JUNIOR SECONDARY
(Years 7 to 9)

CURRICULUM
PROSPECTUS

2017

WHITES HILL
STATE COLLEGE

Fostering relationships, rigor and welfare through A-C-E
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INTRODUCTION

Whites Hill State College is a state Prep to Year 12 College nurturing the development of the individual through all phases of learning. It is the aim of the College to offer a caring and supportive approach coupled with high expectations in performance and behaviour to provide the form of education many families are seeking for their young people.

We are united in our pursuit of Excellence @ Whites Hill SC in order to Engage students in learning whilst Achieving at or beyond expectations and instilling Confidence in our community . . . . A – C – E.

The staff will support all students throughout their Junior Secondary years at the College. We recognise that every student can achieve academic success. We will share the responsibility with families and students for assisting each student in attaining his/her educational goals.

JUNIOR SECONDARY

Years 7 to 9 at Whites Hill State College is known as the Junior Secondary phase of learning. Junior Secondary is underpinned by six guiding principles.

1. A distinct group identity as Junior Secondary students:

The College has a dedicated Junior Secondary precinct with the co-location of classrooms for core learning areas to create a learning space for Years 7 to 9. Junior Secondary students will have core classrooms where their core subjects will be taught. Junior Secondary students also share whole-of-College learning spaces in the Library, Integrated Learning Centre, computer rooms and specialist subject areas.

There are identified facilities for Junior Secondary students – two computer laboratories, Junior Secondary boys’ and girls’ toilets, and a Year 7 eating area. Students feel a sense of belonging and connectedness to WHSC, and to feeling safe and confident in their environment.

There is a distinct teaching team for Junior Secondary with a Year Coordinator for each year level, core teachers with each class, and a minimum number of subject teachers allocated in order to maximise contact time and reinforce student-teacher relationships.

Junior Secondary students have a distinct uniform for formal day wear and sports occasions.

2. Quality teaching by dedicated staff who provide an excellent role model:

Student engagement in learning is a crucial element to maintain for successful academic achievement in the Junior Secondary phase of learning. The Junior Secondary curriculum and pedagogy support the whole-of-College language of learning, an understanding of how adolescents learn, shared strategies to promote thinking skills, and some common habits and expectations for learning. The development of the essential skills of literacy and numeracy are reflected across all subjects.

A range of assessment instruments are used to assist teachers in understanding where students are up to in their learning, including their current knowledge, skills, learning difficulties and misunderstandings, to identify points for teaching, and to cater for a range of abilities.

Junior Secondary teachers have an understanding of the needs and concerns of adolescent learners within their curriculum design and delivery. They will develop positive relationships with young adolescents, their families and the community.
3. **Supporting student wellbeing:**

The College places a strong emphasis on supporting students so they want to come to school all day, every day and enjoy learning.

Students are allocated a “home group” that meets each morning. There is a specific pastoral care program that has been specifically developed to support the social and emotional growth of students at each year level. Also the Junior Secondary curriculum builds foundations for success by embedding personal and social competencies within lessons across all year levels.

A transition program is in place to accommodate students’ moving from Primary to Junior Secondary. Programs prior to and during transition address issues of:

- anxiety associated with change,
- disrupted peer relationships,
- organisational challenges,
- changed student-teacher relationships, and
- expectations associated with student learning.

The College has whole-of-College processes in place to address the personal and social competencies of young adolescents. These are evident in the teaching practices in every classroom which support The Art and Science of Teaching pedagogy. Strategies to promote positive behaviour are clearly articulated and the College’s Responsible Behaviour Plan for Students outlines the agreed procedures and practices, including clearly identified responses and consequences for exemplary and inappropriate student behaviour. Data relevant to student engagement and wellbeing is regularly reviewed and strategies and processes are implemented to recognise successes, and to address areas of concern with intervention and support.

The College is a School Wide Positive Behaviour School. WHSC teaches, rewards and celebrates positive CARES behaviours. The promotion of high expectations of all students is evident in the College CARES philosophy.

<table>
<thead>
<tr>
<th>Co-operation</th>
<th>Achievement</th>
<th>Respect</th>
<th>Enthusiasm</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work together – share and be prepared</td>
<td>1. Always do your best, complete your work and be proud of your efforts</td>
<td>1. Allow others to learn</td>
<td>1. Celebrate success</td>
<td>1. Care for yourself, others and property</td>
</tr>
<tr>
<td>2. Follow College rules and instructions</td>
<td>2. Encourage success in others</td>
<td>2. Value yourself, others and the College</td>
<td>2. Think positively</td>
<td>2. Work and play safely</td>
</tr>
<tr>
<td>3. Be a positive role model</td>
<td>3. Attend every day and be on time</td>
<td>3. Wear your uniform with pride</td>
<td>3. Be involved in College life</td>
<td>3. Follow guidelines to ensure safety and wellbeing of all</td>
</tr>
</tbody>
</table>

4. **Welcoming family and community involvement though active communication:**

There are regular, open communications with parents/carers to provide educational information and suggest what families may do to support their student’s further learning – informal phone calls, parent/teacher information sessions and interviews, parent/carer meetings with individual subject teachers. Parents/carers are encouraged, and welcome, to take a role in their student’s learning through discussing, monitoring and supporting the teaching and learning process. Family involvement in adolescent learning is an important factor in producing successful achievement and other positive outcomes for students.
5. **Providing Junior Secondary student leadership opportunities:**

Junior Secondary students are encouraged and supported to have input into decision making regarding their learning, wellbeing and physical environment. There are a range of leadership roles for students in Junior Secondary that enable them to influence, motivate and serve the needs of others.

These leadership positions are:
- Junior Secondary Captains (two Year 9 students),
- two House Vice-Captains for each sports house – Cunningham, Mitchell and Oxley (Year 9 students),
- a Student Council representative for each class in Years 7 to 9, and
- a Class Sports Captain for each class in Years 7 to 9.

6. **Encouraging local decision making:**

The College has developed policies and practices in response to the particular needs and aspirations of the local community. In the Junior Secondary context, strong engagement with families provides WHSC with the opportunity to shape the curriculum, teaching and leadership practices in ways that continue to meet the needs and aspirations of the College community.

If you have any queries with regard to matters raised in this Junior Secondary Curriculum Prospectus please contact any of the following staff in their office for assistance:

- Guidance Officer: in the Guidance Officer’s room in B1,
- Head of Department, Maths/HPE: Mr Peter Burow in J1,
- Head of Department, English/SOSE: Mr Neville Fedley in G1,
- Head of Department, Science/ICT: Miss Elizabeth Garnier in H block,
- Head of Department, The Arts/LOTE: Mrs Gerri Courtney in The Arts and Asia Learning Centre,
- Head of Department, Senior Schooling, Business and Technology: Mrs Maryanne Galbraith in D3.

Families are welcome to contact the Head of School – Secondary, Mr Ben Ward, by phoning (07) 3900 8333 or by email at bward11@eq.edu.au at any time.
PERFORMANCE AND ATTENDANCE

It is the responsibility of each Junior Secondary student to:

- attend school all day, every day, unless absent due to a medical condition or other reasonable circumstance verified by your parent/carer,
- complete all assessment for each subject to the best of your ability, and on time, and
- fulfil the College CARES expectations for high-quality effort and behaviour.

Commendations for subjects in Years 10 to 12 are based on student performance and attendance in Junior Secondary. Students will not be recommended for subjects if they have demonstrated a poor ability to achieve successful academic results in Years 7 to 9.

During Year 10, English and Mathematics classes will cater for students’ individual needs so that, by the end of the year, students are ready for the transfer to appropriate Years 11/12 literacy and numeracy discipline subjects to ensure they will experience success.

All students will need to have a pass in Year 10 English, Maths and Science to be recommended for a Year 11 Authority subject (needed for entry to university).

Authority subjects in Years 11 and 12 provide students with analytical and critical working skills. These subjects are demanding and have a higher theory component than the other subjects. They are used for university entrance purposes and may be prerequisites for tertiary courses.
The Junior Secondary philosophy at Whites Hill State College recognises the need to foster relationships, rigor and welfare through A-C-E.

Students transition from one core teacher in Primary to two subject specialist teachers in Junior Secondary who teach their class the core subjects of English and History/Geography, or Mathematics and Science. This teaching arrangement is in place to help students move from the relationship model of the Primary phase of learning to the subject specific model of the Senior Secondary phase of learning. Students are gradually transitioned in the Junior Secondary phase of learning from one significant core teacher to a different teacher for each class/subject. The Junior Secondary phase of learning endeavours to provide students with every opportunity to reach their potential and to explore subjects that they may continue to pursue in their senior studies so as to best position them for their future post-schooling pathway.

The Junior Secondary curriculum also endeavours to engage students in identifying their areas of interest and strengths, and applying commitment and dedication to be successful students in these subject areas. This is achieved through the provision of elective subject choices at each year level, taught by specialist teachers in specialist rooms. Elective studies engage students in Technology and The Arts throughout Years 7 to 9.

Junior Secondary subjects adopt an inquiry learning approach with the embedded strength of higher order thinking. By establishing a culture of success in their subjects, students will have the foundations to be successful, confident students as they approach their senior studies.

In Years 7 to 9, all students will:

- study the core National Curriculum subjects (all year) of:
  - Mathematics and Science (with one core teacher), and
  - English, History and Geography (with second core teacher)
  NOTE: There is no Geography studied in Year 9.

- study the core subjects (all year) of:
  - Languages Other Than English (LOTE) – Chinese or Japanese.
    LOTE is compulsory for Years 7 and 8 students. It is an elective in Year 9.
  - Health and Physical Education.
  - Information and Communication Technology (ICT).

- study a specialist elective subject from each of:
  - Technology, and
  - The Arts.

- participate in:
  - Interschool sport, or
  - Academy co-curricular activities.

- have the following elements embedded within all of their subjects:
  - Literacy,
  - Numeracy,
  - Higher Order Thinking Skills, and
  - IT skills.
HOMEWORK

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning.

In determining homework, it is important to acknowledge that students may be engaging in many different activities outside of the College. These include a range of physical activities and sports, recreational and cultural pursuits. Older students may also have part-time employment. Some students have responsibilities as caregivers.

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

Homework can engage students in independent learning to complement work undertaken in class through:
- revision and critical reflection to consolidate learning (practising for mastery),
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue),
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making), and
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

Students can take responsibility for their own learning by:
- being aware of the College’s homework policy,
- discussing with their parents/carers homework expectations,
- accepting responsibility for the completion of homework tasks within set time frames,
- following up on comments made by teachers,
- seeking assistance when difficulties arise, and
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

Parents/carers can help their children by:
- providing suitable conditions for homework to be completed,
- checking the Student Handbook and semester assessment calendars,
- helping them to complete tasks by discussing key questions or directing them to resources,
- encouraging them to organise their time and take responsibility for their learning,
- encouraging them to read and to take an interest in and discuss current local, national and international events,
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities, and
- contacting the relevant teacher to discuss any concerns about the nature of homework and their child’s approach to the homework.

In Junior Secondary some homework can be completed daily or over a weekly or fortnightly period and may:
- include daily independent reading,
- be coordinated across different subject areas, and
- include extension of class work, projects and research.

In Years 7, 8 and Year 9 students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class. Homework in Years 7, 8 and Year 9 would be about 1 hour per night, including this amount of time on the weekend.
STUDENT LEADERSHIP

At Whites Hill State College, we believe that all students have the right to achieve their personal best at all times. Using a strengths-based approach to fostering a child’s development we encourage students to develop their own skills so that productive learning and holistic development can occur. This approach enables us to cater for each student’s individual needs as we teach, model and encourage our students to develop into young people with a positive sense of self, resilience and connectedness to the world.

Whites Hill State College envisions that all young people are able to take on personal responsibility - to set goals and follow a plan, communicate effectively and problem solve with others, and make valued contributions to their class, the College and the community.

Student Leadership is an integral part of the College Responsible Behaviour Plan for Students that encourages students to develop character and leadership skills through taking part in authentic leadership opportunities in the class, the College and the wider community. It does this through promoting the needs and interests of students, enhancing the role of students, recognising the positive role students play in the development of a supportive College environment, and providing opportunities for students to be involved in College decision making.

