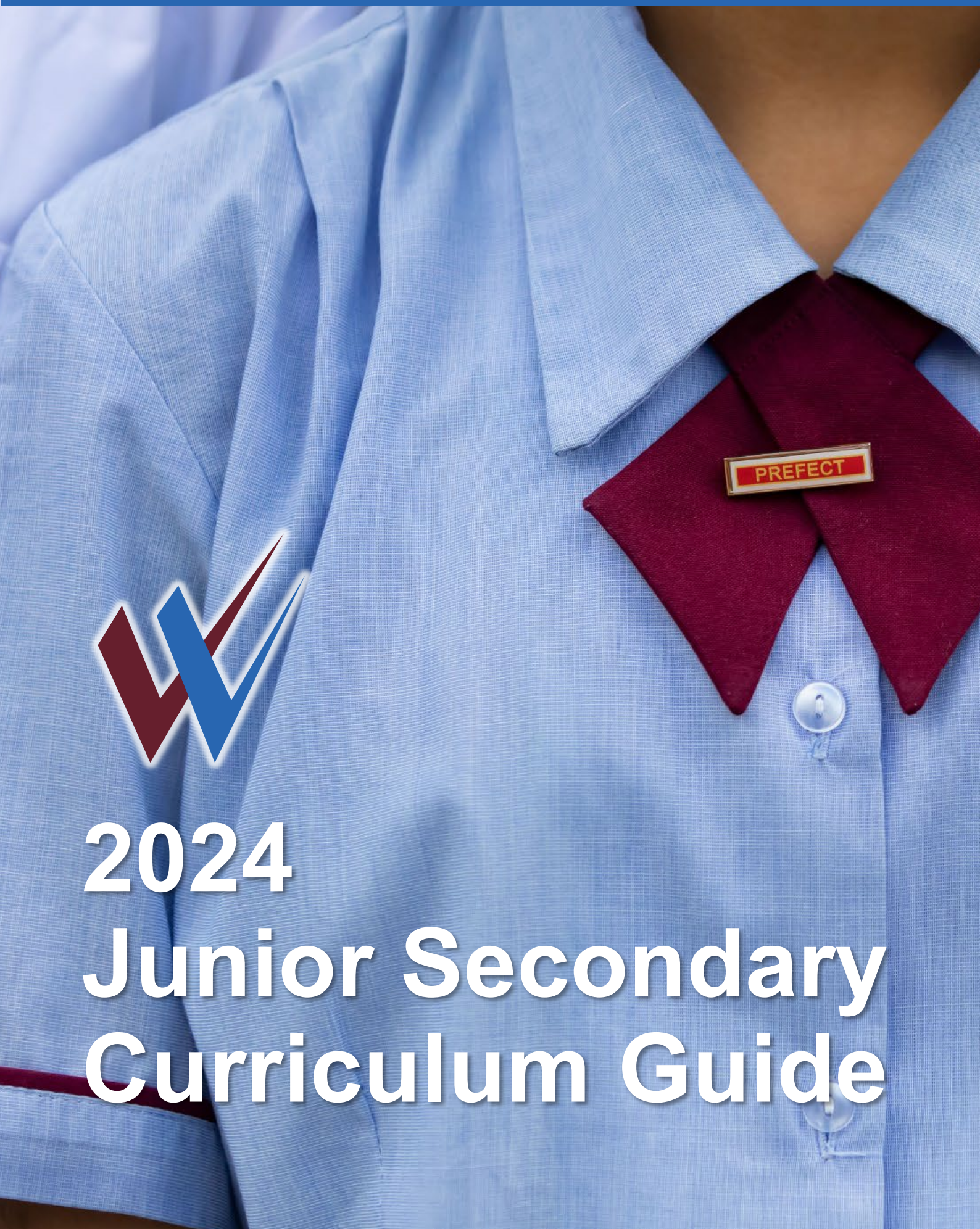
WHITES HILL STATE COLLEGE



2024 Junior Secondary Curriculum Guide

WELCOME TO WHSC

Introduction

Junior Secondary (Years 7-9) Curriculum Guide

MESSAGE FROM THE PRINCIPAL

Welcome to Junior Secondary at Whites Hill State College!

In preparing for your future, the next few years will see you and your Parents/Carers making important decisions about your Senior Schooling Pathway; that is, the subjects you will choose to study for the senior secondary phase of your education, to help you transition to a bright future after school.

In Years 7-9, you will study subjects that meet the requirements of the Australian Curriculum. These subjects are in the key learning areas of Mathematics, English, Humanities, Science, HPE, Languages (Japanese), The Arts and Technology.

Here's how we have implemented the Australian Curriculum at Whites Hill State College.

Years 7 and 8
You will study Mathematics, English, Humanities, HPE and Science for three lessons every week.

You will study additional subjects in The Arts, Technology and Japanese, rotating through these subjects each term or semester for three lessons each week. This means that a different subject is studied each term on a rotational basis.

Year 9
You will study Mathematics, English, Humanities, HPE and Science for three lessons every week.

You will choose **two elective subjects** that will be studied for the full year, in **two lessons** each week.

These electives come from the key learning areas of *The Arts, Technology, Humanities and Languages (Japanese).*

Over the next three years of Junior Secondary, it's important that you and your Parents/Carers begin to have conversations about your future career aspirations and the path you wish to follow after school.

This is because, in Year 10, you will start to make decisions about your future career pathway and the subjects you would like to study in Senior Secondary.

In Year 10, you will study Mathematics, English and Science for the full year in three lessons each week. You will study History and HPE for one semester each. You will choose **two elective subjects** that will be studied for the full year, in **three lessons** each week. These electives come from the key learning areas of *The Arts, Technology, Science, Humanities and Languages (Japanese).*

In Year 10, you will also be asked to choose the subjects you will study for **both Years 11 and 12**. While you will continue to study Mathematics and English in Years 11 and 12, you will have a choice of **four** other subjects, in the key learning areas of Science, Humanities, Business, Technology, The Arts or Languages.

I encourage you to dive in to all your subjects during Junior Secondary to get the most out of them and learn all you can, so that when it comes time for you to choose, you have a good idea of the subjects you like and the subjects you've been successful in.

As you progress through Junior Secondary, I also encourage you to have a realistic view of what you want to achieve through your Secondary years and after school. I advise you to look through the Senior Subject Pre-requisites (on page 69) to understand the minimum results needed to be able to study Senior subjects (Year 11 and 12).

I wish you every success for all of your Junior Secondary years. I am sure you will find the next three years both challenging and rewarding, and I look forward to celebrating your achievements with you along the way!

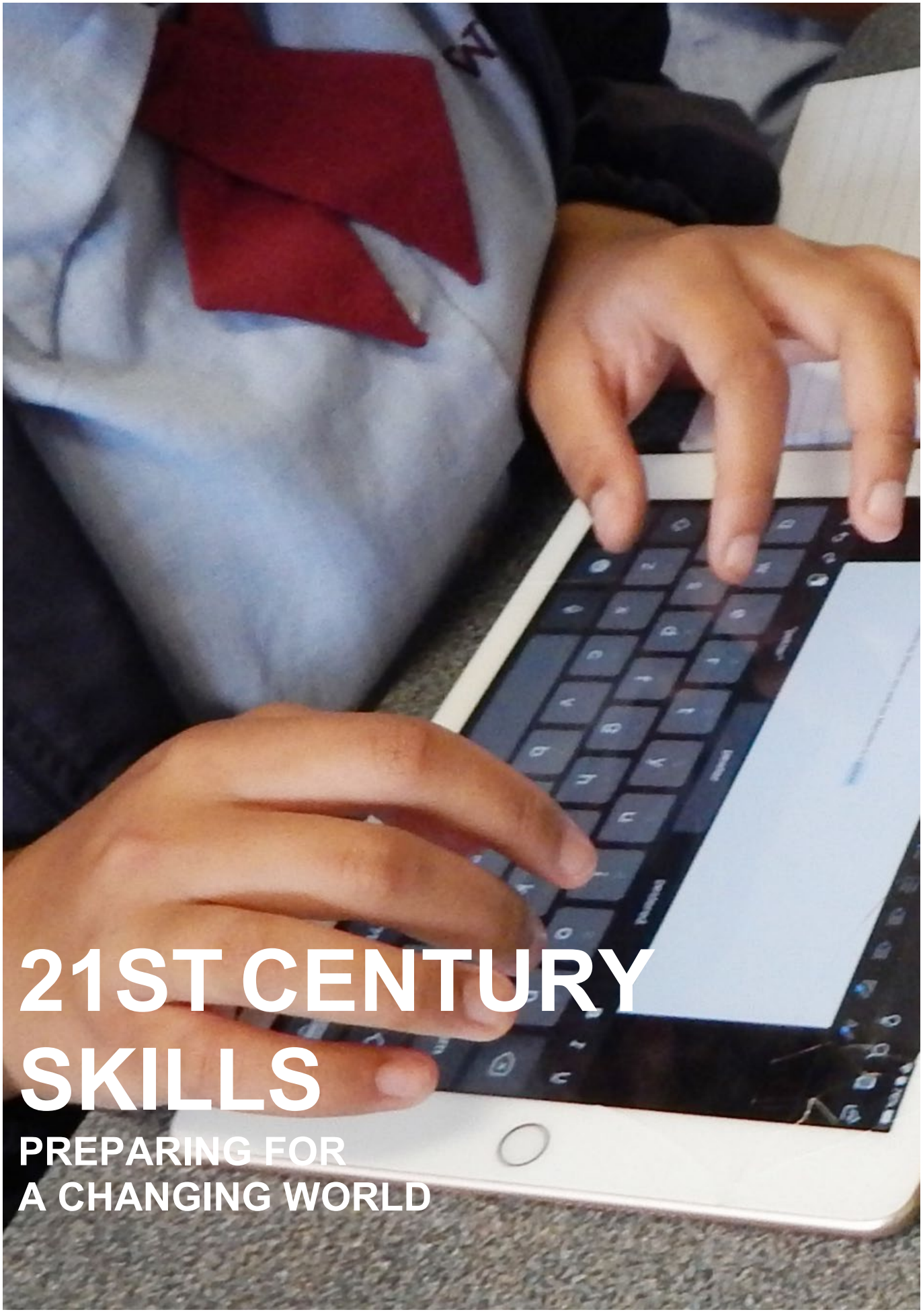
Best wishes,
Mrs Wagener
College Principal

Contact Us

School Office
OFFICE HOURS
8am to 4pm Monday to Friday
PHONE
07 3900 8333
WEB
https://whiteshillsc.eq.edu.au
EMAIL
admin@whiteshillsc.eq.edu.au

Address
138 Burn Street, Camp Hill QLD 4152

Uniform Shop
OPENING HOURS:
By appointment only
Monday: 8.00-9.30am
Wednesday: 8.00am-9.30am
Friday: 8.00am-9.30am



21ST CENTURY SKILLS

PREPARING FOR A CHANGING WORLD

A Changing World

It is essential that students at Whites Hill State College have a clear understanding of our College's commitment to personal excellence through living and demonstrating our school CARES values of Cooperation, Achievement, Respect, Enthusiasm and Safety each day. It is an expectation at Whites Hill that students will work towards being their personal best each day through hard work and dedication to their studies, so that they may prepare themselves for the demands of their futures.

