Students will focus on dates and time and seasons and weather.</p> <p>Students will also learn more about Japans geography, climate, customs and housing. Finally, students will learn how to describe people’s physical appearance and personalities.</p> <p>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.</p>
<b>Learning Experiences</b>	Included under the strands of <i>Communicating and Understanding</i> 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.
<b>Assessment</b>	<p>Students will complete a stocktake test midway through each term. This will check students’ knowledge of the topic and will be in the form of listening and/or reading comprehension.</p> <p>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, 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).</p> <p>The macro-skills of listening, speaking, reading and writing skills are of equal importance and are assessed (both formally and informally) at regular intervals.</p>
<b>Pathways to Senior</b>	Pre-requisite for Year 10 Japanese.
<b>Career Pathways</b>	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.
<b>Other relevant considerations and expectations</b>	<p>Textbooks for this class are available through the Textbook Hire Scheme. <i>Obento Supreme</i> is used throughout the course.</p> <p>ICTs are heavily incorporated in this unit. Students may choose to use movie maker, photo story, or other presentation tools for culminating assessment tasks.</p> <p>Some universities offer bonus tertiary entrance points for students who have successfully completed Senior Japanese.</p>

<h2>Geography</h2>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. 'Biomes and food security'</li> <li>2. 'Geographies of Interconnection'</li> </ol>	
<b>Unit Description</b>	<p><b>'Biomes and food security'</b> is about the big question: <i>How can we make sure there is food available now and in the future so that no one goes hungry?</i> 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.</p> <p><b>'Geographies of interconnections'</b> 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.</p> <p>We will learn and grow from the experiences as we explore the world beyond the classroom.</p>
<b>Learning Experiences</b>	<p>Geography uses a 'futures problem solving' framework and provides students with a number of learning settings:</p> <ul style="list-style-type: none"> <li>• Classroom theory lessons</li> <li>• Integrated and specific computer-based activities including spatial technologies (GIS)</li> <li>• Critical analysis of media in its various forms</li> <li>• Independent research activities</li> <li>• Group problem-solving activities and collaborative tasks</li> <li>• Connect and interact in forums beyond the classroom e.g. via the internet, discussion boards</li> <li>• Practical based activities especially data gathering in the field through participation in excursions</li> </ul>
<b>Assessment</b>	<p>Assessment will focus on developing and demonstrating understanding through action research:</p> <ol style="list-style-type: none"> <li>1. Report – initial team research from secondary sources culminating in an individualised response (Unit 1)</li> <li>2. Report – Based on data gathered in the field (Unit 2)</li> </ol>
<b>Pathways to Senior</b>	<p>Geography as an 'elective' subject continues in Year 10 and is designed as preparation for success in Senior Geography.</p> <p>The Year 10 topics are:</p> <p><b>'Environmental change and management'</b></p> <p><b>'Responding to risk in natural hazard zones'</b></p> <p>Geography bridges the pure sciences with social sciences 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.</p>
<b>Career Pathways</b>	<p>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.</p>
<b>Other relevant considerations and expectations</b>	<p>Excursion requirements: All students are required to partake in an assessment focussed field trip to Brisbane Airport and the Port of Brisbane. The cost will be no more than \$30.</p> <p>Overseas study tours: Senior Geography students have priority in joining the school's trip to Canada in the Spring vacation of 2020.</p>

<h2>Zenith (for Zenith students only)</h2>	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Future Problem Solving</li> <li>2. Theories of Learning</li> </ol>	
<b>Unit Description</b>	<p>Zenith is Kenmore State High School's program of academic excellence. This Zenith subject centres on problem solving, creative and logical thinking, group work and communication skills. These skills are enhanced through learning experiences in the Future Problem Solving curriculum – an international education program and competition designed to build problem solving and creative thinking skills. Students also examine different approaches to learning in order to increase their understanding of their own unique learning styles and needs.</p>
<b>Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Creative thinking and problem solving.</li> <li>• Group problem-solving activities.</li> <li>• Written and oral communication skills.</li> <li>• Self-reflective writing.</li> <li>• Peer feedback strategies.</li> <li>• Research skills.</li> <li>• Theories of learning.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Reflective learning journals.</li> <li>• Research assignment.</li> <li>• Future Problem Solving competition booklets (marked externally by Future Problem Solving).</li> </ul>
<b>Other relevant considerations and expectations</b>	<p>This course is studied by all Zenith students.</p> <p>Where available, students may participate in excursions / conferences.</p>