Whites Hill State College offers leadership positions across the College to students who display commitment to the College in attendance, work habits, conduct, attitude, presentation and attainment, support and model the CARES philosophy of cooperation, achievement, respect, enthusiasm and safety, actively lead and contribute to College activities, and are successful in academic studies.

Students are supported and encouraged through programs such as a Leadership Program, participation in student forums and class meetings to raise ideas and concerns, holding of portfolios that match their interests and skills, taking part in assemblies, leading special celebration days at the College, and representing the College in wider community activities.
FREQUENTLY ASKED QUESTIONS

TOP TEN QUESTIONS ASKED BY STUDENTS ABOUT JUNIOR SECONDARY

1. What subjects, and electives, are offered?
   All Years 7 to 9 students will study the core subjects of English, History, Geography (Years 7 and 8 only), Mathematics, Science, Information and Communication Technology and Health and Physical Education. In Years 7 to 9, specialist elective subjects will be offered each semester in the following Key Learning Areas – Technology and The Arts. It is compulsory for students in Years 7 and 8 to study Chinese or Japanese. Students will be able to choose which language they study. The College offers students the opportunity to study Chinese or Japanese through to the end of Year 12.

2. Do we pick our own elective subjects?
   Yes. Students will choose an elective from each of the KLA areas each semester.

3. How many teachers will I have?
   Students in Years 7 to 9 will have two core teachers. They will have a core teacher for English and History/Geography, and another core teacher for Mathematics and Science. All other subjects will have specialist teachers.

4. What is the role of the core teacher?
   The core teacher, with the Year Coordinator (YCO), has the primary pastoral role with their group of students. S/he
   - monitors student attendance daily by marking the roll and collecting absentee notes,
   - checks student uniforms, issues uniform passes for students with a note and gives detentions for non-compliance, reporting consistent non-compliance to the YCO,
   - reads the Student Notices and remind students of detentions and forthcoming activities,
   - assists the integration of new students into the College with the help of the YCO and class Student Council representative,
   - liaises regularly with the YCO on student welfare issues, and
   - promotes and supports College policy.

5. Where is each lesson held?
   Lessons are 70 minutes long. In general, core lessons in English, History/Geography, Mathematics and Science will be held in the core classroom. Specialist subjects will be held in specialist rooms for practical work to be undertaken.

6. How hard is the work?
   Each year of schooling builds on the knowledge, application and skills of the previous years. Teachers believe that all students can learn and achieve success. To be successful a student must accept responsibility for:
   - attending school all day, every day, unless absent due to a medical condition or other reasonable circumstance verified by your parent/carer,
   - completing all assessment for each subject to the best of your ability, and on time, and
   - fulfilling the College CARES expectations for high-quality effort and behaviour.
   Your teachers and your family will work with you and support you to be successful.

7. How much homework is there?
   Homework involves doing the set work given by the class teacher, revising the work done in class that day, checking to see what is needed for the next day at school, and doing research for assignments.
Homework in Year 7 could be up to, but generally not more than, 3-4 hours per week. In Years 8 and Year 9 students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class. Homework in Year 8 and Year 9 could be up to, but generally not more than, 5 hours per week.

8. What sports will be offered, and will there be interschool sport?
   Each Wednesday afternoon, all Secondary students are involved in an Academy which includes interschool sport or other co-curricular activity which is reportable for “effort” and “behaviour”. Examples of sports offered are basketball, volleyball, touch football, futsal (indoor soccer), soccer, tennis, rugby league and netball.

9. Will there be a camp?
   Each year level will have activities to build group identity. These will be organised by the Year Coordinator in conjunction with the year group. All Year 7 students are invited to Tallebudgera Beach School Program. Selected Year 8 students are invited to attend the Maroon Dam Leadership Program. Selected Year 9 students are invited to attend the Griffith University Environmental Centre Program.

10. Do we get laptops?
   Years 7 to 9 students are encouraged to bring to school their own IPad. Laptops are used by students in Senior Secondary.

   Also, there are two computer laboratories in the Junior Secondary precinct. The other four computer laboratories and Integrated Learning Centre in Secondary are also available for class bookings. Laptops and iPads are able to be borrowed as well for class work.
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<th>Pages</th>
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<td>YEAR 7 CORE SUBJECTS</td>
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<td>HOME ECONOMICS: Let’s Start Cooking and Sew Exciting!</td>
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<td>INDUSTRIAL TECHNOLOGY STUDIES: Seriously Saw Dusty</td>
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<td>DRAMA: Dramatic Foundation:</td>
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<td>MUSIC: Beat It</td>
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OBJECTIVES

The Australian Curriculum: English aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

SUBJECT OUTLINE

The Australian Curriculum: English, Foundation to Year 10, is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Strands and sub-strands:
Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills.

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing about the English language</td>
<td>Understanding, appreciating, responding to, analysing and creating literature</td>
<td>Expanding the repertoire of English usage</td>
</tr>
<tr>
<td>Language variation and change</td>
<td>Literature and context</td>
<td>Texts in context</td>
</tr>
<tr>
<td>Language for interaction</td>
<td>Responding to literature</td>
<td>Interacting with others</td>
</tr>
<tr>
<td>Text structure and organisation</td>
<td>Examining literature</td>
<td>Interpreting, analysing and evaluating</td>
</tr>
<tr>
<td>Expressing and developing ideas</td>
<td>Creating literature</td>
<td>Creating texts</td>
</tr>
<tr>
<td>Sound and letter knowledge</td>
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</tbody>
</table>

English is based on the C2C units of work developed in Queensland for the implementation of the national syllabus.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning.
- Summative assessment for the purposes of twice yearly reporting by schools to parents and carers on the progress and achievement of students.
- Annual testing of Years 3, 5, 7 and 9 students’ levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN).
- Periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).
OBJECTIVES

The Australian Curriculum: Health and Physical Education enables children and young people to promote their own and others’ health, wellbeing and physical activity participation across the lifespan. Its knowledge, understanding and skills underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

More specifically, Health and Physical Education aims to ensure that students:

- Learn to individually and collaboratively access, evaluate and synthesise information, make decisions, seek help and take actions to protect, enhance and advocate for their own and others’ health and wellbeing.
- Develop and use personal and social skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships.
- Acquire, apply and evaluate movement skills, concepts, and strategic awareness in order to respond creatively and competently in a variety of physical activity contexts and settings.
- Understand and appreciate the significance of physical activity and sport to personal, social, cultural and health practices and outcomes.
- Analyse how personal, social, cultural, economic, technological and environmental factors shape health and physical activity understandings and opportunities locally and globally.

SUBJECT OUTLINE

The Australian Curriculum: Health and Physical Education has two integrated strands for P–10:

- Personal, Social and Community Health.
- Movement and Physical Activity.

Personal, Social and Community Health:

- Health is multidimensional and influenced by individual, group and community actions, and environments.
- Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated e.g. a system of beliefs can create a sense of calm and a less anxious response in social and emotional situations, which impacts positively on health.
- Family, peers and the media influence health behaviours, e.g. advertisements and celebrity endorsements can influence adolescents to eat a food product or join a sports program.
- Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks, e.g. individuals using assertive refusal skills if offered drugs.
- Communities advocating for and implementing smoking bans.
- Provision of “kids help” lines.
- Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence, e.g. puberty is a time of significant change when individuals have different energy and food needs, specific to gender and activity levels, which can be met through eating a balanced diet; adolescents need to eat specified quantities of fruit and vegetables every day, because these foods are rich in vitamins, minerals and fibre.

Health topics will be selected from the above areas.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching Adolescence</td>
<td>“I can make good decisions” (drugs and alcohol).</td>
<td>Super Snacks</td>
<td>Generations</td>
</tr>
</tbody>
</table>

Movement and Physical Activity:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team or Individual Sport (Dependent on facilities/staff)</td>
<td>Athletics</td>
<td>Team or Individual Sport (Dependent on facilities/staff)</td>
<td>Team or Individual Sport (Dependent on facilities/staff)</td>
</tr>
<tr>
<td></td>
<td>Field events</td>
<td>Sprints and Distance</td>
<td>Technique and training</td>
</tr>
</tbody>
</table>
COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:
- Knowledge and understanding.
- Investigating.
- Planning.
- Implementing and applying.
- Reflecting.

Student achievement will be reported on a term basis.
OBJECTIVES

The *Australian Curriculum: Geography* aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

<table>
<thead>
<tr>
<th>Year 7 Geography Curriculum Intent</th>
<th>Year level description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There are two units of study in the Year 7 curriculum for Geography: ‘Water in the world’ and ‘Place and liveability’.</td>
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<tr>
<td></td>
<td>- ‘Water in the world’ focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. ‘Water in the world’ develops students’ understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.</td>
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<tr>
<td></td>
<td>- ‘Place and liveability’ focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.</td>
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</tbody>
</table>

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner.

Students’ geographical knowledge, understanding and skills are developed through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 7 are:

- How do people’s reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

ASSESSMENT

Students will complete an assessment task or tasks for each unit that provides evidence of their learning and represents their geographical knowledge, understanding and skills, relevant to the unit. A range of assessment items may be completed, including written and spoken tasks, under a variety of conditions.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.
OBJECTIVES

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

The Ancient World

Year 7 History 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 in places including Australia, Egypt, Greece, Rome, India and China. The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way.

Students’ historical knowledge, understanding and skills are developed by inquiry questions, through the use and interpretation of sources. The key inquiry questions for Year 7 are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Depth Studies

There are three depth studies for this historical period. For each depth study, classes will focus on a particular society, event, movement or development.

<table>
<thead>
<tr>
<th>Unit 1 – Investigating the Ancient Past</th>
<th>Unit 2 – The Mediterranean World</th>
<th>Unit 3 – The Asian World</th>
</tr>
</thead>
</table>
| Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past. | Students investigate ONE ancient Mediterranean society in depth, as selected by the teacher:  
  - Egypt  
  - Greece  
  - Rome. | Students investigate ONE ancient Asian society in depth, as selected by the teacher:  
  - India  
  - China. |

ASSESSMENT

Students will complete an assessment task or tasks for each unit that provides evidence of their learning and represents their historical knowledge and understanding and historical skills, relevant to the unit. A range of assessment items may be completed, including written and spoken tasks, under a range of conditions.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.
OBJECTIVES

Chinese learning focuses on both language and culture, as students learn to communicate meaningfully across linguistic and cultural contexts. This also includes reflection and analysis, as students move between the new language being learnt and their current existing language(s).

SUBJECT OUTLINE

Chinese is organised into two (2) main interrelated strands: Communicating and Understanding.

Students are encouraged to speak, listen to, read and write Chinese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and develop knowledge of Chinese word order and grammatical features. Students are also exposed to all two scripts, pinyin and characters, and develop a working knowledge of how these are used to create meaning. They work collaboratively and independently, exploring a variety of topics that relate to themselves and their personal worlds.

Real life engagement such as interacting with Chinese study tour students and local excursions is included within this subject.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. However students may need to supply assignment materials and the cost of any local excursions.

ASSESSMENT

- Ongoing formative assessment within the classroom for the purposes of monitoring learning and providing feedback, for the teacher to inform their teaching, and for students to inform their learning.
- Summative assessment is organised into Communicating and Understanding and includes a balance of the four (4) macro skills: speaking, reading, listening and writing.
**OBJECTIVES**

Japanese aims to ensure that students interpret language, ideas and information and apply that language to communicate in spoken and written texts. Students are expected to reflect on their language learning and relate their learning to their own lives to foster and demonstrate intercultural understanding.

**SUBJECT OUTLINE**

Japanese is organised into two (2) main interrelated strands which support students’ development of understanding and use of the language. They focus on developing students’ knowledge, understanding and skills in the four (4) areas of Listening, Reading (Comprehension), Speaking, and Writing (Composition).

Learners explore Japanese as a system of communication. The emphasis is on communicative interaction where students will develop:

- a sense of purpose and enjoyment in using the language,
- the skills to comprehend and compose language in a given range of contexts, and
- an awareness of the role and nature of language and of culture.

The students studying the subject are involved in interacting with Japanese students who visit the school on study tours, providing real life practical experiences.