At Whites Hill State College, we acknowledge that young Queenslanders in the 21st century need to be

Innovators
Entrepreneurs
Lifelong Learners
Responsible Global Citizens.

To prepare students for the 21st Century an important aspect of our curriculum at Whites Hill State College is to develop skills involving the use of

Personal and social skills.
Communication skills
Collaboration and teamwork
Creative and critical thinking
Information and Communication Technologies Skills

All learning at Whites Hill State College is underpinned by:

literacy — the set of knowledge and skills about language andtexts essential for understanding and conveying content

numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

All students at Whites Hill State College will participate in learning that is underpinned by:

Applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

Community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

Core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

This Handbook is a guide for students progressing through Junior Secondary (Years 7-9) at Whites Hill State College. These years are important to prepare students for Senior Secondary and particularly as a lead up to your pathway or course of study in Years 11 and 12. We encourage Parents/Guardians to be involved in ongoing conversations with your child throughout Junior Secondary in preparation for the important decisions you will make in Year 10 for your Senior Secondary studies. The effort and commitment you put in over the next three years of Junior Secondary will have a major influence on your career and future.

Non-negotiables at WHSC

As a Whites Hill State College student, you:

- uphold the CARES values by actively participating in the Personal Development Program (including The Resilience Project)

and adhere to the Standards for Success, including but not limited to:

- participation in and attaining a C standard or better in all subjects
- consistently working towards competency in VET courses
- participation in all required course work including submissions of drafts and final assessment by the due date
- 95% attendance
- being financially up to date in the School Resource Scheme or providing all required resources as and when needed

Assessment Policy

Standards for Success

Uniform Policy

HOMEWORK

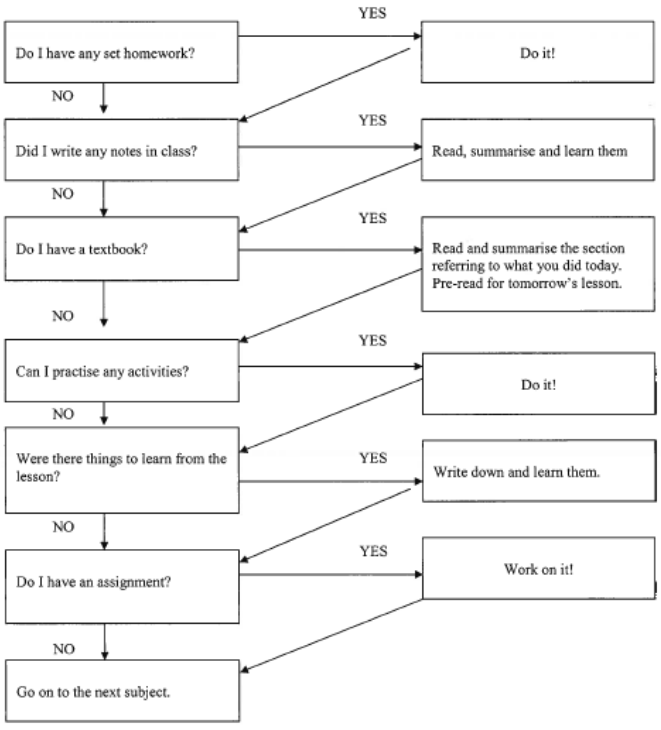
Homework is effective because it:

- **Relates to the content students cover in class over the course of the week.**
- **Reinforces the development of skills learnt in class time.**
- **Allows students to engage in differentiated activities that are specific to their needs.**
- **Develops students' independence as a learner through activities such as researching, writing, investigating, designing and making.**
- **Provides an opportunity for teachers to give feedback on work that students have completed independently.**

There is no such thing as no homework!

Set Homework + Assignment + Study = HOMEWORK

If you follow the flow chart below you will find that you will always have HOMEWORK to do



You will rarely get to the end without finding some HOMEWORK you can do. Thinking about each day's lessons is part of your HOMEWORK.

ATTENDANCE

Did you know? Research shows that in Queensland, higher student attendance at school is associated, on average, with higher student achievement.

Why is regular attendance at school important?

Regular school attendance will mean that your child has a better chance in life. Your child will achieve better when they go to school all day, every school day.

They learn better
They make friends
They are happier
They have a brighter future.

Why must I send my child to school?

Under Queensland law, you must make sure your child of school age is enrolled and attends school all day, every school day unless they have an acceptable reason. Illness, doing work experience or competing in a school sporting event are acceptable reasons for being absent from school.

Principals decide if the reason given for your child's absence is acceptable.

Avoid keeping your child away from school for birthdays, shopping, visiting family and friends, if they sleep in, looking after other children, minor check-ups or care such as hair-cuts.

Routine or other medical appointments should be made either before or after school or during the school holidays.

What should I do if our family is going on a holiday in school time?

You are encouraged not to schedule holidays during school time. If your family holiday is during school time, let the school know in advance and talk about what arrangements can be made for your child. Depending on the circumstances the school may be able to provide tasks for your child to complete while they are absent or assist you to organise an exemption from schooling.

Do I need to let the school know if my child has been away from school?

Yes, you must let the school know the reason why your child has been absent from school within two school days of their return. If possible, advise the school beforehand.

A set routine can help

- have a set time to go to bed
- have a set time to get out of bed
- have uniform and school bag ready the night before
- have a set time for starting and finishing breakfast
- set a time for daily homework activities
- speak about school positively
- be firm, send your child to school every school day including their birthday and the last day of term!

What should I do if my child won't go to school?

You should contact the school as soon as possible for advice and support.

Junior Secondary
CURRICULUM

The Junior Secondary curriculum at WHSC follows the Australian Curriculum, covering all of the following core Key Learning Areas:

- English
- Health and Physical Education
- Humanities and Social Sciences (HASS)
- Languages
- Mathematics
- Science
- Technologies
- The Arts

The following pages are organised alphabetically by Key Learning Area (KLA) with important subject information for all year levels within those KLAs.

ENGLISH

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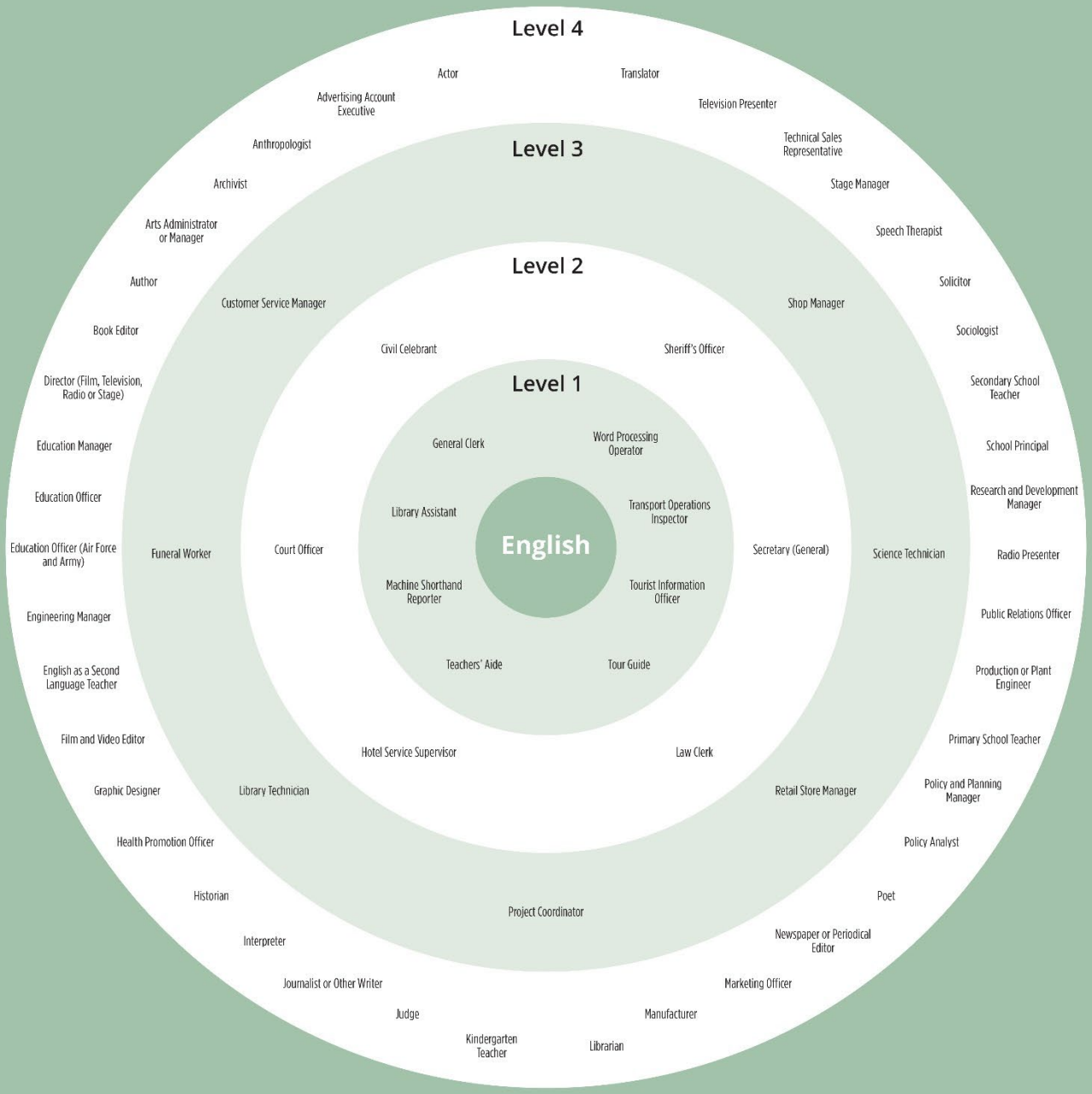
Do you enjoy or are you good at **English**?



Training levels and requirements

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Level 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **English**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

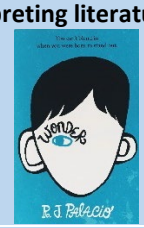
YEAR 7

AIM

The Year 7 English course aims to engage students in a wide range of different types of texts for different purposes. These include: Persuasive texts and advertising, Songs and poetry of social commentary, novels and narratives as well as film. Our goal is to create literate and highly engaged students equipped with language skills and verbal skills that will serve them throughout their future lives.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes.