Information Communication Extension (ICX)	
Units of Study:	
<ol style="list-style-type: none"> <li>1. Creating and investigating the latest developments in information technology</li> <li>2. Solving real-world problems with technology using a design thinking approach</li> </ol>	
<b>Unit Description</b>	<p>ICX reinforces the skills students develop in the ICE program. In ICX, students to use technology to collaborate, research, creatively solve problems and communicate within a real world context.</p> <p>ICX uses a model for teaching known as Problem Based Learning. PBL has been shown to increase independent thinking, problem-solving and communication skills.</p> <p>The project is based around finding solutions to a ‘big question’. This question is reimagined every year to be relevant and authentic. Previous questions have included:</p> <ul style="list-style-type: none"> <li>• “How might we raise community awareness of our local environment?”</li> <li>• “How might we develop the ICT capabilities and confidence of new students to our school?”</li> </ul>
<b>Learning Experiences</b>	<p>Students are supported to develop their own solutions the central problem. Collaboration, creativity, communication and self-management and innovation are encouraged and prioritized in ICX. Teachers act as guides and mentors, helping groups and individuals meet their goals. Visiting experts share their knowledge, advise and support students’ projects.</p> <p>Excursions are an important part of ICX. Students gather data, see cutting-edge applications for technology and design; and interact with the community outside of the school.</p>
<b>Assessment</b>	<p>Term 1: Design journal and digital prototype</p> <p>Term 2: Group investigation and digital multimedia product</p>
<b>Career Pathways</b>	<p>ICX models the problem-solving approach used in many innovative business and organisations. The skills are useful for future careers were innovation in a team setting is valued.</p>
<b>Other relevant considerations and expectations</b>	<p>This course is studied by all ICX students in Year 9.</p> <p>ICX requires students to be open-minded, self-directed, organised and prepared to make and learn from their mistakes.</p>

**Curriculum Progressions**

## 2019 Curriculum Progressions

F = Foundation Subject – compulsory subject E = Elective Subject – subject that students elect to study

SP = Signature Program

E = Extra Curricular

Faculty	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		
	Performing Arts	Music Music Extension Dance Drama	Music Music Extension Dance: World Dance Dance: Popular Dance Drama: Comedy Unit Drama: Hero's Journey	Music Music Extension Dance Dance	Music Music Extension Drama Dance	Music Music Extension Dance Dance	Music Music Extension Dance Dance	Music Music Extension Drama Dance	Music Music Extension Drama Dance	Music Music Extension (Year 12 only) Drama Dance	General	General	General
Languages	Japanese German German Immersion Immersion Mathematics Immersion Science Immersion HPE Immersion History	Japanese German German Immersion Immersion Mathematics Immersion Science Immersion HPE Immersion History	Japanese German Immersion Mathematics Immersion Science Immersion German	Japanese German Immersion Mathematics Immersion Science Immersion German	Japanese German Immersion Mathematics Immersion Science Immersion German	Japanese German Immersion Mathematics Immersion Science Immersion German	Japanese German Immersion Mathematics Immersion Science Immersion German	Japanese German Immersion Mathematics Immersion Science Immersion German	Japanese German German Extension	General	General	General	Japanese German German Extension
Maths	Maths	Maths	Maths	Mathematics Mathematics Extension Accelerated Mathematics	Mathematics Mathematics Extension Accelerated Mathematics	Maths	Mathematics Mathematics Extension Accelerated Mathematics	Mathematics Mathematics Extension Accelerated Mathematics	Mathematics Mathematics Extension Accelerated Mathematics	General	Applied Short Course University Maths	General	General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics Numeracy University Maths
English	English	English	English	English English Extension	English English Extension	English	English English Extension	English English Extension	English English Extension	General	Applied Short Course	General	English Literature English Literature Extension Essential English Literacy
Health & Physical Education	HPE Sport	HPE Sport	HPE Sport	Health and Physical Education Health Physical Education	Health and Physical Education Health Physical Education	HPE Sport	Health and Physical Education Health Physical Education	Health and Physical Education Health Physical Education	Health and Physical Education Health Physical Education	General	Applied Certificate	General	Health Physical Education Sport & Recreation Cert II Sport and Recreation & Cert III Fitness Cert IV Fitness (Year 12 Only)