Excursions and real life engagement with native speaking Japanese form a basis for this subject. An emphasis on the value of Japanese will also be demonstrated through engagement with companies engaged in trade with Japan.

**COSTS**

The current Resource Scheme in operation at the College covers the costs in this subject.

- Students may need to supply assignment materials and the cost of a possible restaurant visit.

**ASSESSMENT**

- Ongoing formative assessment within the classroom for the purposes of monitoring learning and providing feedback, for the teacher to inform their teaching, and for students to inform their learning.
- Summative assessment in each of the four (4) skills for the purposes of twice yearly reporting by the College to parents/carers on the progress and achievement of students.
- Cross-cultural investigations using a variety of different media.
OBJECTIVES

The Australian Curriculum: Mathematics aims to ensure that students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

SUBJECT OUTLINE

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Strands and Sub-strands

Content descriptions are grouped into sub-strands to illustrate the clarity and sequence of development of concepts through and across the year levels. They support the ability to see the connections across strands and the sequential development of concepts from Pre-School to Year 10.

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
<th>Statistics and Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and place value (P-8)</td>
<td>Using units of measurement (P-10)</td>
<td>Chance (1-10)</td>
</tr>
<tr>
<td>Fractions and decimals (1-6)</td>
<td>Shape (P-7)</td>
<td>Data representation and interpretation (P-10)</td>
</tr>
<tr>
<td>Real numbers (7-10)</td>
<td>Geometric reasoning (3-10)</td>
<td></td>
</tr>
<tr>
<td>Money and financial mathematics (1-10)</td>
<td>Location and transformation (P-7)</td>
<td></td>
</tr>
<tr>
<td>Patterns and algebra (P-10)</td>
<td>Pythagoras and trigonometry (9-10)</td>
<td></td>
</tr>
<tr>
<td>Linear and non-linear relationships (8-10)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example: Sub-strand ‘Number and Algebra’

<table>
<thead>
<tr>
<th>Sub-strand</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and place value</strong></td>
<td>Investigate index notation and represent whole numbers as products of</td>
</tr>
<tr>
<td></td>
<td>powers of prime numbers. Investigate and use square roots of perfect</td>
</tr>
<tr>
<td></td>
<td>square numbers. Apply the associative, commutative and distributive</td>
</tr>
<tr>
<td></td>
<td>laws to aid mental and written computation. Compare, order, add and</td>
</tr>
<tr>
<td></td>
<td>subtract integers.</td>
</tr>
<tr>
<td><strong>Real numbers</strong></td>
<td>Compare fractions using equivalence. Locate and represent positive and</td>
</tr>
<tr>
<td></td>
<td>negative fractions and mixed numbers on a number line. Solve problems</td>
</tr>
<tr>
<td></td>
<td>involving addition and subtraction of fractions, including those with</td>
</tr>
<tr>
<td></td>
<td>unrelated denominators. Multiply and divide fractions and decimals</td>
</tr>
<tr>
<td></td>
<td>using efficient written strategies and digital technologies. Express</td>
</tr>
<tr>
<td></td>
<td>one quantity as a fraction of another, with and without the use of</td>
</tr>
<tr>
<td></td>
<td>digital technologies. Round decimals to a specified number of</td>
</tr>
<tr>
<td></td>
<td>decimal places. Connect fractions, decimals and percentages and carry</td>
</tr>
<tr>
<td></td>
<td>out simple conversions. Find percentages of quantities and express one</td>
</tr>
<tr>
<td></td>
<td>quantity as a percentage of another, with and without digital</td>
</tr>
<tr>
<td></td>
<td>technologies. Recognise and solve problems involving simple ratios.</td>
</tr>
<tr>
<td>**Money and financial</td>
<td>Investigate and calculate ‘best buys’, with and without digital</td>
</tr>
<tr>
<td>mathematics**</td>
<td>technologies.</td>
</tr>
<tr>
<td><strong>Patterns and algebra</strong></td>
<td>Introduce the concept of variables as a way of representing numbers</td>
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<tr>
<td></td>
<td>using letters. Create algebraic expressions and evaluate them by</td>
</tr>
<tr>
<td></td>
<td>substituting a given value for each variable. Extend and apply the</td>
</tr>
<tr>
<td></td>
<td>laws and properties of arithmetic to algebraic terms and expressions.</td>
</tr>
<tr>
<td>**Linear and non-linear</td>
<td>Given coordinates, plot points on the Cartesian plane, and find</td>
</tr>
<tr>
<td>relationships**</td>
<td>coordinates for a given point. Solve simple linear equations.</td>
</tr>
<tr>
<td></td>
<td>Investigate, interpret and analyse graphs from authentic data.</td>
</tr>
</tbody>
</table>

**COSTS**

The current Resource Scheme in operation at the College covers the costs in this subject.

**ASSESSMENT**

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning.
- Summative assessment for the purposes of at least twice yearly reporting by schools to parents and carers on the progress and achievement of students.
- Annual testing of Years 3, 5, 7 and 9 students’ levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN).
- Diagnostic PATM testing conducted at strategic intervals throughout the year in Years 7, 8 and 9.
- Periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).
OBJECTIVES

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

SUBJECT OUTLINE

The Australian Curriculum: Science has three interrelated strands – Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with the understanding, knowledge and skills through which they can develop a scientific view of the world.

Science Understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations.

The Science Understanding strand comprises the four sub-stands of Biological sciences, Chemical sciences, Earth and Space sciences and Physical sciences.

Science as a Human Endeavour highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving.

Science Inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.

The units studied are:
- Water – Waste not, want not.
- Moving right along.
- Heavenly bodies.
- Sensational seasons.
- Organising organisms.
- Affecting organisms.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Assessment tasks will include written tests, assignments and projects, and written reports of experimental investigations.
OBJECTIVES

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. In the study of Information and Communication Technology (ICT), students develop and demonstrate the knowledge practices and dispositions necessary to operate effectively in information rich environments.

In Year 7, students will analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

SUBJECT OUTLINE

Computational Thinking provides contexts and opportunities for students to develop and apply computational and systems thinking to evaluate educational information systems and create digital solutions (e.g. a model of real-world system or network). Students will also have the opportunity develop understandings of digital communications and publishing using the Microsoft suite via the Microsoft IT Academy online learning environment.

Some of the activities in which students may engage include:

- Investigating how data including text, images and sound are represented in binary.
- Evaluating how well needs are met by digital solutions and information systems.
- Applying project management techniques, such as resourcing, time, task identification, considering safety and sustainability, and setting and applying protocols for collaborating online.
- Exploring emerging technologies.
- Deconstruct tasks into a series of logical steps.
- Programming robots to follow a sequence of commands to achieve a given task.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

- Students are required to provide an A4 display folder and memory stick (USB).
- Students will require a set of headphones.

ASSESSMENT

The assessable elements are knowledge and understanding, investigating and designing, producing, evaluating and reflecting.

Assessment techniques may include:

- Portfolio of work.
- Response to briefs.
- Project work (individual and collaborative).
- Evaluations.
- Online tasks.
OBJECTIVES

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. In the study of Information and Communication Technology (ICT), students develop and demonstrate the knowledge practices and dispositions necessary to operate effectively in information rich environments.

SUBJECT OUTLINE

Digital design provides grounding in current digital design technologies with a focus on design, creative problem solving and visual literacy.

Some of the activities in which students may engage include:
- Computer and network management skills
- Digital camera
- Design and creative problem solving
- Working to a brief
- Composition
- Elements and principles of design
- Exploring Photoshop
- Layers
- Typography and hierarchy.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.
- Students are required to provide an A4 display folder and memory stick (USB).

ASSESSMENT

The assessable elements are those common to the Key Learning Area of The Arts and entail: knowledge and understanding, creating, presenting, responding and reflecting.

Assessment techniques may include:
- Individual response to briefs.
- Research tasks.
- Evaluations.
- Portfolios of design work.
OBJECTIVES

The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. Home economics encourages personal independence and effective living within wider society. It is an interdisciplinary study drawing on the fields of nutrition and textiles.

SUBJECT OUTLINE

In the unit, Let’s Start Cooking, students are taught measurements skills, cutting techniques, cookery terms and food safety and hygiene principles. During weekly practical lessons they are required to interpret recipes and follow procedures to produce healthy food items.

Recipes include:
- Fruit Smoothies.
- Fruit Kebabs.
- Banana Pancakes.
- Breakfast Eggs.
- Hawaiian Toasties.

The focus of the unit, Sew Exciting!, is the development of knowledge in the use and care of the sewing machine and practical sewing skills. Students will be taught how to select resources and set goals to produce a textile article that meets required specifications.

Textile article:
- Pillow case.

In both areas students will be required to evaluate their practical skills and make recommendations to increase efficiency.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

- Weekly practical cookery and self-assessment booklet.
- Textile article and reflection.
- Healthy breakfast brochure.
OBJECTIVES

Industrial Technology Studies offers students an opportunity to express their skills and creativity. The design and making of a product can often be the first opportunity for non-academically inclined students to achieve real success in a safe and supportive environment. The workshop culture is built on the principle that unsuccessful first attempts are not failures but just the steps on the path to success. From that point, skills are developed on an individual basis and at the students’ own skills acquisition pace.

SUBJECT OUTLINE

Students will begin with design principles investigating why, how and what makes a product desirable to consumers. A range of possible projects will be investigated and during the construction phase students will work with a variety of materials, predominantly timber, to design and construct a project. The work undertaken will ensure they learn to use a range of tools and equipment, while considering the design principles of good function and form.

The focus will be on mastery of basic skills including: accurate measurement and marking out, as well as cutting, joining and finishing techniques. Students are encouraged to be creative, collaborative, and have fun in the execution of their projects, while completing an item they can use at home.

There is a significant focus on safe working practices in a manufacturing workshop that are directly transferable to industry settings.

Research is
- Web
- Library
- Personal books
- Photos

Design is
- Stylised
- Accurately scaled
- New design (within realistic proportions)

Project is
- Projects vary depending on class size and or abilities and are principally timber based. There is a minor and a major project completed, the major project will be transport based. The class can vote on their preferred project from aeronautical, automobile or nautical based vehicle designs.

Making the project
- Students progress at their own level with frequent class demonstrations.
- Teacher guided workshop practical lessons

Environment
- Well-equipped and set-out workshops.
- High levels of personal responsibility encouraged.
- Very high safety level enforced.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Plans, Project, Written exam on workshop practices, Technical drawing.
OBJECTIVES

The KLA (Key Learning Area) *The Arts* includes the simply titled subject Art that is the vehicle to develop students’ visual literacy and art practice. The study of Art at the Junior Secondary level provides a basis for the Senior subject Visual Art, which is an Authority Subject with the QCAA (Queensland Curriculum Assessment Authority) and contributes to a student’s eligibility for an OP (Overall Position).

The subject Art involves the investigation of various artists, cultures and art movements in the analysis of arts works along with the making of arts works. Opportunities are presented for students to build their art practice and gain confidence as they experience a wide assortment of art media and techniques through a range of activities involving: researching, developing, creating, reflecting and presenting. Students are able to develop knowledge and understanding about the modification of visual arts elements, concepts, processes and forms, in both two and three dimensions, that express ideas and consider target audiences and purposes. This engagement allows students to gain an appreciation of how their arts works are able to show influences of their own and other cultures and times.

SUBJECT OUTLINE

<table>
<thead>
<tr>
<th>Focus / Topic / Inquiry and Research</th>
<th>Context</th>
<th>Folio / Art Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
<td>Cultural</td>
<td>Drawing, water colour painting</td>
</tr>
<tr>
<td>Patterns to Decipher – Aboriginal symbols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion</td>
<td>Historical</td>
<td>Plaster sculpting</td>
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<tr>
<td>Fruit or Vegetable? – Food in arts works, positive and negative space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shape</td>
<td>Spiritual</td>
<td>Collagraph relief printmaking</td>
</tr>
<tr>
<td>See it, Feel it, Print it – Egyptian hieroglyphics, stylized shapes, real and simulated textures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

- Art Journal plain cartridge paper (*Spirex 579*)
- Students are required to maintain an Art Kit as per the booklist requirements.