Unit	Unit Name	Topics	Assessment	Length
1	**Advertising- the art of persuasion** 	Visual and written forms of persuasion Language of persuasion Public speaking Salience, Vectors and Visual communication	Panel discussion. Create an Advertisement and create an advertising pitch that you deliver to a group of peers (Gruen Transfer.)	3 minutes
2	**Wonder- Reading and interpreting literature** 	Comprehension strategies Character analysis Theme analysis Film and text analysis	Reading comprehension test Write a review evaluating which version (film or novel) is most engaging.	1 lesson 400-600 words
3	**Reading and creating life writing: Literary Memoirs** 	Descriptive writing Memoir genre Life writing examples Creative writing using literary devices Vocabulary Tense	Write a memoir based on an abstract noun.	400-600 words
4	**Exploring Poetry and songs of social commentary** 	Language features of literary texts Visual features of music videos Ethical issues in texts Poetic devices and lyrical devices in texts.	Multimodal presentation (group) comparing and discussing similarities and differences in texts. Evaluating texts	3-5 minutes per student

COSTS

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

YEAR 8

AIM

The Year 8 English course aims to engage students in a wide range of different types of texts for different purposes. These include: Imaginative writing, the study of a contemporary novel, analytical writing, First Nations perspectives in a range of texts and the study of plays and news media. Our goal is to create literate and highly engaged students equipped with language skills and verbal skills that will serve them throughout their future lives.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Representing Human experience** 	Aboriginal and Torres Strait Islander perspectives in texts eg.The Rabbits, Rabbit Proof Fence, Poetry and song Analytical writing- language features Essay structure Visual and language features in texts	Analytical short response essay	400-600 words
2	**Novel study: Miss Peregrine's Home for Peculiar Children** 	Imaginative writing Journal entry writing Figurative language Punctuating Dialogue Imagery in language Characterisation and Idiom	Written series of Imaginative Journal entries from a character's perspective	400- 600 words
3	**Drama: Play study** 	Dramatic conventions Plot and scene development Characterisation through dialogue Stage direction Themes Monologue conventions	Write a Monologue from a Character's perspective considering an issue raised in the play. Deliver the monologue in character to an audience	Script 400-600 words. Spoken Performance (can be filmed) 3-4 minutes
4	**News and Documentary** 	Media studies- print Digital media Reliability of news and documentary Critical analysis Language of analysis and evaluation	Exam: short and extended response over two lessons.	Short response 50-100 words per item Extended response 400-600 words

COSTS

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

YEAR 9

AIM

The Year 9 English course aims to engage students in a wide range of different types of texts for different purposes. These include: Persuasive language, analytical and multimodal skills, Narrative writing, Drama and a Novel study. Our goal is to create literate and highly engaged students equipped with language skills and verbal skills that will serve them throughout their future lives.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**What matters? Persuade me** 	Language of persuasion Structure of persuasive speeches Strategies that persuade Oral performance training Multimodal features	Persuasive speech to class audience	3-5 minutes
2	**Speculative Fiction** 	Narrative short story writing Language of narrative Narrative structures Flash back, Flash forward Characterisation 7 Steps to Writing Success	Write a narrative short story (speculative fiction genre)	600-800 words
3	**Exploring Ethical Issues in a Drama Script** 	Ethical issues Character development Idiom Script writing Dialogue and character development	Written script: interview with a character	600-800 words
4	**Novel study: The Hunger Games** 	Analytical Essay genre Reading comprehension activities. Language of analysis Structural features of analytical essay Character analysis Theme analysis Language feature analysis	Analytical Essay	600-800 words

COSTS

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

HEALTH & PHYSICAL EDUCATION

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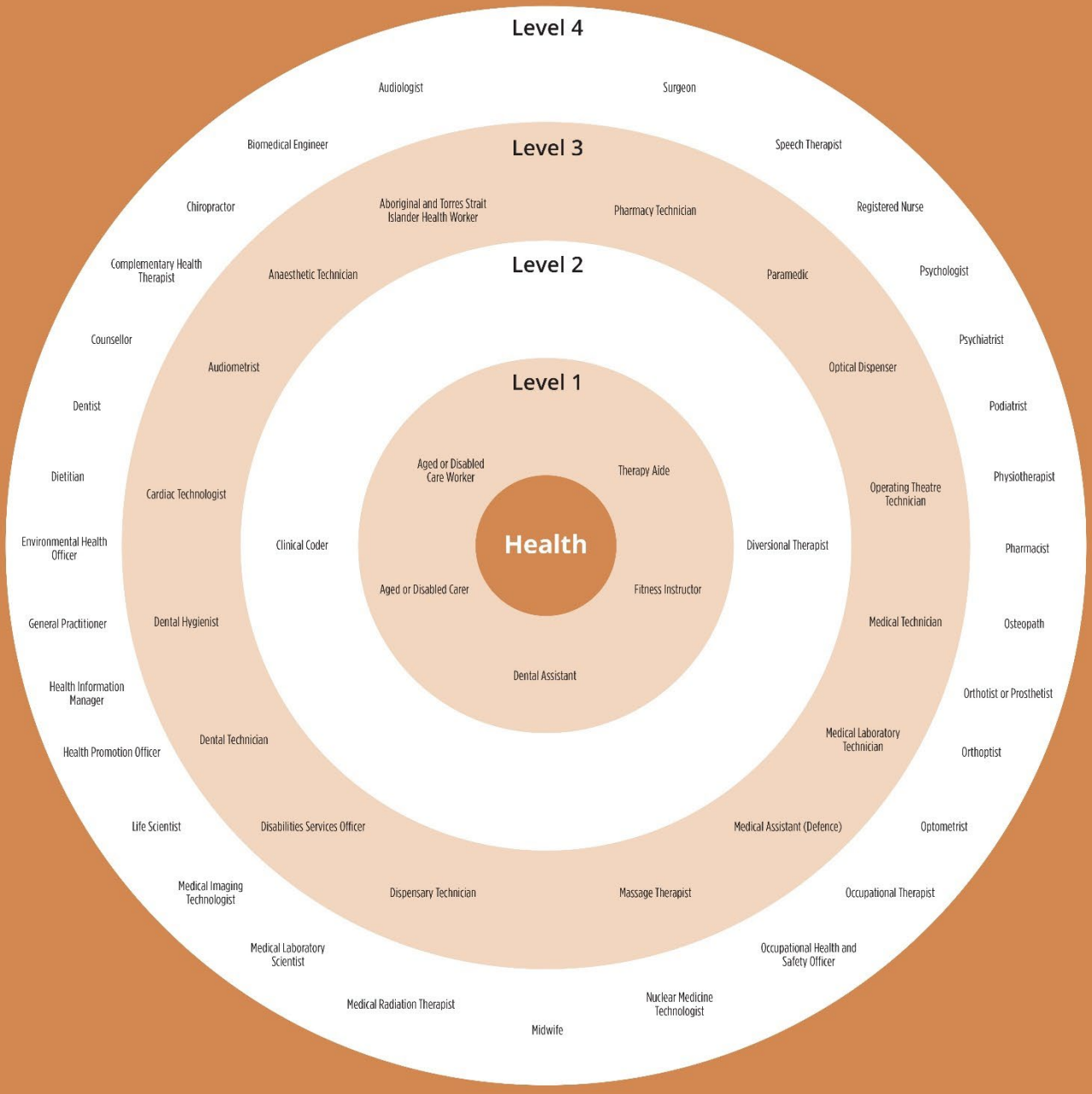
Do you enjoy or are you good at **Health**?



Training levels and requirements

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Level 2
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Level 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Health**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

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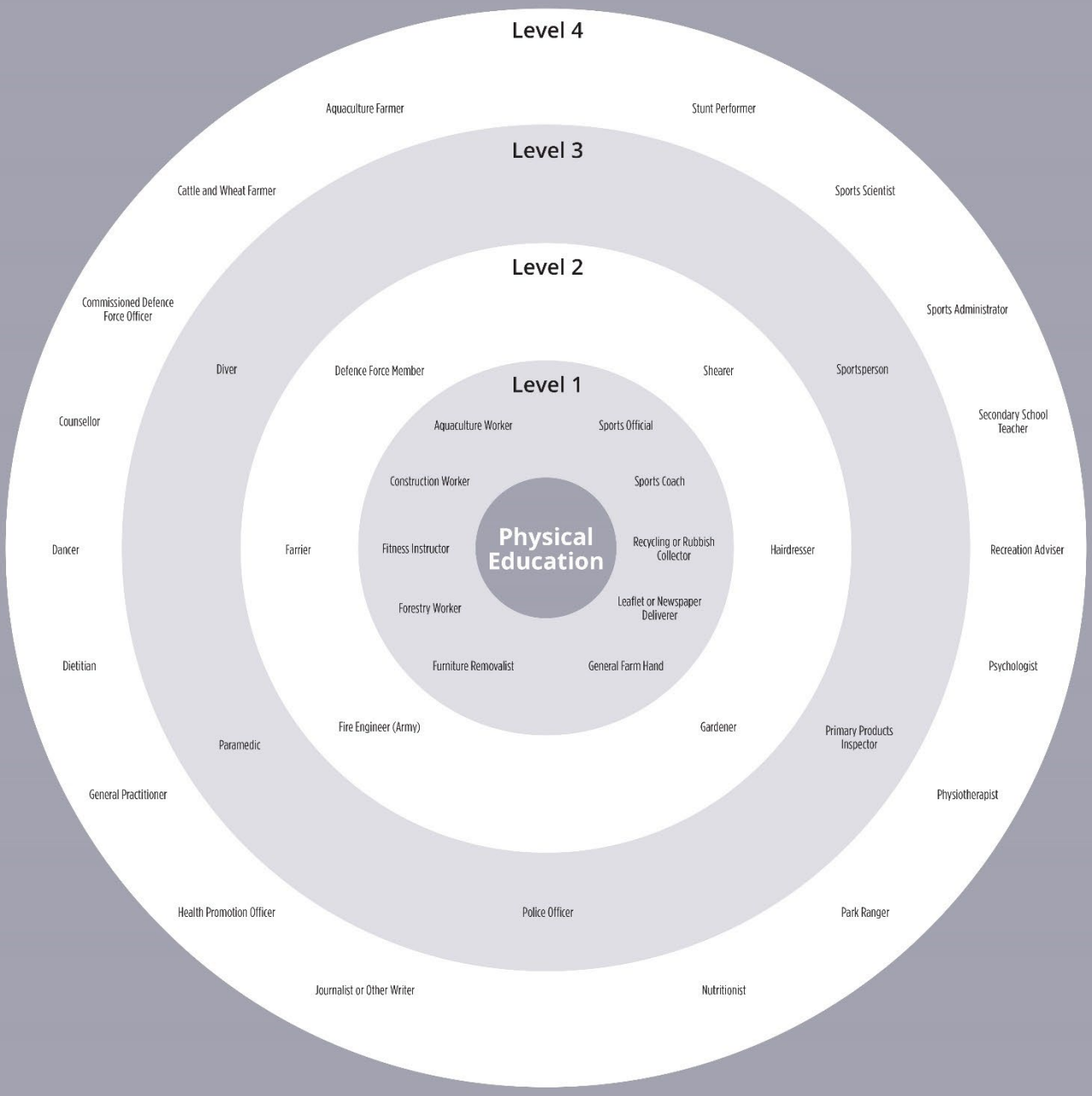
Do you enjoy or are you good at **Physical Education**?