Faculty	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Science	Science		Science	Science Biology Chemistry Engineering Physics Psychology	<b>General</b>  <b>Applied</b>	Biology Chemistry Engineering Physics Psychology Science in Practice
Social Sciences	History Geography Civics and Citizenship Business and Economics		History Geography	Ancient History Modern History Geography Philosophy and Reason	<b>General</b>  <b>Applied</b>	Ancient History Modern History Geography Philosophy and Reason Social and Community Studies
Business and Technologies	Digital Technology - Robotics Design in Food and Fashion Design Technology		Digital Technology - Software Development Design Technology Food and Nutrition Fashion Business and Economics	Business Certificate I in Business Legal Studies Accounting Fashion Food and Nutrition Industrial Technology Skills Design Technology Digital Solutions	<b>General</b>  <b>Applied</b>  <b>Certificates</b>	Legal Studies Accounting Business Food and Nutrition Design Digital Solutions Industrial Technology Skills Fashion Tourism Cert III in Business & Business Admin Cert III Early Childhood Education Cert I & II Hospitality
Visual Art & 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	<b>General</b>  <b>Certificate</b>	Film, Television and New Media Visual Art Cert I in Visual Arts & Cert II Creative Industries Cert III Design Fundamentals

## Targeted Educational Support Programmes

### International Students – English as an Additional Language/Dialect

Kenmore State High School has around 35 full fee paying Education Queensland International students at any one time. All EQI students are EAL/D learners and receive extra language support through after-school language tutorials, along with in-school support from the International Student Coordinator and Homestay Coordinator.

EAL/D students at Kenmore receive English language support and are entitled to extra time in exams (15 minutes per hour). They are issued with yellow exam cards that they present to their teachers before the examination. Under exam conditions, students may use a paper bilingual dictionary (not an electronic one).

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.

In order 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.

## Curriculum, Literacy and Numeracy Tutorial - CLAN

### 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. These classes are conducted by a Learning Support teacher and are aimed at students requiring extra assistance with literacy and numeracy, organisational skills and managing assessment for their core subjects.

In order to provide students with a high level of assistance it is necessary to keep the classes small (6 – 10 students). Inclusion in this subject is for students who have a recognised learning difficulty or are below national minimum standard for literacy and/or numeracy.

### Course Outline

Students can elect to study CLAN in Years 7,8,9 and 10 for one or both semesters. The CLAN program is an intensive program which aims to reinforce and extend students' skills so that they can manage the demands of the regular classroom. This is achieved by the students making decisions regarding the setting of goals, the organisation of their work, the management of their time, maintaining a positive

attitude to learning and building self-esteem and confidence in their own abilities as learners.

The program spends time ascertaining a student's current level and bases their revision and comprehension work on these individual levels. The literacy focus is on spelling, writing and comprehension.

The numeracy focus is on revising the basic skills for each particular maths unit. Students also have time to work on assignment tasks and exam revision.

Participation in CLAN is by invitation and on an individual basis at the discretion of the Head of Special Education Services in consultation with parents and/or caregivers.

### Learning Experiences

Learning experiences are focussed around students' building on their current knowledge.

Targeted activities are provided to enhance literacy and numeracy skills and to assist students to plan and complete their assignment work for their subjects.

## 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 every student with a disability succeeding.

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 in Years 7, 8 and 9.

The Targeted Assisted Tutorial concentrates on the development of the whole student not just academic learning. The program focuses on addressing, monitoring and/or implementing some of the student's individual social 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 Individual Support Plan, Personalised Learning Plan, Assessment Schedule, TALS Diary, and referrals from class teachers to develop focus areas.

Focus areas include:

- Study skills
- Social skills
- Day-to-day organisation and time management
- Individual goal achievement.
- Planning for assignments/assessments.

### 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.

These subjects are designed to meet the individual goals of students that are verified through the Educational Adjustment Program. Participation in these subjects is by invitation and on an individual basis, at the discretion of the Head of Special Education.