ASSESSMENT

Students are presented with Assessable Elements and Descriptors so they can identify the features of value under assessment. Student work, across three folios, is assessed across the four Assessable Elements for *The Arts*: Knowledge and Understanding, Creating, Presenting, Responding and Reflecting. These draw from Ways of Working and Knowledge and Understanding, which are the two dimensions of the Essential Learnings. Assessable Elements and Descriptors support teacher judgements about the standard a student achieves. Assessment involves the matching of Descriptors that best indicate the qualities evident in student work and its documentation uses an A-E scale.

The following qualifiers represent the standards required to meet the highest level (A):

- Knowledge and Understanding - Full knowledge and understanding of concepts, facts and procedures.
- Creating - Insightful and skilful creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes.
- Presenting - Controlled presentation of arts works to display interpretive and technical skills.
- Responding - Perceptive response to arts works using arts elements and languages.
- Reflecting - Perceptive reflection on learning.
THE ARTS: Drama
DRAMATIC FOUNDATION

OBJECTIVES
Through drama, students should:
- Engage in aesthetic learning experiences.
- Become critically and actively aware of themselves, Australia and the world they live in.
- Develop the ability to use the languages and symbol systems of drama to communicate meaning, symbolically represent the world they live in and deepen their understanding of symbolic representations.
- Value the range of social and cultural contexts in which drama is made in Australia and internationally.
- Appreciate Australia’s indigenous and multicultural drama heritages.
- Develop functional, critical and cultural literacies through drama.
- Build self-discipline, confidence and communication skills to achieve their unique potential.
- Develop skills that are transferable to a variety of artistic, social and work-related contexts.

SUBJECT OUTLINE
Students will demonstrate an understanding of the dramatic elements through group in class improvisations and dramatic workshops based on the elements of drama. Students will create character profiles and explore variety of themes and styles in a dramatic setting. Students will also work individually to perform a piece of dramatic text (monologue). Through critical analysis students will be given the opportunity to write a reflection/critique – this will reinforce knowledge of the various conventions, styles and elements that make dramatic meaning.

COSTS
The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT
There are three (3) criteria assessment in Drama.
1. Forming (Creating, Knowledge and Understanding)
   Forming involves the management of a range of dramatic forms such as spontaneous dramatic play, improvisation, role-play, process drama, play building and playwriting. In addition, forming may include the preparation, interpretation and direction of, and design for play texts. Students’ understanding of forming can be expresses in dramatic action, in writing, and visually. This objective is always characterised by the students working as an artist in the making of creative work.

2. Presenting (Creating, Knowledge and Understanding)
   Presenting requires the development of acting techniques and skills associated with the preparation of an actor for performance. More complex types of presenting require the demonstration of a range of dramatic styles and a range of performance skills to realise a variety of dramatic forms. Presenting may include informal sharing and demonstrating within the class group, presentations to friends and colleagues, and public performances for school, community and other groups. This objective is always characterised by rehearsal and polished performance.

3. Responding (Reflecting, Knowledge and Understanding)
   Responding involves demonstrating knowledge and understanding together with reflecting upon dramatic action and meaning through analysis, synthesis and evaluation. This objective can be realised in written, oral, symbolic or visual modes and can be demonstrated from a variety of perspectives and theoretical frameworks. This objective is always characterised by the student communicating from a position outside or after the drama, be it their own drama or that of others.

This semester’s assessment is:
Forming (small groups): Dramatic workshop, Improvisation.
Presenting (individual): Monologue performances, Group presenting item
Responding (individual): Theatre reflection
OBJECTIVES

The unit *BEAT IT* provides students with a foundation in musicianship and performance. This unit provides students with an opportunity to grab a set of drum sticks and have fun while you learn.

In their Music studies students will:
- Respond to musical works by analysing the elements of contemporary percussion groups like STOMP.
- Improvise and compose their own body percussion compositions and ICT recording technologies.
- Design and build their own junk percussion instrument, demonstrating their knowledge and understanding of the musical elements (i.e. timbre and pitch).
- Present a junk percussion performance in a large ensembles to demonstrate their knowledge and understanding of the musical elements, techniques, skills and processes required to play percussion instruments.

SUBJECT OUTLINE

Students will focus on the development of MUSIC percussion performance skills, interpreting rhythmic notation and a general foundation in theoretical knowledge. Students will further develop knowledge and understanding of percussion repertoire by composing and making their own percussion instrument.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Assessment takes place informally in the classroom and formally through the delivery of assessment tasks.

Students will be assessed on five strands. The five strands are:
1. Knowledge and Understanding: developing musical language associated with percussion repertoire.
2. Creating: composing a musical work using notation skills.
3. Presenting: playing in small and large ensembles for a public audience.
4. Responding: analysing musical works and scores.
5. Reflecting: examining the social and cultural intentions of percussion music and its effect on the intended audience.

Five Strands

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Knowledge and Understanding</th>
<th>Presenting</th>
<th>Creating</th>
<th>Responding</th>
<th>Reflecting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td></td>
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<tr>
<td>Percussion repertoire on tuned and un-tuned instruments</td>
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</tr>
<tr>
<td>Composition:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Creating percussion work</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designing and building instruments</td>
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<tr>
<td>Analysis:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Critical reflection of percussion repertoire</td>
<td></td>
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### YEAR 8 CORE SUBJECTS

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<td>ICT: Computational Thinking - Coding</td>
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</tbody>
</table>

### YEAR 8 SPECIALIST ELECTIVE SUBJECTS

<table>
<thead>
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</table>
OBJECTIVES

The Australian Curriculum: English aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

SUBJECT OUTLINE

The Australian Curriculum: English, Foundation to Year 10, is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Strands and sub-strands:
Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills.

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing about the English language</td>
<td>Understanding, appreciating, responding to, analysing and creating literature</td>
<td>Expanding the repertoire of English usage</td>
</tr>
<tr>
<td>Language variation and change</td>
<td>Literature and context</td>
<td>Texts in context</td>
</tr>
<tr>
<td>Language for interaction</td>
<td>Responding to literature</td>
<td>Interacting with others</td>
</tr>
<tr>
<td>Text structure and organisation</td>
<td>Examining literature</td>
<td>Interpreting, analysing and evaluating</td>
</tr>
<tr>
<td>Expressing and developing ideas</td>
<td>Creating literature</td>
<td>Creating texts</td>
</tr>
<tr>
<td>Sound and letter knowledge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning.
- Summative assessment for the purposes of twice yearly reporting by schools to parents and carers on the progress and achievement of students.
- Annual testing of Years 3, 5, 7 and 9 students’ levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN).
- Periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).
HEALTH AND PHYSICAL EDUCATION

OBJECTIVES

The Australian Curriculum: Health and Physical Education enables children and young people to promote their own and others’ health, wellbeing and physical activity participation across the lifespan. Its knowledge, understanding and skills underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

More specifically, Health and Physical Education aims to ensure that students:

- Learn to individually and collaboratively access, evaluate and synthesise information, make decisions, seek help and take actions to protect, enhance and advocate for their own and others’ health and wellbeing.
- Develop and use personal and social skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships.
- Acquire, apply and evaluate movement skills, concepts, and strategic awareness in order to respond creatively and competently in a variety of physical activity contexts and settings.
- Understand and appreciate the significance of physical activity and sport to personal, social, cultural and health practices and outcomes.
- Analyse how personal, social, cultural, economic, technological and environmental factors shape health and physical activity understandings and opportunities locally and globally.

SUBJECT OUTLINE

The Australian Curriculum: Health and Physical Education has two integrated strands for P–10:

- Personal, Social and Community Health.
- Movement and Physical Activity.

Personal, Social and Community Health:

- Health is multidimensional and influenced by individual, group and community actions, and environments.
- Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated e.g. a system of beliefs can create a sense of calm and a less anxious response in social and emotional situations, which impacts positively on health.
- Family, peers and the media influence health behaviours, e.g. advertisements and celebrity endorsements can influence adolescents to eat a food product or join a sports program.
- Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks, e.g. individuals using assertive refusal skills if offered drugs.
- Communities advocating for and implementing smoking bans.
- Provision of “kids help” lines.
- Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence, e.g. puberty is a time of significant change when individuals have different energy and food needs, specific to gender and activity levels, which can be met through eating a balanced diet; adolescents need to eat specified quantities of fruit and vegetables every day, because these foods are rich in vitamins, minerals and fibre.

Health topics will be selected from the above areas.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food for Life</td>
<td>My decisions My Life (drugs and alcohol)</td>
<td>My adolescent relationships</td>
<td>Cultural Understanding</td>
</tr>
</tbody>
</table>

Movement and Physical Activity:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team /individual sport</td>
<td>Athletics ➢ Field events ➢ Sprints ➢ Technique and training</td>
<td>Team/individual sports</td>
<td>Team/individual Sports</td>
</tr>
</tbody>
</table>
COSTS
The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT
Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and understanding.
- Investigating.
- Planning.
- Implementing and applying.
- Reflecting.

Student achievement will be reported on a semester basis.
OBJECTIVES

The *Australian Curriculum: Geography* aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

There are two units of study in the Year 8 curriculum for Geography: ‘Landforms and landscapes’ and ‘Changing nations’.

- ‘Landforms and landscapes’ focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. ‘Landforms and landscapes’ develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

- ‘Changing nations’ investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia’s urban areas.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner.

Students’ geographical knowledge, understanding and skills are developed through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?
By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.

ASSESSMENT

Students will complete an assessment task or tasks for each unit that provides evidence of their learning and represents their geographical knowledge, understanding and skills, relevant to the unit. A range of assessment items may be completed, including written and spoken tasks, under a variety of conditions.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.
OBJECTIVES

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

The Ancient to the Modern World

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650–1750 AD (CE). 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. The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way.

Students’ historical knowledge, understanding and skills are developed by inquiry questions, through the use and interpretation of sources. The key inquiry questions for Year 8 are:

? How did societies change from the end of the ancient period to the beginning of the modern age?
? What key beliefs and values emerged and how did they influence societies?
? What were the causes and effects of contact between societies in this period?
? Which significant people, groups and ideas from this period have influenced the world today?

Depth Studies

There are three depth studies for this historical period. For each depth study, classes will focus on a particular society, event, movement or development.

<table>
<thead>
<tr>
<th>Year level description</th>
<th>Unit 1 – The Western and Islamic World</th>
<th>Unit 2 – The Asia-Pacific World</th>
<th>Unit 3 – Expanding Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students investigate ONE of these societies/empires from the Western or Islamic world:</td>
<td>Students investigate ONE of these Asia-Pacific societies:</td>
<td>Students investigate ONE of the following historical developments, to explore the interaction of societies in this period:</td>
<td></td>
</tr>
<tr>
<td>• the Vikings (c.790 – c.1066)</td>
<td>• the Angkor/Khmer Empire (c.802 – c.1431)</td>
<td>• the Mongol expansion (c.1206 – c.1368)</td>
<td></td>
</tr>
<tr>
<td>• Medieval Europe (c.590 – c.1500)</td>
<td>• Shogunate Japan (c.794 – 1867)</td>
<td>• the Black Death in Africa, Asia and Europe (14th century plague)</td>
<td></td>
</tr>
<tr>
<td>• the Ottoman Empire (c.1299 – c.1683)</td>
<td>• The Polynesian expansion across the Pacific (c.700 – 1756).</td>
<td>• the Spanish conquest of the Aztecs and Incas (c.1492 – c.1572).</td>
<td></td>
</tr>
<tr>
<td>• Renaissance Italy (c.1400 – c.1600).</td>
<td>N.B. Where appropriate, this depth study may include some reference beyond the end of the period c.1750.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

**ASSESSMENT**

Students will complete an assessment task or tasks for each unit that provides evidence of their learning and represents their historical knowledge and understanding and historical skills, relevant to the unit. A range of assessment items may be completed, including written and spoken tasks, under a range of conditions.

**COSTS**

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.
OBJECTIVES

Chinese learning focuses on both language and culture, as students learn to communicate meaningfully across linguistic and cultural contexts. This also includes reflection and analysis, as students move between the new language being learnt and their current existing language(s).

SUBJECT OUTLINE

Chinese is organised into two (2) main interrelated strands: Communicating and Understanding.