Training levels and requirements

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Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Physical Education**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

YEAR 7

AIM

In Year 7 Health and Physical Education students evaluate strategies and resources to manage change and transitions and investigate how these things impact on identity. Students investigate the effects of drugs on a society, the importance of nutrition, and finally, will develop confidence through learning water safety. Students will investigate and apply movement concepts in order to achieve movement and fitness outcomes.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Identity and Relationships And Games- Teamwork- Culture** 	• Adolescence and identity • Managing change • Teamwork skills and the capacity to apply and transfer concepts and strategies to invasion games.	Assessment: Investigative Report Practical Assessment Type: Performed Mode: Practical	400 – 600 words Variable -Process of continuous assessment
2	**Nutrition and Catch n Throw Athletics** 	• What is health? • Australian guide to healthy eating • Food products that promote health • Specialised running (sprinting), throwing (shot put) and jumping skills (long jump).	Assessment: Exam -respond to case study and answer questions on a social media platform Practical Assessment Type: Performed Mode: Practical	400 – 600 words Variable -Process of continuous assessment
3	**Drugs and Decisions and Hitting and Kicking** 	• Long- and short-term effects of alcohol and drugs on the body • Drug and alcohol law • Wellbeing in the school community • Training and movement sequence strategies	Assessment Type: Investigative Report (PowerPoint) – Drug and alcohol awareness Practical Assessment Type: Performed Mode: Practical	PowerPoint 10 slide min Variable -Process of continuous assessment
4	**Aquatic Safety And Water Safety** 	• Surf lifesaving • Assessing the level of risk associated with an aquatic environment • Rescue situation • Swimming strokes of freestyle, backstroke and breaststroke • Survival strokes, skills, movement concepts and strategies in simulated rescue situations	Assessment Type: Exam Mode: Written Practical Assessment Type: Performed Mode: Practical	400 – 600 words Variable -Process of continuous assessment

COSTS

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

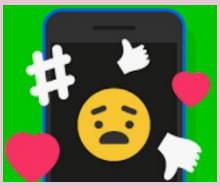
YEAR 8

AIM

In Year 8 Health and Physical Education students evaluate wellbeing and its effect on interpersonal relationships and the importance of valuing diversity. Students investigate cyber safety strategies, the importance of sport in culture and the benefits of a physically active life.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Mental Health and Wellbeing and Volleyball Badminton** 	• Mental health and well-being • Recognise strengths and weakness of personal health • Strategies that promote positive mental health and well-being • Teamwork skills • Capacity to apply and transfer concepts and strategies in net-based games	Assessment: Investigative Report Practical Assessment Type: Performed Mode: Practical	400 – 600 words Variable -Process of continuous assessment
2	**Social Media Safety and Recreational Games** 	• Identify risk taking behaviours • Respectful relationships with peers in real life and online • Preventing cyberbullying • Safety online • Teamwork skills • Capacity to apply and transfer concepts and strategies in invasion games	Assessment Type: Exam -respond to case study and answer questions on a social media platform Practical Assessment Type: Performed Mode: Practical	400 – 600 words Variable -Process of continuous assessment
3	**Sport and Culture and Football Codes** 	• Cultural and historical significance of sport and athletes on society and communities. • Teamwork skills • Capacity to apply and transfer concepts and strategies to compose and perform touch football skill sequences in oval-based invasion games.	Assessment Type: Investigative Report (PowerPoint) – social and cultural significance of a sport. Practical Assessment Type: Performed Mode: Practical	PowerPoint 10 slide min Variable -Process of continuous assessment
4	**Benefits of Physical Activity and Functional Fitness and Oztag** 	• Fitness tests that identify strengths and weaknesses • Ways of improving physical performance • Functional fitness and skill-based activities	Assessment Type: Exam Mode: Written Practical Assessment Type: Performed Mode: Practical	400 – 600 words Variable -Process of continuous assessment

COSTS

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

YEAR 9

AIM

In Year 9 Health and Physical Education students explore the skills used to maintain healthy relationships and build resilience. Students investigate laws pertaining to drugs and alcohol and teenage partying and define strategies for examining risk and making healthy decisions. Students will investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Respectful Relationships and Softball** 	• Respectful relationships • Empathy and ethical decision making • Catching and throwing skills • Teamwork	Assessment: Investigative Report Practical Assessment Type: Performed Mode: Practical	600 – 800 words Variable -Process of continuous assessment
2	**Resilience** 	• Personal resilience • Decision making • Wheel of Well-being • Athletic disciplines • Net-based games and teamwork	Assessment Type: Exam -respond to case study and answer questions on resilience Practical Assessment Type: Performed Mode: Practical	600 – 800 words Variable -Process of continuous assessment
3	**Alcohol and Party Safe and Football/ Dance** 	• Alcohol use on the developing teenage brain. • Short- and long-term health consequences of alcohol consumption • Peer pressure • Teamwork • Movement skills	Assessment Type: Investigative Report (PowerPoint) – Teenagers, alcohol and partying Practical Assessment Type: Performed Mode: Practical	PowerPoint 15 slide min Variable -Process of continuous assessment
4	**Risky Business and water polo, Volleyball** 	• Risk taking behaviours • Effective decision making • Minimising risk • Water based activities that promote health and well-being	Assessment Type: Exam Mode: Written Practical Assessment Type: Performed Mode: Practical	500 – 600 words Variable -Process of continuous assessment

COSTS

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HUMANITIES

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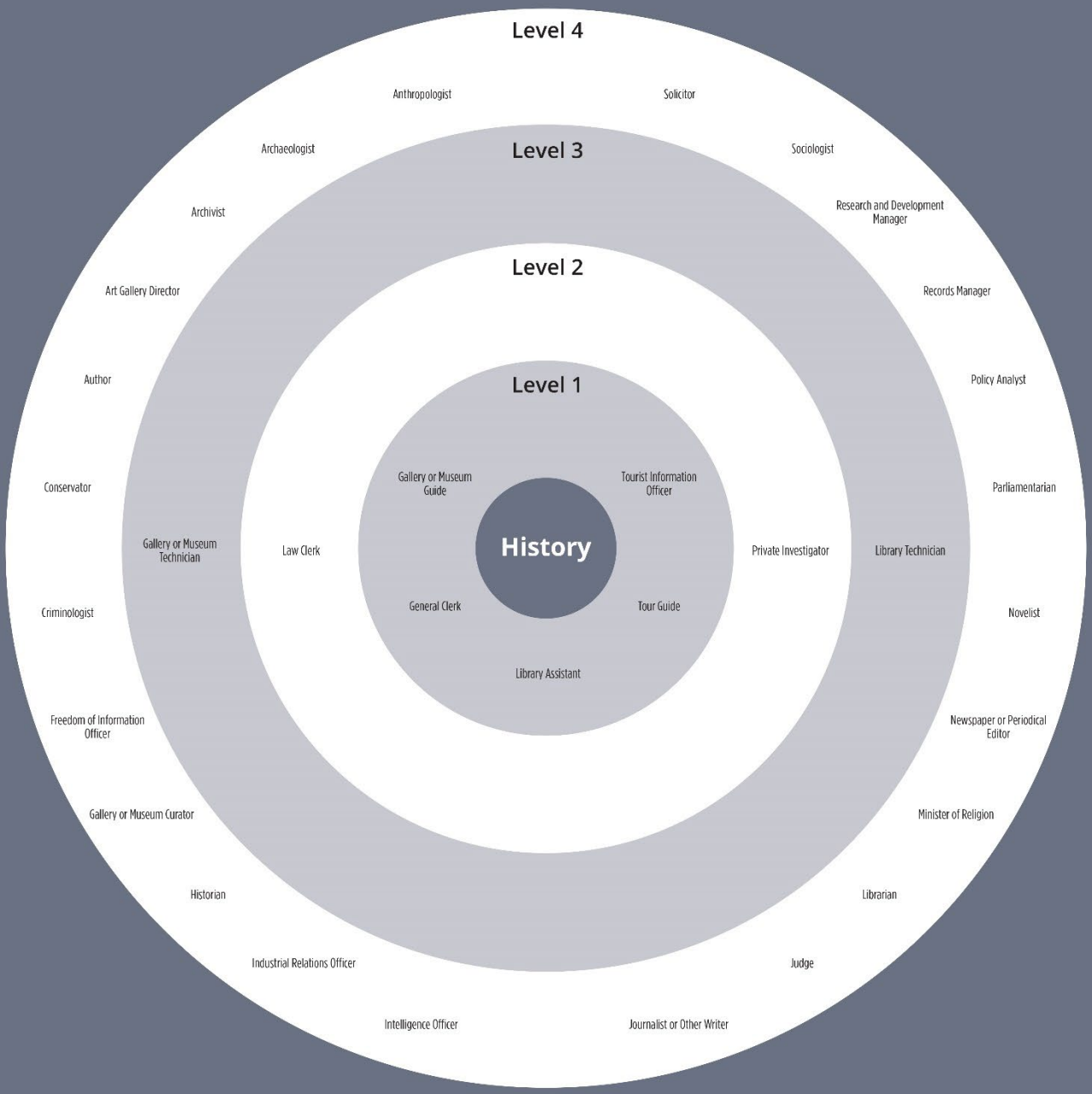
Do you enjoy or are you good at **History**?



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This chart shows a selection of occupations that have some relation to the subject of **History**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

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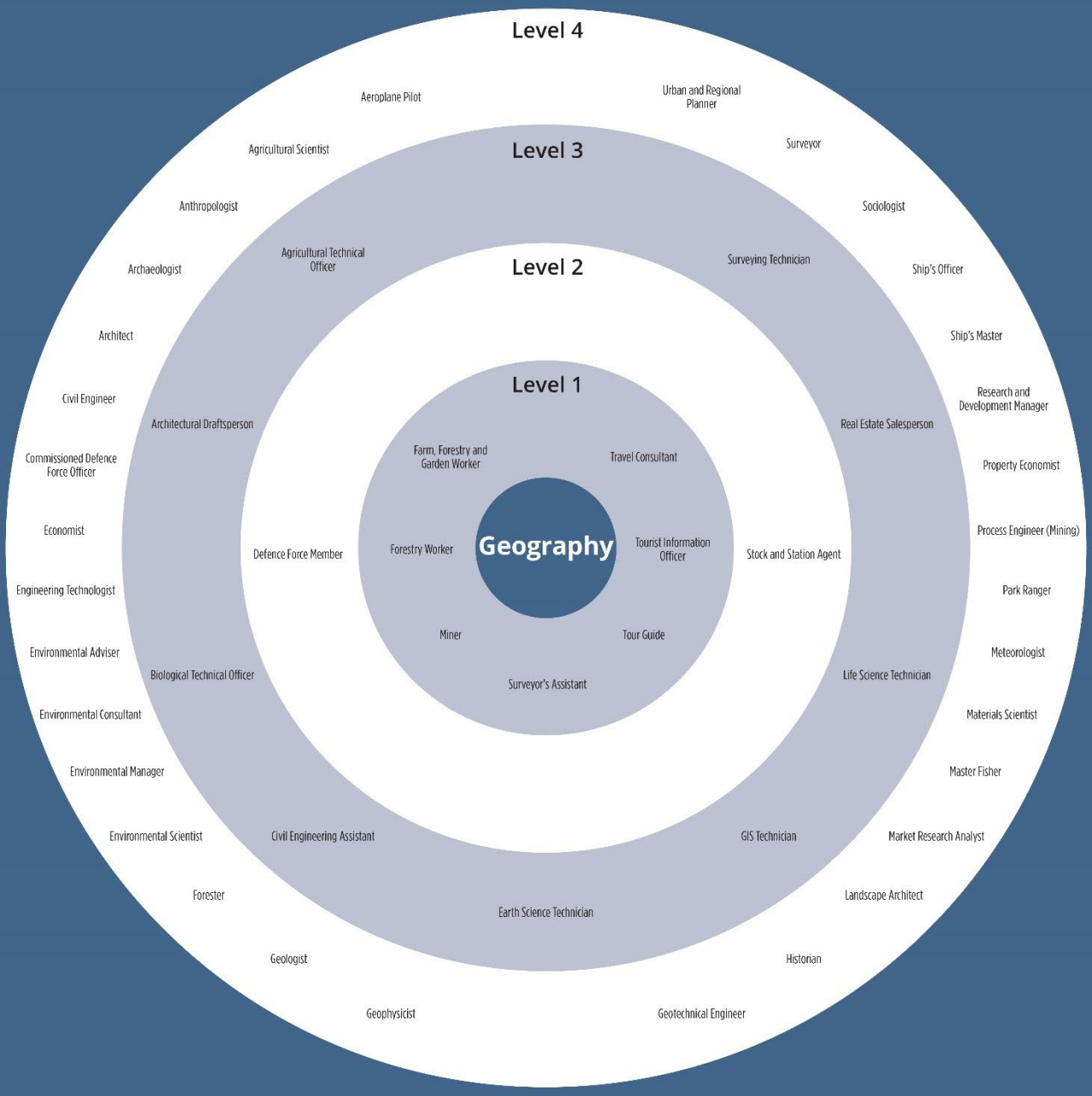
Do you enjoy or are you good at **Geography**?