Students are encouraged to speak, listen to, read and write Chinese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and develop knowledge of Chinese word order and grammatical features. Students are also exposed to all two scripts, pinyin and characters, and develop a working knowledge of how these are used to create meaning. They work collaboratively and independently, exploring a variety of topics that relate to themselves and their personal worlds.

Real life engagement such as interacting with Chinese study tour students and local excursions is included within this subject.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. However students may need to supply assignment materials and the cost of any local excursions.

ASSESSMENT

- Ongoing formative assessment within the classroom for the purposes of monitoring learning and providing feedback, for the teacher to inform their teaching, and for students to inform their learning.
- Summative assessment is organised into Communicating and Understanding and includes a balance of the four (4) macro skills: speaking, reading, listening and writing.
OBJECTIVES

Japanese aims to ensure that students interpret language, ideas and information and apply that language to communicate in spoken and written texts. Students are expected to reflect on their language learning and relate their learning to their own lives to foster and demonstrate intercultural understanding.

SUBJECT OUTLINE

Japanese is organised into two (2) main interrelated strands which support students’ development of understanding and use of the language. They focus on developing students’ knowledge, understanding and skills in the four (4) areas of Listening, Reading (Comprehension), Speaking, and Writing (Composition).

These skills are addressed through such topics as Self-Introduction and Self Expression, Shopping and Dining and Youth Culture.

PREREQUISITES

Successful study of Year 7 Japanese or equivalent.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

• Students may need to supply assignment materials and the cost of a possible restaurant visit.

ASSESSMENT

• Ongoing formative assessment within the classroom for the purposes of monitoring learning and providing feedback, for the teacher to inform their teaching, and for students to inform their learning.

• Summative assessment in each of the four (4) skills for the purposes of twice yearly reporting by the College to parents/carers on the progress and achievement of students.

• Cross-cultural investigations using a variety of different media.
OBJECTIVES

The Australian Curriculum: Mathematics aims to ensure that students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

SUBJECT OUTLINE

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Strands and Sub-strands

Content descriptions are grouped into sub-strands to illustrate the clarity and sequence of development of concepts through and across the year levels. They support the ability to see the connections across strands and the sequential development of concepts from Pre-School to Year 10.

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
<th>Statistics and Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and place value (P-8)</td>
<td>Using units of measurement (P-10)</td>
<td>Chance (1-10)</td>
</tr>
<tr>
<td>Fractions and decimals (1-6)</td>
<td>Shape (P-7)</td>
<td>Data representation and interpretation (P-10)</td>
</tr>
<tr>
<td>Real numbers (7-10)</td>
<td>Geometric reasoning (3-10)</td>
<td></td>
</tr>
<tr>
<td>Money and financial mathematics (1-10)</td>
<td>Location and transformation (P-7)</td>
<td></td>
</tr>
<tr>
<td>Patterns and algebra (P-10)</td>
<td>Pythagoras and trigonometry (9-10)</td>
<td></td>
</tr>
<tr>
<td>Linear and non-linear relationships (8-10)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example: Scope and Sequence

<table>
<thead>
<tr>
<th>Sub-strand</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and place value</strong></td>
<td>Use index notation with numbers to establish the index laws with positive integral indices and the zero index. Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies.</td>
</tr>
<tr>
<td><strong>Real numbers</strong></td>
<td>Investigate terminating and recurring decimals. Investigate the concept of irrational numbers, including π. Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies. Solve a range of problems involving rates and ratios, with and without digital technologies.</td>
</tr>
<tr>
<td><strong>Money and financial mathematics</strong></td>
<td>Solve problems involving profit and loss, with and without digital technologies.</td>
</tr>
<tr>
<td><strong>Patterns and algebra</strong></td>
<td>Extend and apply the distributive law to the expansion of algebraic expressions. Factorise algebraic expressions by identifying numerical factors. Simplify algebraic expressions involving the four operations.</td>
</tr>
<tr>
<td><strong>Linear and non-linear relationships</strong></td>
<td>Plot linear relationships on the Cartesian plane with and without the use of digital technologies. Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution.</td>
</tr>
</tbody>
</table>

**COSTS**

The current Resource Scheme in operation at the College covers the costs in this subject.
- All Students will need a scientific calculator.

**ASSESSMENT**

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:
- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning.
- Summative assessment for the purposes of twice yearly reporting by schools to parents and carers on the progress and achievement of students.
- Annual testing of Years 3, 5, 7 and 9 students’ levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN).
- Diagnostic PATM testing conducted at strategic intervals throughout the year in Years 7, 8 and 9.
- Periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).
OBJECTIVES

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

SUBJECT OUTLINE

The Australian Curriculum: Science has three interrelated strands – Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with the understanding, knowledge and skills through which they can develop a scientific view of the world.

Science Understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations.

The Science Understanding strand comprises the four sub-stands of Biological sciences, Chemical sciences, Earth and Space sciences and Physical sciences.

Science as a Human Endeavour highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving.

Science Inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.

The units studied are:
- Particles matter.
- Chemistry of common substances.
- Rock never dies.
- Rocks in my world.
- Energy in my lifestyle.
- What’s up?
- Building blocks of life.
- Survival.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Assessment tasks will include written tests, assignments and projects, and written reports of experimental investigations.
OBJECTIVES

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. In the study of Information and Communication Technology (ICT), students develop and demonstrate the knowledge practices and dispositions necessary to operate effectively in information rich environments.

In Year 8, students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They use appropriate protocols when communicating and collaborating online.

SUBJECT OUTLINE

In this unit students will use computational thinking and design thinking strategies to design, develop and evaluate digital processes and online games. Students will learn to code using Blockly in Code Studio.

Some of the activities in which students may engage include:
- Examining existing apps and/or educational games.
- Applying computational thinking skills including abstraction and specification to address complex problems.
- Designing a user experience of a solution for a data driven web app and/or educational game using storyboards and mock-ups.
- Using flowcharts and pseudo code to design algorithms and validate them through tracing and test cases.
- Applying an object-oriented programming language to implement interactive features.
- Planning and managing a client based project using the agile software development cycle.

PREREQUISITES

Nil.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.
- Students are required to provide an A4 display folder and memory stick (USB).
- Students will require a set of headphones.

ASSESSMENT

The assessable elements are knowledge and understanding, investigating and designing, producing, evaluating and reflecting.

Assessment techniques may include:
- Portfolio of work.
- Response to briefs.
- Project work (individual and collaborative).
- Evaluations.
- Online tasks.
OBJECTIVES

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. Business influences jobs, incomes and opportunities for personal enterprise.

“Business” refers to enterprising endeavours undertaken to meet human needs and wants. Business, economic and legal activities impact on and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs.

Business education is important for students in their secondary schooling at Whites Hill State College. Students studying business will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters. They will gain knowledge in managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. The skills will result in improved economic, consumer and financial literacy.

SUBJECT OUTLINE

Business Time
Learn about the different types of businesses and business terms. You will study existing businesses from sole traders to multinational corporations. You will then design a business plan for a food truck. What will you sell and how will you make money?

Marketing
Learn about the different advertising techniques that businesses and the media use to manipulate you into buying their products. Firstly, you will deconstruct and study existing advertisements to determine which techniques are used and why. Then you will conduct your own market research and design an advertisement for your own marketing.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

- Oral presentations
- Written assignments
OBJECTIVES

The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. Home economics encourages personal independence and effective living within wider society. It is an interdisciplinary study drawing on the fields of nutrition and textiles.

SUBJECT OUTLINE

In the food unit students are taught measuring skills, cutting techniques, cookery terms and food safety and hygiene principles. During weekly practical lessons they are required to interpret recipes and follow procedures to produce healthy food items. Students learn how to analyse and evaluate meals in terms of their nutritional value and to make informed choices to improve diets.

Recipes include:
- Apple Strudel
- Beef and Bean Tacos
- Healthy Pizza
- Beef and Vegetable Kebabs
- Chicken and Vegetable Stir-fry
- Spaghetti Bolognaise

The focus of the sewing unit is the development of knowledge in the use and care of the sewing machine and practical sewing skills. Students will be taught how to select resources and set goals to produce a textile article that meets required specifications.

Textile Article:
- Drawstring Bag

In both areas students will be required to evaluate their practical skills and make recommendations to increase efficiency.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

- Weekly practical cookery and self-assessment booklet.
- Textile article and reflection.
- Written exam.
TECHNOLOGY: Industrial Technology Studies
MANUFACTURING MARVELLOUS MACHINES

OBJECTIVES

Industrial Technology Studies offers students an opportunity to express their skills and creativity. The design and making of a project can often be the first opportunity for non-academically inclined students to achieve real success in a safe and supportive environment. The workshop culture is built on the principle that unsuccessful first attempts are not failures but just the steps on the path to success. From that point, skills are developed on an individual basis and at the students’ own skills acquisition pace.

SUBJECT OUTLINE

Students use design principles to investigate why, how and what makes a product desirable to consumers. A range of possible projects will be investigated and during the construction phase students will work with a variety of materials, predominantly timber, to design and construct a project. The work undertaken will ensure they learn to use a range of tools and equipment, while considering the design principles of good function and form.

The focus will be on continuing the development of skills including: accurate measurement and marking out, as well as cutting, joining and finishing techniques. Students are encouraged to be creative, collaborative, and have fun in the execution of their projects, while completing an item they can use at home. There is a significant focus on safe working practices in a manufacturing workshop that are directly transferable to industry settings.

Research is
- Web.
- Library.
- Supplied documents.

Various approaches to design can be used including
- Stylised.
- Accurately scaled down items.

Projects:
Projects vary depending on class size and or abilities and are principally timber based. There is a minor and a major project completed, the major project will be transport based. The class can vote on their preferred project from aeronautical, automobile or nautical based vehicle designs.

Making the project:
- Students progress at their own level with frequent class demonstrations.
- Students select the appropriate tools for the job as they become more familiar with workshop facilities.
- The workshop is supervised at all times and provides individual instruction and demonstrations as required.

Environment
- Well-equipped and set-out workshops.
- Very high safety level enforced.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

- Plans.
- Project.
- Written exam on workshop practices.
- Technical drawing.
OBJECTIVES

The KLA (Key Learning Area) *The Arts* includes the simply titled subject Art that is the vehicle to develop students' visual literacy and art practice. The study of Art at the Junior Secondary level provides a basis for the Senior subject Visual Art, which is an Authority Subject with the QCAA (Queensland Curriculum Assessment Authority) and contributes to a student's eligibility for an OP (Overall Position).

The subject Art involves the investigation of various artists, cultures and art movements in the analysis of arts works along with the making of arts works. Opportunities are presented for students to build their art practice and gain confidence as they experience a wide assortment of art media and techniques through a range of activities involving: researching, developing, creating, reflecting and presenting. Students are able to develop knowledge and understanding about the modification of visual arts elements, concepts, processes and forms, in both two and three dimensions, that express ideas and consider target audiences and purposes. This engagement allows students to gain an appreciation of how their arts works are able to show influences of their own and other cultures and times.

SUBJECT OUTLINE

<table>
<thead>
<tr>
<th>Focus / Topic / Inquiry and Research</th>
<th>Context</th>
<th>Folio / Art Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour My World x 1 – Renaissance portrait studies and self-portraits</td>
<td>Historical</td>
<td>Acrylic painting</td>
</tr>
<tr>
<td>Dream Home – Realism, Fantasy Art and architecture</td>
<td>Cultural</td>
<td>Bas-relief card constructing</td>
</tr>
<tr>
<td>Master Meets Apprentice – Iconic artworks and reconstruction</td>
<td>Geographical</td>
<td>Monoprinting and mixed-media</td>
</tr>
</tbody>
</table>

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.
- Art Journal plain cartridge paper (*Spirex 579*).
- Students are required to maintain an Art Kit as per the booklist requirements.

ASSESSMENT

Students are presented with Assessable Elements and Descriptors so they can identify the features of value under assessment. Student work, across three folios, is assessed across the four Assessable Elements for *The Arts*: Knowledge and Understanding, Creating, Presenting, Responding and Reflecting. These draw from Ways of Working and Knowledge and Understanding, which are the two dimensions of the Essential Learnings. Assessable Elements and Descriptors support teacher judgements about the standard a student achieves. Assessment involves the matching of Descriptors that best indicate the qualities evident in student work and its documentation uses an A-E scale.