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This chart shows a selection of occupations that have some relation to the subject of **Geography**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

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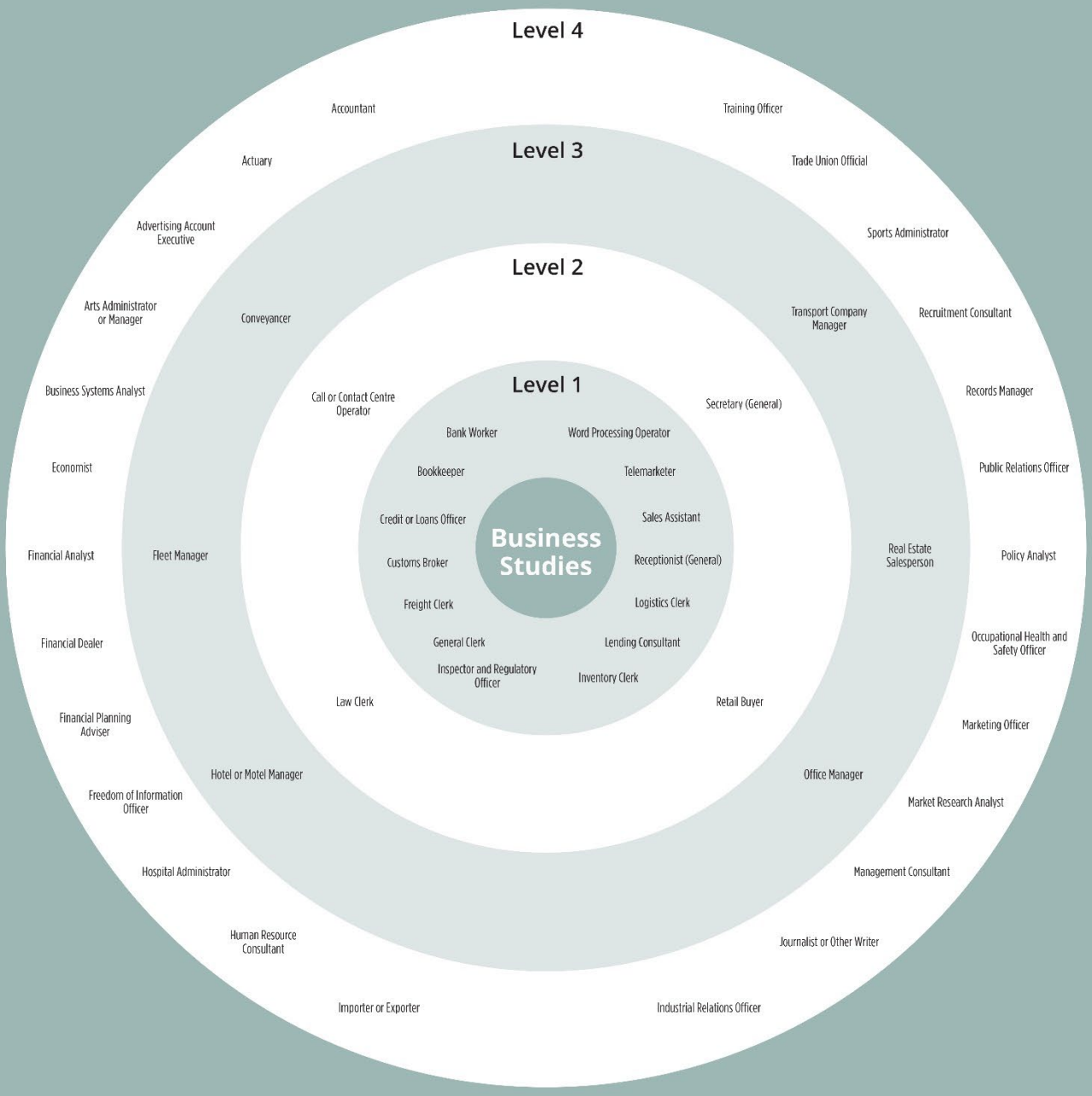
Do you enjoy or are you good at **Business Studies**?



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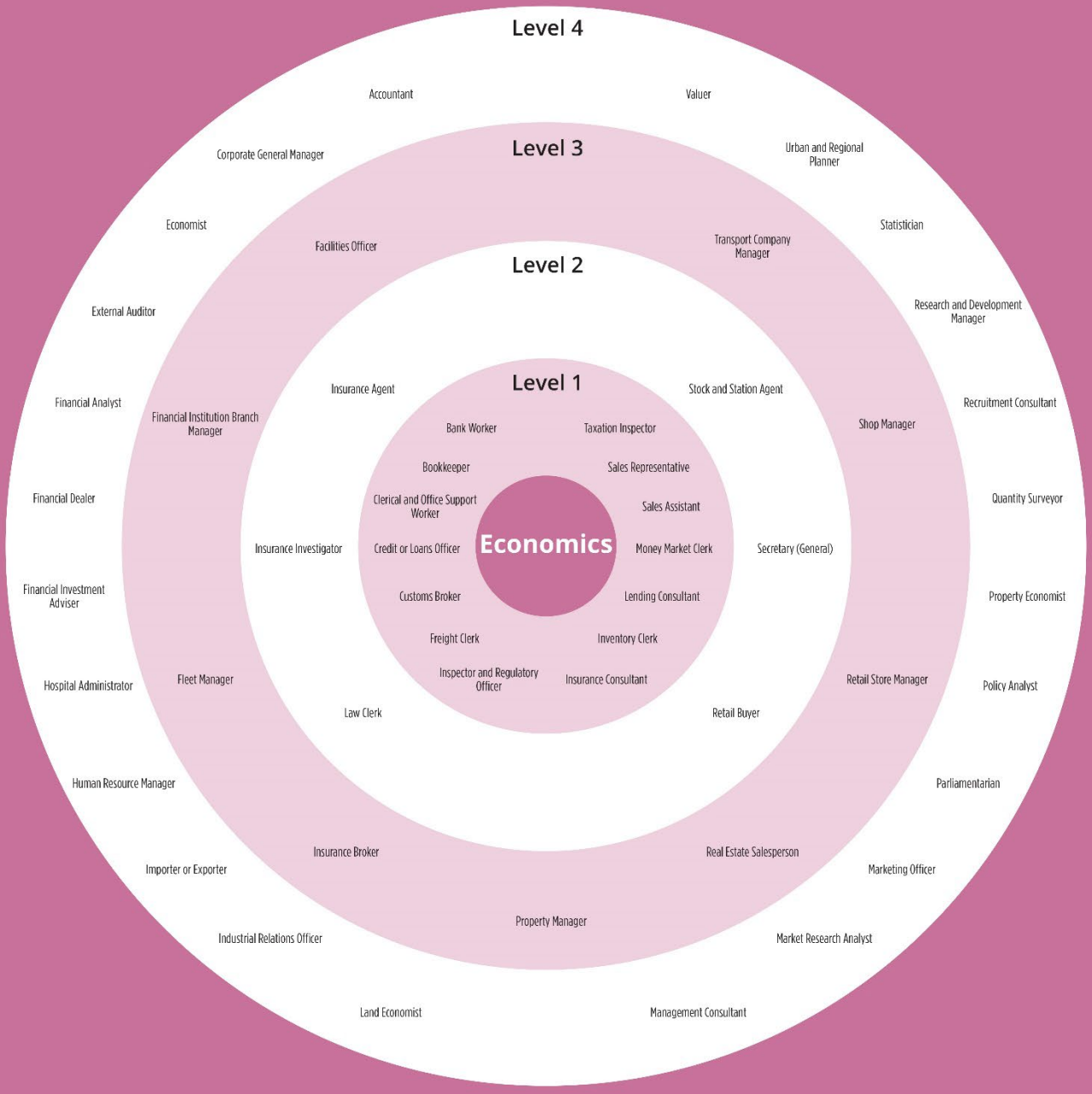
myfuture

Do you enjoy or are you good at **Economics**?



Training levels and requirements

Level 1
Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

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Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

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Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

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Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Economics**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

YEAR 7

AIM

Humanities and Social Sciences (HASS) aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic, business and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen, make informed economic and financial choices, and reflect on ethics.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	***Economics & Business Civics & Citizenship (combined unit)*** 	• Types of work and sources of income • Consumers, producers and the Circular Flow of Money in the market economy • The Australian Constitution, separation of powers and referendums • Justice, the court system and rule of law • Identity and cultural values in Australia's multicultural society.	Examination: short response written	60 mins
2	***Geography*** 	**Water in the World** – focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes and impacts on human-environment relationships. Students examine the varying availability and scarcity of water and how it connects and changes places.	Examination: short response written	60 mins
			Examination: extended response	2 x 60 minute sessions
3		**Place and Liveability** – focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with services and facilities needed to support and enhance our lives. Students examine the ways that the liveability of a place is enhanced and how sustainability is managed.	Inquiry task: field report based on liveability of WHSC	3 weeks
3	***History – approx. 60,000 years ago – c.650 (CE)*** 	**Deep time history of Australia** – focuses on the historical significance of the Ancient past and of the world's oldest living cultures. Students examine the deep time histories of early First Nations Australians, their cultural beliefs and social organisation, management of the environment and the significance of heritage sites connected to Australia.	Examination: response to stimulus written	60 mins
4		**Ancient Rome –** focuses on the causes and effects of events, developments and achievements connected to groups and individuals. Students explain the changes and continuities from Ancient Rome and identify the roles and achievements of significant groups such as slaves, gladiators and women, and individuals such as Caesar and Augustus.	Portfolio of work	4 weeks

COSTS

The Student Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student. Possible excursion/s to the Museum at Southbank and/or the Abbey Museum in Caboolture with approximate costs of $40.