The following qualifiers represent the standards required to meet the highest level (A):
- Knowledge and Understanding – Full knowledge and understanding of concepts, facts and procedures.
- Creating - Insightful and skilful creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes.
- Presenting - Controlled presentation of arts works to display interpretive and technical skills.
- Responding - Perceptive response to arts works using arts elements and languages.
- Reflecting - Perceptive reflection on learning.
OBJECTIVES

Through drama, students should:

- Engage in aesthetic learning experiences.
- Become critically and actively aware of themselves, Australia and the word they live in.
- Develop the ability to use the languages and symbol systems of drama to communicate meaning, symbolically represent the world they live in and deepen their understanding of symbolic representations.
- Value the range of social and cultural contexts in which drama is made in Australia and internationally.
- Appreciate Australia's indigenous and multicultural drama heritages.
- Develop functional, critical and cultural literacies through drama.
- Build self-discipline, confidence and communication skills to achieve their unique potential.
- Develop understandings that are transferable to a variety of artistic, social and work-related contexts.

SUBJECT OUTLINE

Students will develop (individual) monologues or (ensemble) scripts based on incidents from their own lives and students perform these for an audience. Conventions, styles and skills studied are: given circumstances (developing action), enrolling, improvisation, freeze frames, hot seating, stage blocking and writing in role.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

There are three (3) criteria used for assessment in Drama.

1. **Forming (Creating, Knowledge and Understanding)**
   
   *Forming* involves the management of a range of dramatic forms such as spontaneous dramatic play, improvisation, role-play, process drama, play building and playwriting. In addition, *forming* may include the preparation, interpretation and direction of, and design for play texts. Students' understanding of *forming* can be expresses in dramatic action, in writing, and visually. This objective is always characterised by the students working as an artist in the making of creative work.

2. **Presenting (Creating, Knowledge and Understanding)**

   *Presenting* requires the development of acting techniques and skills associated with the preparation of an actor for performance. More complex types of *presenting* require the demonstration of a range of dramatic styles and a range of performance skills to realise a variety of dramatic forms. Presenting may include informal sharing and demonstrating within the class group, presentations to friends and colleagues, and public performances for school, community and other groups. This objective is always characterised by rehearsal and polished performance.

3. **Responding (Reflecting, Knowledge and Understanding)**

   *Responding* involves demonstrating knowledge and understanding together with reflecting upon dramatic action and meaning through analysis, synthesis and evaluation. This objective can be realised in written, oral, symbolic or visual modes and can be demonstrated from a variety of perspectives and theoretical frameworks. This objective is always characterised by the student communicating from a position outside or after the drama, be it their own drama or that of others.

This semester's assessment is:

1. **Forming (individual)**
   - Character profile.
   
   2. **Presenting (individual)**
   - Monologue performances (movement focus).
   
   3. **Responding (individual, group)**
   - Journal – writing in role.
   
   4. **Reflective critique – examining/identifying the dramatic element.**
THE ARTS: Music
FRET MASTERS

OBJECTIVES

Students respond to musical works by analysing the musical elements of guitar music from the medieval period through to contemporary, popular guitar music.

Students improvise, compose and arrange their own guitar compositions and are introduced to ICT recording technologies.

Students learn techniques, skills and processes required to play the guitar. Students perform in large and small ensembles in order to demonstrate their knowledge and understanding of these acquired techniques and skills.

SUBJECT OUTLINE

In Term 3 the unit will focus on the development of performance skills and will introduce foundation theoretical knowledge.

In Term 4 students will further develop knowledge and understanding of guitar repertoire and how this repertoire may be accessed and arranged using ICT technologies. Students are provided with an opportunity to complete an AMEB musicianship examination.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Assessment takes place informally in the classroom and formally through the delivery of assessment tasks.

Students will be assessed on five strands. The five strands are:

1. Knowledge and Understanding: developing musical language associated with guitar repertoire.
2. Creating: composing a musical work using notation and performance improvisation.
3. Presenting: playing in small and large ensembles for a public audience.
4. Responding: analysing musical works and scores.
5. Reflecting: examining the social and cultural intentions of guitar music and its effect on the intended audience.

Each term students are required to complete:

- Live performance in a small ensemble using the skills acquired during the class lessons
- Composition and arrangement of guitar music guided by the knowledge and understanding of the instruments diverse genre
- Analysis of guitar music with a focus on the musical elements of pitch, rhythm, harmony, texture, structure, dynamics and timbre.
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OBJECTIVES

The *Australian Curriculum: English* aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

### Year 9 English Curriculum intent

<table>
<thead>
<tr>
<th>Year level description</th>
<th>Achievement standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Year 9 English, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Literary texts that support and extend students in Year 9 as independent readers, are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts, from a range of contexts, explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. Students are exposed to and have opportunities to create a range of imaginative, informative and persuasive types of texts, including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.</td>
<td></td>
</tr>
</tbody>
</table>

### Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

### Productive modes (speaking, writing and creating)

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

### COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

### ASSESSMENT

Assessment in English is conducted through a range of tasks and conditions, for different purposes, including:

- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback to teachers, to inform their teaching, and for students, to inform their learning.
- Summative assessment for the purposes of twice yearly reporting by schools to parents and carers on the progress and achievement of students.
OBJECTIVES

The Australian Curriculum: Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

There are two units of study in the Year 9 curriculum for Geography: ‘Biomes and food security’ and ‘Geographies of interconnections’.

- ‘Biomes and food security’ focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

- ‘Geographies of interconnections’ focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner.

Students’ geographical knowledge, understanding and skills are developed through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?
By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

**ASSESSMENT**

Students will complete an assessment task or tasks for each unit that provides evidence of their learning and represents their geographical knowledge, understanding and skills, relevant to the unit. A range of assessment items may be completed, including written and spoken tasks, under a variety of conditions.

**COSTS**

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.
OBJECTIVES
The Australian Curriculum: Health and Physical Education enables children and young people to promote their own and others’ health, wellbeing and physical activity participation across the lifespan. Its knowledge, understanding and skills underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

More specifically, Health and Physical Education aims to ensure that students:

- Learn to individually and collaboratively access, evaluate and synthesise information, make decisions, seek help and take actions to protect, enhance and advocate for their own and others’ health and wellbeing.
- Develop and use personal and social skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships.
- Acquire, apply and evaluate movement skills, concepts, and strategic awareness in order to respond creatively and competently in a variety of physical activity contexts and settings.
- Understand and appreciate the significance of physical activity and sport to personal, social, cultural and health practices and outcomes.
- Analyse how personal, social, cultural, economic, technological and environmental factors shape health and physical activity understandings and opportunities locally and globally.

SUBJECT OUTLINE
The Australian Curriculum: Health and Physical Education has two integrated strands for P–10:

- Personal, Social and Community Health.
- Movement and Physical Activity.

Personal, Social and Community Health:

- Health is multidimensional and influenced by individual, group and community actions, and environments.
- Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated e.g. a system of beliefs can create a sense of calm and a less anxious response in social and emotional situations, which impacts positively on health.
- Family, peers and the media influence health behaviours, e.g. advertisements and celebrity endorsements can influence adolescents to eat a food product or join a sports program.
- Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks, e.g. individuals using assertive refusal skills if offered drugs.
- Communities advocating for and implementing smoking bans.
- Provision of “kids help” lines.
- Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence, e.g. puberty is a time of significant change when individuals have different energy and food needs, specific to gender and activity levels, which can be met through eating a balanced diet; adolescents need to eat specified quantities of fruit and vegetables every day, because these foods are rich in vitamins, minerals and fibre.

Health topics will be selected from the above areas.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness</td>
<td>Participation in Physical Activity</td>
<td>Alcohol</td>
<td>Sport Around the World</td>
</tr>
</tbody>
</table>

Movement and Physical Activity:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
</table>
| Team/individual sports Dependent facilities/staff | Athletics
- Field events
- Technique and training | Team/individual sports Dependent facilities/staff | Team/individual sports Dependent facilities/staff |

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COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:
- Knowledge and understanding.
- Investigating.
- Planning.
- Implementing and applying.
- Reflecting.

Student achievement will be reported on a term basis.
OBJECTIVES

The **Australian Curriculum: History** aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

**The Making of the Modern World**

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way.

Students’ historical knowledge, understanding and skills are developed by inquiry questions, through the use and interpretation of sources. The key inquiry questions for Year 9 are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

**Depth Studies**

There are three depth studies for this historical period. For each depth study, classes will focus on a particular society, event, movement or development.

<table>
<thead>
<tr>
<th>Unit 1 – Making a Better World?</th>
<th>Unit 2 – Making a Nation</th>
<th>Unit 3 – World War I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students investigate how life changed in the period through the study of ONE of these major developments, as selected by the teacher:</td>
<td>Students investigate the history of Australia in the period 1750 – 1918 in depth.</td>
<td>Students investigate key aspects of World War I (1914 – 1918) and the Australian experience of the war, including the nature and significance of the war in world and Australian history.</td>
</tr>
<tr>
<td>• the Industrial Revolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Progressive ideas and movements (1750 – 1918)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Movement of peoples (1750 – 1901).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The study includes the causes and effects of the development, and the Australian experience.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT

Students will complete an assessment task or tasks for each unit that provides evidence of their learning and represents their historical knowledge and understanding and historical skills, relevant to the unit. A range of assessment items may be completed, including written and spoken tasks, under a range of conditions.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

<table>
<thead>
<tr>
<th>Unit 1: Making a better world – Progressive ideas and movements (1750-1918)</th>
<th>Unit 2 - History Year 9 Making a nation</th>
<th>Unit 3: World War 1 (1914-1918)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus question: • How did progressive ideas change the world? In this unit, students: • investigate the emergence, nature, development and impact of key ideas with a focus on capitalism and socialism • examine the reasons why these key ideas emerged and/or developed a following • investigate the role of important individuals or groups in the promotion of these key ideas • assess short and long term impact of these ideas on Australia and the world.</td>
<td>Focus question: • What impact did British imperialism have in this period? Making a nation In this depth study students will investigate the following key questions: • What were the changing features of the movements of people from 1750 to 1918? • What was the origin, development, significance and long-term impact of imperialism in this period?</td>
<td>Focus question: • Why did World War 1 occur, how did it unfold and what were the consequences of the war for Australia? In this unit, students: • investigate the causes of the war and the reasons for Australia’s participation • identify where Australian forces fought and assess the significance of selected battles/campaigns • explore the impact of war on the home front, particularly in terms of the conscription debate • debate the nature, significance and validity of the Anzac legend.</td>
</tr>
</tbody>
</table>

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard.

<table>
<thead>
<tr>
<th>Unit 1: Making a better world – Progressive ideas and movements (1750-1918)</th>
<th>Unit 2 - History Year 9 Making a nation</th>
<th>Unit 3: World War 1 (1914-1918)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>Assessment</td>
<td>Lesson</td>
</tr>
<tr>
<td>15</td>
<td>Assignment/Project – Research: Movement of peoples</td>
<td>14</td>
</tr>
<tr>
<td>Students analyse the causes and effects of the involuntary movement of peoples between 1750 and 1901, and explain the significance of this movement on a group or nation over the short and long term, presenting conclusions in a multimodal presentation.</td>
<td>Students will explain patterns of change and continuity, the motives and actions of people, and the significance of events and developments in the making of the Australian nation between 1750 and 1918.</td>
<td>Students will analyse, select and organise information from a range of sources to develop a historical argument about the significance of the Anzac legend.</td>
</tr>
</tbody>
</table>
OBJECTIVES

The Australian Curriculum: Mathematics aims to ensure that students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

SUBJECT OUTLINE

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Strands and Sub-strands

Content descriptions are grouped into sub-strands to illustrate the clarity and sequence of development of concepts through and across the year levels. They support the ability to see the connections across strands and the sequential development of concepts from Pre-School to Year 10.

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
<th>Statistics and Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and place value (P-8)</td>
<td>Using units of measurement (P-10)</td>
<td>Chance (1-10)</td>
</tr>
<tr>
<td>Fractions and decimals (1-6)</td>
<td>Shape (P-7)</td>
<td>Data representation and interpretation (P-10)</td>
</tr>
<tr>
<td>Real numbers (7-10)</td>
<td>Geometric reasoning (3-10)</td>
<td></td>
</tr>
<tr>
<td>Money and financial mathematics (1-10)</td>
<td>Location and transformation (P-7)</td>
<td></td>
</tr>
<tr>
<td>Patterns and algebra (P-10)</td>
<td>Pythagoras and trigonometry (9-10)</td>
<td></td>
</tr>
<tr>
<td>Linear and non-linear relationships (8-10)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example: Scope and Sequence

<table>
<thead>
<tr>
<th>Sub-strand</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and place value</strong></td>
<td>This sequence ends at this year level</td>
</tr>
<tr>
<td><strong>Real numbers</strong></td>
<td>Solve problems involving direct proportion. Explore the relationship</td>
</tr>
<tr>
<td></td>
<td>between graphs and equations corresponding to simple rate problems.</td>
</tr>
<tr>
<td></td>
<td>Apply index laws to numerical expressions with integer indices.</td>
</tr>
<tr>
<td></td>
<td>Express numbers in scientific notation.</td>
</tr>
<tr>
<td><strong>Money and financial mathematics</strong></td>
<td>Solve problems involving simple interest.</td>
</tr>
<tr>
<td><strong>Patterns and algebra</strong></td>
<td>Extend and apply the index laws to variables, using positive integer</td>
</tr>
<tr>
<td></td>
<td>indices and the zero index. Apply the distributive law to the</td>
</tr>
<tr>
<td></td>
<td>expansion of algebraic expressions, including binomials, and</td>
</tr>
<tr>
<td></td>
<td>collect like terms where appropriate.</td>
</tr>
<tr>
<td><strong>Linear and non-linear relationships</strong></td>
<td>Find the distance between two points located on a Cartesian plane</td>
</tr>
<tr>
<td></td>
<td>using a range of strategies, including graphing software.</td>
</tr>
<tr>
<td></td>
<td>Sketch linear graphs using the coordinates of two points and solve</td>
</tr>
<tr>
<td></td>
<td>linear equations. Find the midpoint and gradient of a line segment</td>
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<tr>
<td></td>
<td>(interval) on the Cartesian plane using a range of strategies,</td>
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<tr>
<td></td>
<td>including graphing software. Graph simple non-linear relations</td>
</tr>
<tr>
<td></td>
<td>with and without the use of digital technologies and solve simple</td>
</tr>
<tr>
<td></td>
<td>related equations.</td>
</tr>
</tbody>
</table>

**COSTS**

The current Resource Scheme in operation at the College covers the costs in this subject.

**ASSESSMENT**

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning.
- Summative assessment for the purposes of twice yearly reporting by schools to parents and carers on the progress and achievement of students.
- Annual testing of Years 3, 5, 7 and 9 students’ levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN).
- Diagnostic PATM testing conducted at strategic intervals throughout the year in Years 7, 8 and 9.
- Periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).
OBJECTIVES

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

SUBJECT OUTLINE

The Australian Curriculum: Science has three interrelated strands – Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with the understanding, knowledge and skills through which they can develop a scientific view of the world.

Science Understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations.

The Science Understanding strand comprises the four sub-stands of Biological sciences, Chemical sciences, Earth and Space sciences and Physical sciences.

Science as a Human Endeavour highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving.

Science Inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.

The units studied are:
- Chemical patterns.
- Energy and waves.
- My life in balance.
- Ecological systems.
- The changing Earth.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Assessment tasks will include written tests, assignments and projects, and written reports of experimental investigations.
OBJECTIVES

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. In the study of Information and Communication Technology (ICT), students develop and demonstrate the knowledge practices and dispositions necessary to operate effectively in information rich environments.

In Year 9, students will explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events. Students will use algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.

SUBJECT OUTLINE

In this unit students will use computational thinking and design thinking strategies to design, develop and evaluate digital processes and databases. Students will learn to use Microsoft Excel and Access through the Microsoft Imagine Academy.

Some of the activities in which students may engage include:
- Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements.
- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data.
- Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics.
- Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability.
- Collect and manage data using Microsoft Excel.
- Create databases using Microsoft Access.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.
- Students are required to provide an A4 display folder and memory stick (USB).
- Students will require a set of headphones.

ASSESSMENT

The assessable elements are knowledge and understanding, investigating and designing, producing, evaluating and reflecting.

Assessment techniques may include:
- Portfolio of work.
- Response to briefs.
- Project work (individual and collaborative).
- Evaluations.
- Online tasks.
OBJECTIVES

Chinese learning focuses on both language and culture, as students learn to communicate meaningfully across linguistic and cultural contexts. This also includes reflection and analysis, as students move between the new language being learnt and their current existing language(s).

SUBJECT OUTLINE

Chinese is organised into two (2) main interrelated strands: Communicating and Understanding.

Students are encouraged to speak, listen to, read and write Chinese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and develop knowledge of Chinese word order and grammatical features. Students are also exposed to all two scripts, pinyin and characters, and develop a working knowledge of how these are used to create meaning. They work collaboratively and independently, exploring a variety of topics that relate to themselves and their personal worlds.

Real life engagement such as interacting with Chinese study tour students and local excursions is included within this subject.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. However students may need to supply assignment materials and the cost of any local excursions.

ASSESSMENT

- Ongoing formative assessment within the classroom for the purposes of monitoring learning and providing feedback, for the teacher to inform their teaching, and for students to inform their learning.
- Summative assessment is organised into Communicating and Understanding and includes a balance of the four (4) macro skills: speaking, reading, listening and writing.
OBJECTIVES

Japanese aims to ensure that students interpret language, ideas and information and apply that language to communicate in spoken and written texts. Students are expected to reflect on their language learning and relate their learning to their own lives to foster and demonstrate intercultural understanding.

SUBJECT OUTLINE

Japanese is organised into two (2) main interrelated strands which support students’ development of understanding and use of the language. They focus on developing students’ knowledge, understanding and skills in the four (4) areas of Listening, Reading (Comprehension), Speaking, and Writing (Composition).

These skills are addressed through contemporary topics, such as Student Life, The Generation Gap, Part-time work, Exploring Issues of Concern in the World and Sharing Hopes and Dreams.

PREREQUISITES

Successful study of Year 8 Japanese or equivalent.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

- Ongoing formative assessment within the classroom for the purposes of monitoring learning and providing feedback, for the teacher to inform their teaching, and for students to inform their learning.
- Summative assessment in each of the four (4) skills for the purposes of twice yearly reporting by the College to parents/carers on the progress and achievement of students.
- Cross-cultural investigations using a variety of different media.
OBJECTIVES

This subject will provide students with an introduction to the subjects available in Years 10, 11 and 12 which are Accounting, Business Communication and Technologies (BCT) and Legal Studies.

The need to keep a record of the financial activities of a business enterprise will be evident during the Accounting unit. Students will learn the importance of keeping strict control over all business transactions because without this control a business could fail.

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. Business influences jobs, incomes and opportunities for personal enterprise. Students will gain an understanding of the importance of business to their daily lives.

Students will also gain an insight into how the legal system in Australia operates and how the law affects all Australians on a daily basis.

Business education is important for students in their secondary schooling at Whites Hill State College. It will help develop effective decision-making skills related to the legal industrial relations, consumer behaviour and the management and evaluation of personal financial matters. They will gain knowledge in managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. The skills will result in improved economic, consumer, financial and legal literacy.

SUBJECT OUTLINE

Accounting

- Petty Cash
- Basic Accounting terms and journals

Business

- Source documents (purchase orders, tax invoices)
- Forms of business ownership
- Running your own business

Legal Studies

- Parliament and how laws are made
- The Court system
- Crime

Keyboarding, word processing, spread sheeting and PowerPoint presentations will also be integrated throughout the unit.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

- Source documents assessment.
- PowerPoint presentations.
- Supervised written and practical assessment.
OBJECTIVES

This subject will provide students with an introduction to the subjects available in Years 10, 11 and 12 which are Accounting, Business Communication and Technologies (BCT) and Legal Studies.

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SUBJECT OUTLINE

Accounting

- Cash Book
- Source documents

Business

- Introduction to Business
- Business Communication (written, verbal and non-verbal)

Legal Studies

- Introduction to Law
- How do laws recognise values?
- Civil Law

Keyboarding, word processing, spread sheeting and PowerPoint presentations will also be integrated throughout the unit.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

- Source documents assessment.
- PowerPoint presentations.
- Supervised written and practical assessment.
TECHNOLOGY: Home Economics
FOOD TO IMPRESS

OBJECTIVES

Home Economics is a dynamic subject where students will have the opportunity to gain valuable knowledge and practical experience in relation to food and nutrition. Students will have the opportunity to develop their practical skills, apply management skills to their resources and use decision-making and problem-solving techniques. This is a subject that enhances an individual's life skills.

SUBJECT OUTLINE

Students will complete the unit, ‘Food to Impress’ where they will be able to develop and improve their practical food preparation skills. They will gain an understanding of nutrition based on The Australian Guide to Healthy Eating and apply this knowledge to make informed food choices. Students will work individually to produce a wide range of recipes using different skills and techniques. They will apply their knowledge of nutrition to select, produce and analyse appropriate food choices suitable for an adolescent. Students will also be able to explore their creativity through food preparation and presentation.

Students will be required to evaluate their practical skills and make recommendations for improvement.

Recipes include:
- Snack attack! – Healthy snack choices.
- Vegetarian cookery.
- What’s in the box? – Lunch ideas.
- Sauce making.
- Salads.
- Soups – cooking with vegetables.
- Fast food alternatives.
- Let’s celebrate! – cooking for an occasion.

COSTS

As all the cooking is done individually, students are required to supply all ingredients used throughout the semester.

ASSESSMENT

- Weekly practical cookery and self-assessment booklet.
- Written exam.
- Written assignment: Menu planning and analysis.
- Practical cookery exam.
OBJECTIVES

Home Economics is a dynamic subject where students will have the opportunity to gain valuable knowledge and practical experience in relation to food and nutrition. Students will have the opportunity to develop their practical skills, apply management skills to their resources and use decision-making and problem-solving techniques. This is a subject that enhances an individual's life skills.

SUBJECT OUTLINE

In the food component of Skills for Life, the focus is on management skills. Students are required to use the principles of good management to prepare and analyse a number of selected recipes and produce a folio of work documenting their recommendations for improvement. Students will work individually to produce a wide range of recipes using different skills and techniques.

Recipes Include:
- Meat cookery.
- Pasta cookery.
- Rice cookery.
- Egg cookery.

The focus of the textiles unit in Skills for Life is the development of knowledge in the use and care of the sewing machine and practical sewing skills. Students will be taught how to select resources and set goals to produce a textile article that meets required specifications. They will be required to evaluate their practical skills and make recommendations to increase efficiency. The principles of good management are reinforced in this unit.

Textile article:
- Boxer shorts.

COSTS

As all the practical work is done individually, students are required to supply all ingredients and fabric used throughout the semester.

ASSESSMENT

- Weekly practical cookery.
- Written Assignment – Management folio.
- Written exam.
- Textile article and reflection.
TECHNOLOGY: Industrial Technology Studies
CRAFTY CONSTRUCTION CAPERS

OBJECTIVES

Industrial Technology Studies offers students an opportunity to express their skills and creativity. The design and making of a project can often be the first opportunity for non-academically inclined students to achieve real success in a safe and supportive environment. The workshop culture is built on the principle that unsuccessful first attempts are not failures but just the steps on the path to success. From that point, skills are developed on an individual basis and at the students’ own skills acquisition pace.

SUBJECT OUTLINE

Students use design principles to investigate why, how and what makes a product desirable to consumers. A range of possible projects will be investigated and during the construction phase students will work with a variety of materials, predominantly timber, to design and construct a project. The work undertaken will ensure they learn to use a range of tools and equipment, while considering the design principles of good function and form.