In Senior Secondary, students may choose to study the following subjects: Ancient History, Modern History, Geography, Legal Studies, Diploma of Business and Business Studies.

YEAR 8

AIM

Humanities and Social Sciences (HASS) aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic, business and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen, make informed economic and financial choices, and reflect on ethics.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	***History – the Ancient to the Modern world*** 	**The Western and Islamic World: Medieval Europe and the Black Death (c.590-c.1500)** – focuses on the social structure, the influence of religion, and roles and responsibilities of individuals and groups in Medieval Europe. Students also investigate causes, beliefs and responses to the Black Death during medieval times.	Examination: short response/ response to stimulus written	2 x 60 minute sessions
2		**The Asia-Pacific World: Japan under the Shoguns** – looks at the social structure, influence of religion, and roles and responsibilities of individuals and groups in Shogunate Japan; continuity and change from these times to the modern world.	Inquiry task: multimodal (PowerPoint and written)	4 weeks
3	***Geography*** 	**Landscapes and landforms** – students investigate geomorphology through the study of landscapes and their landforms, and the values placed on them by people such as First Nations Australians. Studies include geographical hazards, such as volcanoes, earthquakes, tsunamis and landslides.	Inquiry task: field report on Stradbroke Island	4 weeks
4		**Changing nations** – investigates the changing human geography of countries and the social, economic and environmental effects of these changes. Students learn about the process of urbanisation in Australia, the effects of internal and international migration and the growth of megacities around the world.	Examination: short response/ response to stimulus written	2 x 60 minute sessions
5	***Economics & Business Civics & Citizenship (combined unit)*** 	• Participants in the market economy and the ways markets work in Australia • Rights, responsibilities and opportunities for businesses, consumers and governments • Responsibilities and freedoms of citizens and how Australians can participate in our democracy • How laws are made, why they are needed and different types of laws in Australia • Reasons for and influences that shape the national identity.	Examination: short response OR Inquiry task: multimodal (PowerPoint and written)	4 weeks

COSTS

The Student Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student. An excursion to Stradbroke Island is organised for the Landforms and Landscapes unit in Geography, with a cost of approximately $40.

In Senior Secondary, students may choose to study the following subjects: Ancient History, Modern History, Geography, Legal Studies, Diploma of Business and Business Studies.

YEAR 9

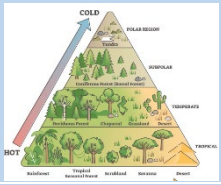
AIM

Humanities and Social Sciences (HASS) aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic, business and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen, make informed economic and financial choices, and reflect on ethics.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	***History – Making a nation*** 	• The British settlement in Australia and impacts on First Nations Peoples • Experiences of non-Europeans in Australia prior to the 1900s • Living and working conditions in Australia around the turn of the 20th century • The development of Australian self-government, federation and the Constitution.	Examination: Short response and response to stimulus written	2x 60 minute sessions
2	***History – World War I (1914-1918)*** 	• The Causes of World War I and reasons why men enlisted to fight in the war • Places where Australians fought and the nature of warfare during WWI, including the Gallipoli campaign • The impact of WWI with emphasis on Australia and the changing role of women • The commemoration of WWI, including the nature and significance of the ANZAC legend.	Inquiry task: Written report 500-700 words	4 weeks
3	***Geography – Biomes and food security*** 	• The role of the biotic environment and its role in food and fibre production • The world's biomes and their alteration and significance as a source of food and fibre • Environmental challenges and constraints on expanding food production in the future.	Examination: Short response and response to stimulus written	70 mins
4	***Geography – Geographies of interconnections*** 	• Investigates how people, through their choices and actions, are connected to places throughout the world and how these connections help to make and change places and their environments • Interconnections between people and places through the products they buy and the effects of their production on the places that make them.	Inquiry task: Podcast	4-6 minutes

COSTS

The Student Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student. A possible excursion to Tamborine Mountain (or other biome location) may be organised at a cost of approximately $35.

In Senior Secondary, students may choose to study the following subjects: Ancient History, Modern History, Geography, Legal Studies, Diploma of Business and Business Studies.

YEAR 9 (elective subject)

AIM

Economics and Business provides students with an understanding about people, businesses, markets, jobs and governments. Knowing these helps you to better respond to emerging threats or opportunities in an ever-changing world. For example, when the world was rocked by COVID-19 and was plunged into lockdowns to try and contain transmission, many governments scrambled for ways to prevent economic meltdown. However, business people who understand economics turned this threat into opportunities and improvise new ways of doing business to stay afloat.

Civics and citizenship education promotes students' participation in Australia's democracy by equipping them with the knowledge, skills, values and dispositions of active and informed citizenship. It entails knowledge and understanding of Australia's democratic heritage and traditions, its political and legal institutions and the shared values of freedom, tolerance, respect, responsibility and inclusion.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	***Economics and Business*** ***Managing financial risks and rewards*** 	• The role of banks and other deposit-taking institutions in collecting deposits, pooling savings and lending them to individuals and businesses • Identifying financial risks (eg scams) and rewards (eg investments) • Identifying and managing good and bad debt; risks of over-indebtedness • The role of the Reserve Bank and the financial landscape in Australia.	Examination: Short and extended response written	70 minutes
2	***Economics and Business*** ***Australia in the global economy*** 	• Participants in the Australian economy – household, business, finance, government and foreign sectors • Australia's major trading partners in the Asia region and the goods/resources that are traded • The impact of global events on the Australian economy.	Inquiry task: Multimodal (PowerPoint) and speech	70 minutes
3	***Civics and Citizenship*** ***Government, democracy laws and citizens*** 	• The role of political parties and independent representatives in Australia's system of government when making laws and forming policies, and the role of the Prime Minister • How citizens' political choices are shaped, including the influence of the media • Key features of Australia's court system, how courts apply and interpret law and the role of juries • Key principles of Australia's justice system	Examination: short response/ response to stimulus written	60 minutes
4	***Civics and Citizenship*** ***Citizenship, diversity and identity*** 	• How and why individuals and groups, including religious groups, participate and contribute to civic life • The influence of a range of media, including social media, in shaping identities and attitudes to diversity • How ideas about and experiences of Australian identity are influenced by global connectedness and mobility.	Inquiry task: Multimodal presentation	4 weeks

COSTS

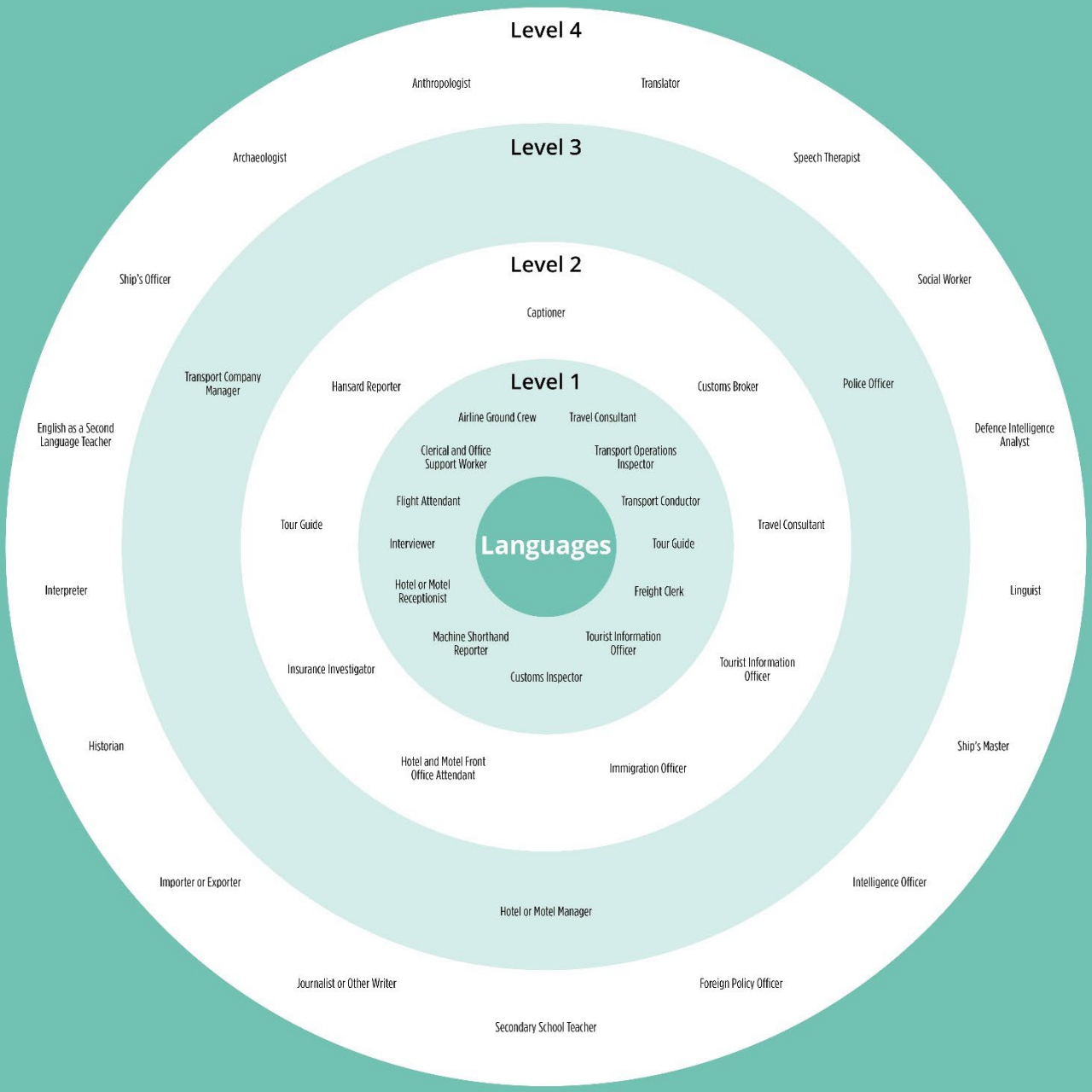
The Student Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student. A possible excursion to Parliament House in the city may be organised at an approximate cost of $25.

In Senior Secondary, students may choose to study the following subjects: Legal Studies, Diploma of Business and Business Studies.

LANGUAGES

myfuture

Do you enjoy or are you good at **Languages**?



Training levels and requirements

Level 1
Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2
Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Languages**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

JAPANESE

YEAR 7

AIM

Learning a Language develops literacy skills. It is in this sense '**value added'**, strengthening literacy-related capabilities that are transferable across all languages. Languages learning also provides insight into the meaning and importance of culture. Through the study of others students gain a greater understanding of the society and culture in which they live. Japanese studies links to the WHSC Japanese Academy and Bonsai Community. Students gain access to the College Japanese Garden project.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Hiyoko no Emiko Part 1** 	• Greetings • Introductions • Description of feelings and emotion • Classroom instructions • Japanese culture • Counting to 20 • Sentence structure	Assessment Type: collection of work Mode: communicating and understanding Students will complete a variety of tasks in class to demonstrate their communicating and understanding skills.	Variable - Listening - Speaking - Writing
2	**Hiyoko no Emiko Part 2** 	• Extension of topics covered in Term One.	Assessment Type: Performance Mode: speaking Students will work collaboratively in groups to perform the play Hiyoko no Emiko. Students will need to perform their character in Japanese.	Variable -Reading -Speaking
3	**My Life** 	• Celebrations and event • Kanji for the days of the week and how to combine kanji • Hobbies and interests including sport • Hiragana	Assessment Type: Panel Discussion Mode: listening, speaking Students will participate in a panel where they are asked questions about their life and daily routines.	Variable -Listening -Speaking
4	**Virtual Tour of Japan** 	• Japanese cities • Describe different cities • Continue to learn selected hiragana • Introduction to katakana	Assessment Type: Poster Mode: reading, writing Students will use provided Japanese stimulus to draft and present written information about a famous place in Japan.	Variable -Reading -Writing

COSTS

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

JAPANESE

YEAR 8

AIM

Learning a Language develops literacy skills. It is in this sense '**value added'**, strengthening literacy-related capabilities that are transferable across all languages. Languages learning also provides insight into the meaning and importance of culture. Through the study of others students gain a greater understanding of the society and culture in which they live. Japanese studies links to the WHSC Japanese Academy and Bonsai Community. Students gain access to the College Japanese Garden project.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**What's for dinner?** 	• Students will learn: • To read and write selected katakana • To express likes and dislikes • To express what they eat and drink for different meals and the frequency of those meals. • Explore Japanese recipes and menus.	Assessment Type: Conversation Mode: writing, speaking Students will write questions and participate in a conversation with their peer about foods they like and dislike	Variable -Writing -Speaking
2	**Club Activities** 	• Students will learn: • To ask about and express destinations, transportation, travel companions and time words. • To ask and respond about daily activities that they do and do not do. • To read and write selected katakana	Assessment Type: Exam Mode: reading, listening Students will read an article/ text message about after-school club activities answer questions.	Variable -Reading -Speaking -Listening
3	**Original Character** 	• To describe someone's personality, appearance and personal abilities • To join adjectives • To read and write selected katakana	Assessment Type: Collection of Work Mode: listening, writing Students will listen and respond to a description of an imaginary character. Students will design an original character and write a description of that character's physical traits, personality and super powers in Japanese.	Variable -Listening -Writing
4	**Free Time** 	• Students will learn: • To describe someone's personality, appearance and personal abilities • To join adjectives • To read and write selected katakana	Assessment Type: Assignment, Discussion Mode: writing, speaking Students will write an email to an exchange student explaining what they like to do in their free time. Students will participate in a discussion about how Australian and Japanese youths spend their free time.	Variable -Writing -Speaking -Listening

COSTS

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

JAPANESE

YEAR 9

AIM

Learning a Language develops overall literacy. It is in this sense '**value added'**, strengthening of literacy-related capabilities that are transferable across all languages. Languages learning also provides insight into the meaning and importance of culture. Through the study of others students gain a greater understanding of the society and culture in which they live. Japanese studies links to the WHSC Japanese Academy and Bonsai Community. Students gain access to the College Japanese Garden project.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Karaoke and Moving House** 	• Arranging activities and outings with friends • Expressing time • Expressing opinions • Talking about what you did/didn't do • Past and present tense	Assessment type: Conversation Mode: Speaking, listening Students will demonstrate their understanding of common expressions used at a restaurant.	Variable -Speaking -Listening
2	**Seasons** 	• Seasonal activities: what you do and what you want to do • Weather, including predicting the weather, and discussing temperature • Recognising and writing the four seasons in kanji.	Assessment Type: collection of work and report Mode: Speaking	Variable -Reading -Writing -Speaking
3	**Shopping** 	• Counting • Money • Shopping questions • Describe shopping items • Appreciate the different types of shops and services in Japan.	Assessment Type: collection of work Mode: listening, reading Students will listen and read about a shopping experience in Japan.	Variable -Listening -Reading
4	**Ordering in a Restaurant** 	• Common expressions used at a restaurant • Order meals and drinks • Describing food and cooking • Paying the bill	Assessment Type: collection of work Mode: Writing, speaking Students will create and present a skit at a restaurant. Students will create a whole class bilingual recipe book.	Variable -Speaking -Listening -Writing

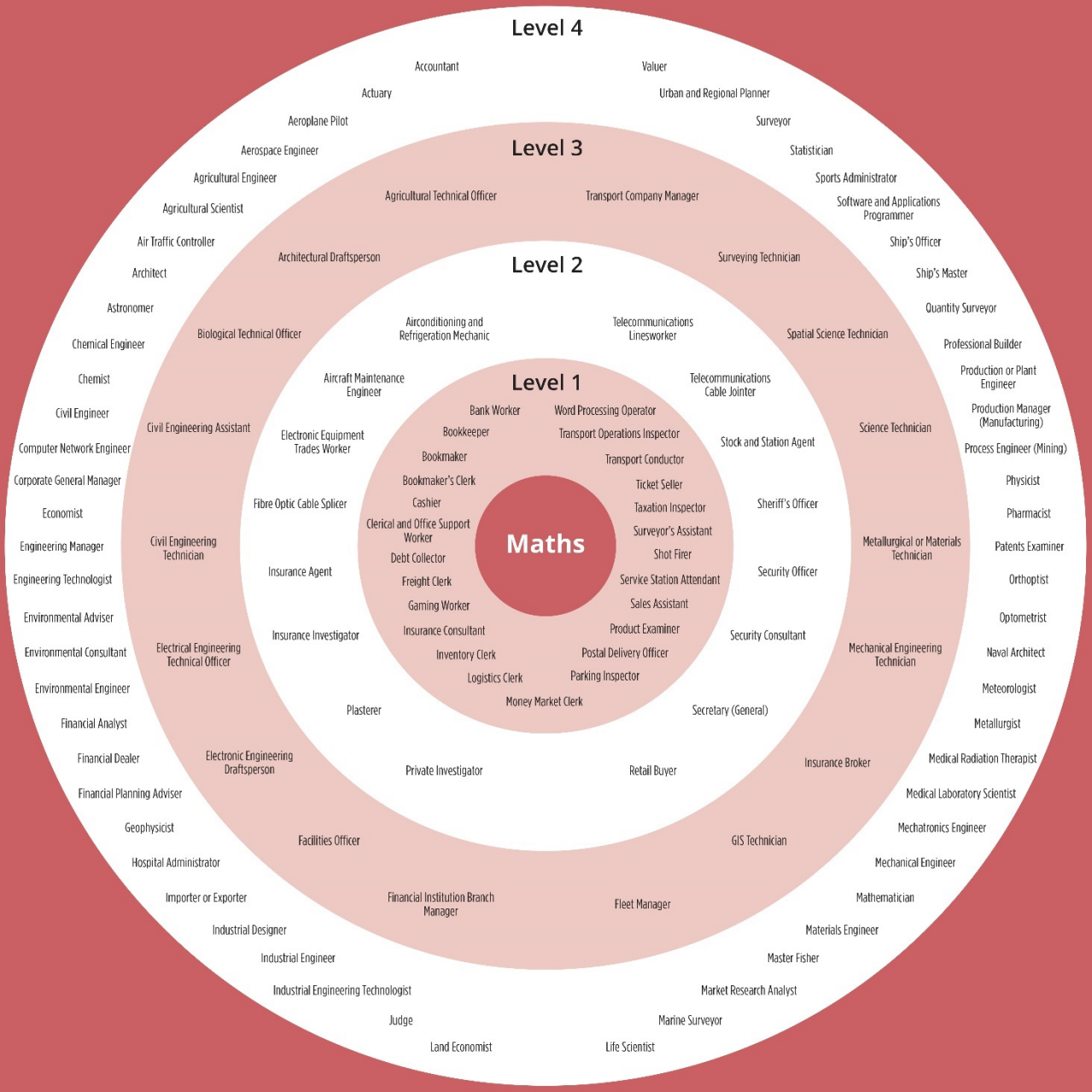
COSTS

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

MATHEMATICS & DESIGN TECHNOLOGIES

myfuture

Do you enjoy or are you good at **Maths**?



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This chart shows a selection of occupations that have some relation to the subject of **Maths**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

MATHEMATICS

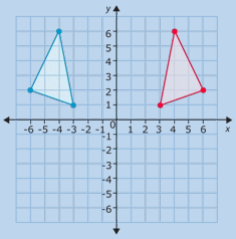
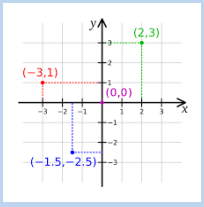
YEAR 7

AIM

In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Number** 	Students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another.	Examination (tech free) Examination (tech active)	30 mins 1 hour
2	**Measurement and shape** 	Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name and solve simple numerical involving angles formed by a transversal crossing two lines. They compare the cost of items to make financial decisions.	Examination Problem solving and modelling task	1 hour 400-600 words
3	**Algebra and linear relationships** 	Students represent numbers using variables. They connect the laws and properties for numbers to algebra. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane and interpret simple linear representations.	Examination	1 hour
4	**Statistics and probability** 	Students identify issues involving the collection of continuous data. They calculate mean, mode, median and range for data sets and describe the relationship between the median and mean in data displays. They construct stem-and-leaf plots and dot-plots.	Examination Examination	1 hour 30 mins

COSTS

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

MATHEMATICS

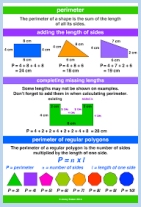
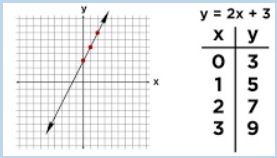
YEAR 8

AIM

In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Number** 	Students use efficient mental and written strategies to carry out the four operations with integers. They solve everyday problems involving ratios and percentages. They describe index laws and apply them to whole numbers. Students describe rational and irrational numbers and solve problems involving profit and loss.	Examination	(1 hour
2	**Measurement and shape** 	Students perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students solve problems relating to the volume of prisms and convert between units of measurement for area and volume. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals.	Examination Problem solving and modelling task	1 hour 400 – 600 words
3	**Algebra and linear relationships** 	They simplify a variety of algebraic expressions and make connections between expanding and factorising algebraic expressions. They simplify a variety of algebraic expressions. Students solve linear equations and graph linear relationships on the Cartesian plane.	Examination	1 hour
4	**Statistics and probability** 	Students determine the probabilities of complementary events and calculate the sum of probabilities. Students model authentic situations with two-way tables and Venn diagrams and describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.	Examination Problem solving and modelling task	1 hour 400-600 words