The focus will be on continuing the development of skills including: accurate measurement and marking out, as well as cutting, joining and finishing techniques. Students are encouraged to be creative, collaborative, and have fun in the execution of their projects, while completing an item they can use at home. There is a significant focus on safe working practices in a manufacturing workshop that are directly transferable to industry settings.

Research is

- Research is undertaken using various methods including the internet, design books and other sourced plans and documents.

Various approaches to design can be used including

- Stylised.
- Accurately scaled down items.
- New design (within realistic proportions).
- Technical drawing.

Projects:

Projects vary depending on the class and are principally timber based. There is a minor and a major project completed, the major project will be selected from a variety of possible projects using a class vote.

Making the project:

- Students progress at their own level with frequent class demonstrations.
- Students select the appropriate tools for the job as they become more familiar with workshop facilities and tooling required.
- A high emphasis is on the quality and finishing of the project ensuring a product the student is proud of.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

- Plans.
- Project.
- Written exam on workshop practices.
- Technical drawing.
TECHNOLOGY: Industrial Technology Studies
WACKY WOODEN WORKINGS

OBJECTIVES

Industrial Technology Studies offers students an opportunity to express their skills and creativity. The design and making of a project can often be the first opportunity for non-academically inclined students to achieve real success in a safe and supportive environment. The workshop culture is built on the principle that unsuccessful first attempts are not failures but just the steps on the path to success. From that point, skills are developed on an individual basis and at the students’ own skills acquisition pace.

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COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

- Plans.
- Project.
- Written exam on workshop practices.
- Technical drawing.
OBJECTIVES

The KLA (Key Learning Area) The Arts includes the simply titled subject Art that is the vehicle to develop students’ visual literacy and art practice. The study of Art at the Junior Secondary level provides a basis for the Senior subject Visual Art, which is an Authority Subject with the QCAA (Queensland Curriculum Assessment Authority) and contributes to a student’s eligibility for an OP (Overall Position). The subject Art involves the investigation of various artists, cultures and art movements in the analysis of arts works along with the making of arts works. Opportunities are presented for students to build their art practice and gain confidence as they experience a wide assortment of art media and techniques through a range of activities involving: researching, developing, creating, reflecting and presenting. Students are able to develop knowledge and understanding about the modification of visual arts elements, concepts, processes and forms, in both two and three dimensions, that express ideas and consider target audiences and purposes. This engagement allows students to gain an appreciation of how their arts works are able to show influences of their own and other cultures and times.

SUBJECT OUTLINE

<table>
<thead>
<tr>
<th>Focus / Topic / Inquiry and Research</th>
<th>Context</th>
<th>Folio / Art Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance (Colour)</td>
<td>Historical</td>
<td>Drawing a still-life and painting</td>
</tr>
<tr>
<td>The “Appleness” of an Apple – Revolutionary Twentieth Century “ism” styles and still-life</td>
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<tr>
<td>Variety (Shape)</td>
<td>Political</td>
<td>Card sculpting</td>
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<tr>
<td>Modern Meets Primitive – Cubism, self-portraits and symbolic totems</td>
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</tr>
<tr>
<td>Rhythm</td>
<td>Geographical</td>
<td>Lino block printing</td>
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<tr>
<td>Reverse Psychology – Japanese block printing, landscape and patterns</td>
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<td></td>
</tr>
</tbody>
</table>

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.
- Art Journal plain cartridge paper (Spirex 579).
- Students are required to maintain an Art Kit as per the booklist requirements.

ASSESSMENT

Students are presented with Assessable Elements and Descriptors so they can identify the features of value under assessment. Student work, across three folios, is assessed across the four Assessable Elements for The Arts: Knowledge and Understanding, Creating, Presenting, Responding and Reflecting. These draw from Ways of Working and Knowledge and Understanding, which are the two dimensions of the Essential Learnings. Assessable Elements and Descriptors support teacher judgements about the standard a student achieves. Assessment involves the matching of Descriptors that best indicate the qualities evident in student work and its documentation uses an A-E scale.

The following qualifiers represent the standards required to meet the highest level (A):
- Knowledge and Understanding - Full knowledge and understanding of concepts, facts and procedures.
- Creating - Insightful and skilful creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes.
- Presenting - Controlled presentation of arts works to display interpretive and technical skills.
- Responding - Perceptive response to arts works using arts elements and languages.
- Reflecting - Perceptive reflection on learning.

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OBJECTIVES

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</thead>
<tbody>
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<td>Historical</td>
<td>Mixed media mobiles</td>
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<tr>
<td>See-Saw – Asymmetrical opposition</td>
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<tr>
<td>Variety (Colour)</td>
<td>Geographical</td>
<td>Two dimensional mixed-media</td>
</tr>
<tr>
<td>Day for Night – Changes in the landscape</td>
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<tr>
<td>Rhythm</td>
<td>Socio-political</td>
<td>Reduction lino block printing</td>
</tr>
<tr>
<td>Mirror, Mirror on the Wall – Positive and negative patterns of an interior</td>
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</tbody>
</table>

COSTS

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- Responding - Perceptive response to arts works using arts elements and languages.
- Reflecting - Perceptive reflection on learning.
OBJECTIVES

Through drama, students should:

- Engage in aesthetic learning experiences.
- Become critically and actively aware of themselves, Australia and the word they live in.
- Develop the ability to use the languages and symbol systems of drama to communicate meaning, symbolically represent the world they live in and deepen their understanding of symbolic representations.
- Value the range of social and cultural contexts in which drama is made in Australia and internationally.
- Appreciate Australia's indigenous and multicultural drama heritages.
- Develop functional, critical and cultural literacies through drama.
- Build self-discipline, confidence and communication skills to achieve their unique potential.
- Be encouraged to have ongoing involvement in dramatic activities.
- Be encouraged to use a range a technologies to support learning.

SUBJECT OUTLINE

Students will revisit features and characteristics of comedy, physical theatre, scriptwriting processes, play building, stagecraft, mime, movement, script analysis and theatrical writing.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

There are three (3) criteria assessment in Drama.

1. Forming (Creating, Knowledge and Understanding)
   Forming involves the management of a range of dramatic forms such as spontaneous dramatic play, improvisation, role-play, process drama, play building and playwriting. In addition, forming may include the preparation, interpretation and direction of, and design for play texts. Students’ understanding of forming can be expressed in dramatic action, in writing, and visually. This objective is always characterised by the students working as an artist in the making of creative work.

2. Presenting (Creating, Knowledge and Understanding)
   Presenting requires the development of acting techniques and skills associated with the preparation of an actor for performance. More complex types of presenting require the demonstration of a range of dramatic styles and a range of performance skills to realise a variety of dramatic forms. Presenting may include informal sharing and demonstrating within the class group, presentations to friends and colleagues, and public performances for school, community and other groups. This objective is always characterised by rehearsal and polished performance.

3. Responding (Reflecting, Knowledge and Understanding)
   Responding involves demonstrating knowledge and understanding together with reflecting upon dramatic action and meaning through analysis, synthesis and evaluation. This objective can be realised in written, oral, symbolic or visual modes and can be demonstrated from a variety of perspectives and theoretical frameworks. This objective is always characterised by the student communicating from a position outside or after the drama, be it their own drama or that of others.

This semester’s assessment is:

1. Forming (individual)
   - Writing in role –
     monologue creation.

2. Presenting (individual, group)
   - Solo monologue
     (movement and voice
     focus).
   - In class practical activities.

3. Responding (individual)
   - Elements of Drama exam
     (multiple-choice).
THE ARTS: Drama
STAGED MEANING

OBJECTIVES

Through drama, students should:

- Engage in aesthetic learning experiences.
- Become critically and actively aware of themselves, Australia and the word they live in.
- Develop the ability to use the languages and symbol systems of drama to communicate meaning, symbolically represent the world they live in and deepen their understanding of symbolic representations.
- Value the range of social and cultural contexts in which drama is made in Australia and internationally.
- Appreciate Australia’s indigenous and multicultural drama heritages.
- Develop functional, critical and cultural literacies through drama.
- Build self-discipline, confidence and communication skills to achieve their unique potential.
- Develop understandings that are transferable to a variety of artistic, social and work-related contexts.

SUBJECT OUTLINE

Students will need to examine themes and issues to make decisions about the best manner to create intended dramatic meaning for specific audiences. These areas may include performance work, scriptwriting, dramaturgy, design and backstage work. The topic and study areas will be negotiated with staff and include guided as well as self-directed learning.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

There are three (3) criteria assessment in Drama.

1. **Forming (Creating, Knowledge and Understanding)**
   
   *Forming* involves the management of a range of dramatic forms such as spontaneous dramatic play, improvisation, role-play, process drama, play building and playwriting. In addition, *forming* may include the preparation, interpretation and direction of, and design for play texts. Students’ understanding of *forming* can be expresses in dramatic action, in writing, and visually. This objective is always characterised by the students working as an artist in the making of creative work.

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   *Responding* involves demonstrating knowledge and understanding together with reflecting upon dramatic action and meaning through analysis, synthesis and evaluation. This objective can be realised in written, oral, symbolic or visual modes and can be demonstrated from a variety of perspectives and theoretical frameworks. This objective is always characterised by the student communicating from a position outside or after the drama, be it their own drama or that of others.

This semester’s assessment is:

1. **Forming (individual)**
   - Character profiles.

2. **Presenting (group)**
   - Scripted text – group performances, *Year 9 Are Animals*.

3. **Responding (individual, group)**
   - Folio of writings – written in and out of role.
   - Programme notes.
OBJECTIVES

Students respond to musical works by analysing the musical elements of rock music from the 1950’s to current popular music.

Students improvise and compose their own rock music compositions using instruments, and ICT recording technologies.

Students perform in a small rock band to demonstrate their knowledge and understanding of the musical elements, techniques, skills and processes required to be a rock musician.

SUBJECT OUTLINE

In Term 1 the unit will focus on the development of performance skills and will introduce foundation theoretical knowledge.

In Term 2 students will develop knowledge and understanding of rock characteristics and how these characteristics create a musical style that has thrived and survived. Students are provided with an opportunity to complete an AMEB musicianship examination.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Assessment takes place informally in the classroom and formally through the delivery of assessment tasks.

Students will be assessed on five strands. The five strands are:
1. Knowledge and Understanding: developing musical language associated with rock music repertoire.
2. Creating: composing a musical work using notation and performance improvisation.
3. Presenting: playing in small and large ensembles for a public audience.
4. Responding: analysing musical works and scores.
5. Reflecting: examining the social and cultural intentions of rock music and its effect on the intended audience.

Each term students are required to complete:
- Live performance in a small rock band using standard rock instruments (voice, electric guitar, bass guitar, drum).
- Composition of a rock song using ICT and guided by the knowledge and understanding of the rock genre.
- Analysis of rock music with a focus on the musical elements of pitch, rhythm, harmony, texture, structure, dynamics and timbre.
OBJECTIVES

Students respond to musical works by analysing the musical elements of popular protest music.

Students improvise and compose their own protest music compositions using instruments, and ICT recording technologies.

Students perform in a large ensemble to demonstrate their knowledge and understanding of the musical elements, techniques, skills and processes required to be a professional performer in the contemporary music industry and persuade an audience through music.

SUBJECT OUTLINE

In Term 3 the unit will develop performance skills and theoretical knowledge of protest music.

In Term 4 students design and present a major multi modal protest music performance based on a negotiated, social topic that is of concern to them, e.g. environmental issues. Students are provided with an opportunity to complete an AMEB musicianship examination.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

Assessment takes place informally in the classroom and formally through the delivery of assessment tasks.

Students will be assessed on five strands. The five strands are:
1. Knowledge and Understanding: developing musical language associated with protest song repertoire.
2. Creating: composing a musical work using notation and performance improvisation.
3. Presenting: playing in small and large ensembles for a public audience.
4. Responding: analysing musical works and scores.
5. Reflecting: examining the social and cultural intentions of protest song music and its effect on the intended audience.

Each term students are required to complete:
- Live performance in a small rock ensemble using standard rock instruments (voice, electric guitar, bass guitar, drum).
- Composition of a protest song guided by the knowledge and understanding of the rock genre.
- Analysis of rock music with a focus on the musical elements of pitch, rhythm, harmony, texture, structure, dynamics and timbre.