COSTS

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

MATHEMATICS

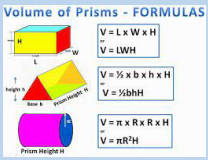
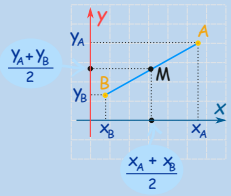
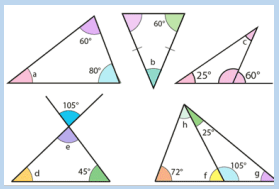
YEAR 9

AIM

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Number** 	Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. Students solve problems involving simple interest.	Examination	1 hour
2	**Measurement and geometry** 	Students interpret ratio and scale factors in similar figures. They explain similarity of triangles. Students recognise the connections between similarity and the trigonometric ratios. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles Students calculate areas of shapes and the volume and surface area of right prisms and cylinders.	Examination Examination	1 hour 30 mins
3	**Linear graphs and linear equations** 	Students find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations.	Examination Problem solving and modelling task	1 hour 400-600 words
4	**Algebra, statistics and probability** 	Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. They construct histograms and back-to-back stem-and-leaf plots. Students calculate relative frequencies to estimate probabilities. They list outcomes for two-step experiments and assign probabilities for those outcomes.	Examination	1 hour

COSTS

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

DESIGN & TECHNOLOGIES

AIM

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

YEAR 7

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Note – students study Design and Technology for one term in Year 7

Unit	Unit Name	Topics	Assessment	Length
1	**Lighting our world** 	In this unit students are introduced to the study of design. They generate design ideas considering key characteristics and properties of materials and components for sustainable lighting products. Students produce a sustainable lighting item by effectively applying safe procedures in a designed environment. They use project management processes to coordinate production.	Design folio and project construction	Ongoing throughout unit

YEAR 8

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Note – students study Design and Technology for one term in Year 8

Unit	Unit Name	Topics	Assessment	Length
1	**Functional design** 	In this unit students continue exploring the study of design. Students develop production skills through practical demonstrations and supervised practical experience while engaging with associated theory. Students apply these processes and production skills to fabricate a functional product (timber tray) for a purpose.	Design folio and project construction	Ongoing throughout unit

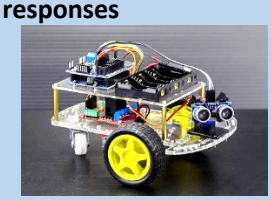
DESIGN & TECHNOLOGIES

YEAR 9

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Note – Design and Technology is a one-year **elective subject** in Year 9

Unit	Unit Name	Topics	Assessment	Length
1	**Evolution of emerging technology** 	Students will investigate and explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments.	Design folio	Ongoing throughout unit
2	**Electromechanical responses** 	Students communicate and document projects, including marketing for an audience. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies to skilfully and safely produce an Arduino controlled robot.	Design folio and project construction	Ongoing throughout unit
3	**Social, ethical and sustainable solutions** 	In this unit students create a designed solution for a mini basketball hoop incorporating an electronic scoring system. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their design ideas.	Design folio and project construction	Ongoing throughout unit
4	**Project management processes** 	Students investigate and analyse ways to produce their design solution through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. They construct an engineered solution (mini basketball hoop) to meet the design brief.	Design folio and project construction	Ongoing throughout unit

COSTS

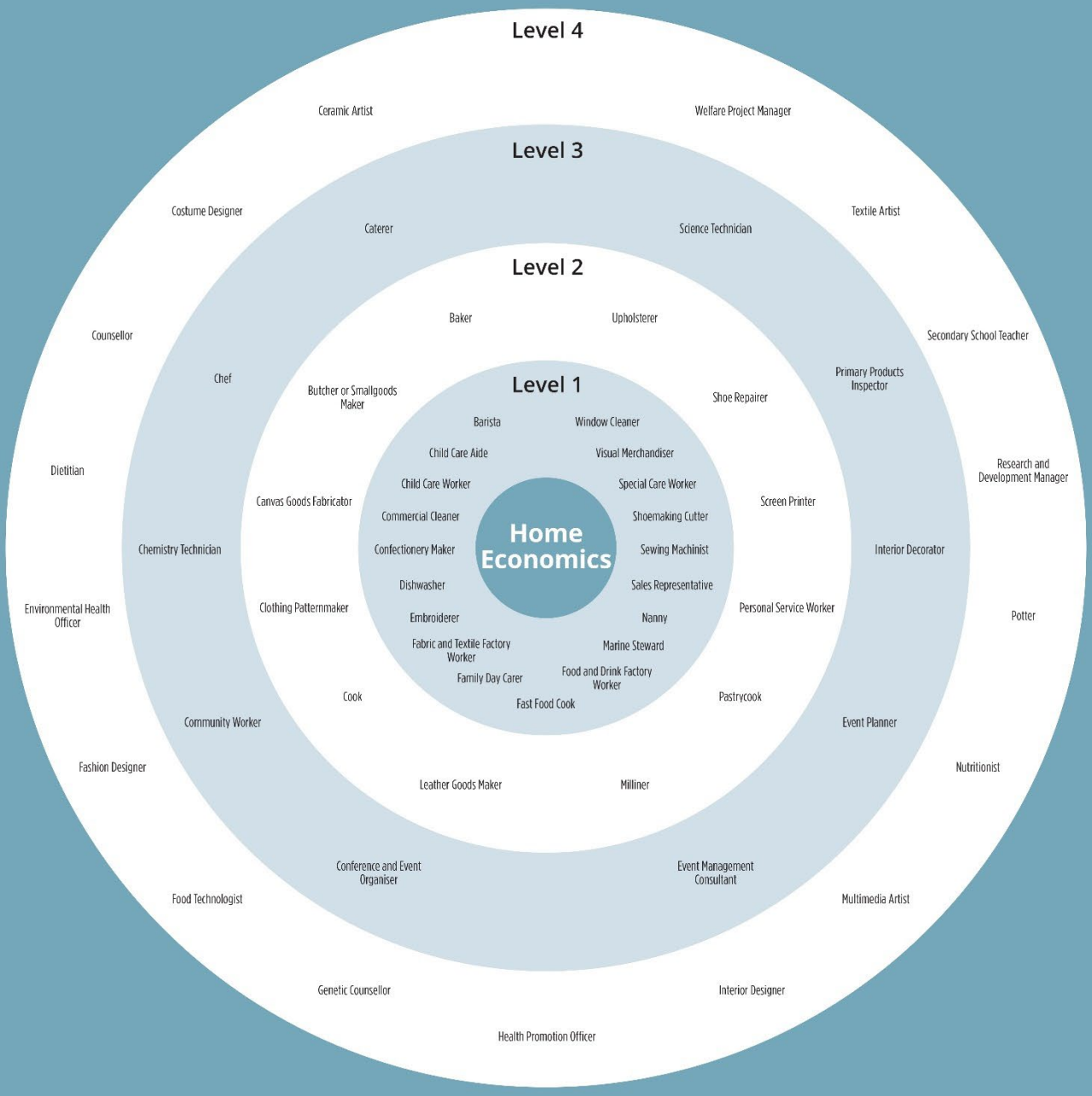
The Student Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

Subject costs (if not part of the student resource scheme):

Estimated resource and materials cost - $50

myfuture

Do you enjoy or are you good at **Home Economics**?



Training levels and requirements

Level 1
Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2
Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

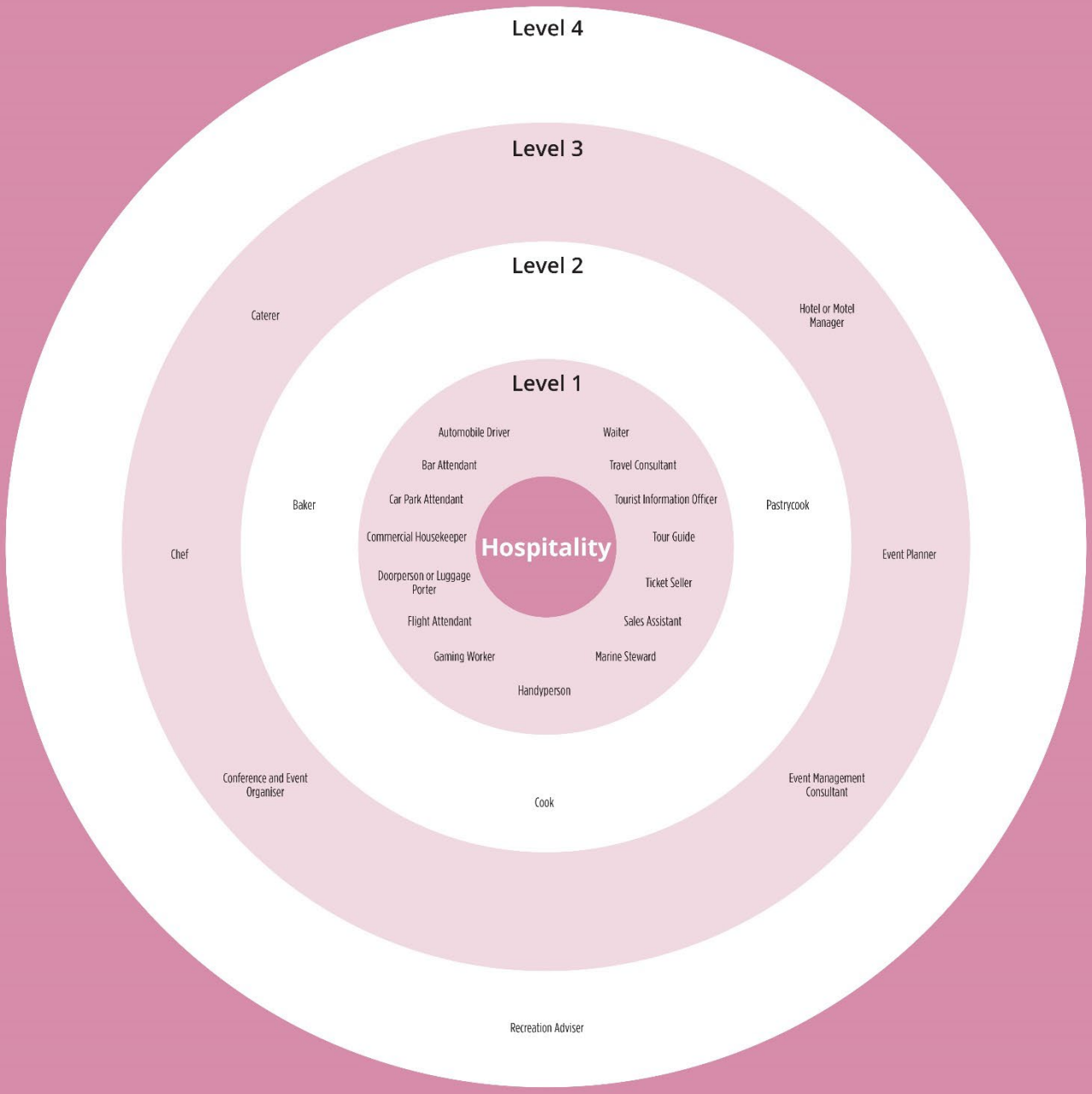
Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Home Economics**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

myfuture

Do you enjoy or are you good at **Hospitality**?



Training levels and requirements

Level 1
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Level 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

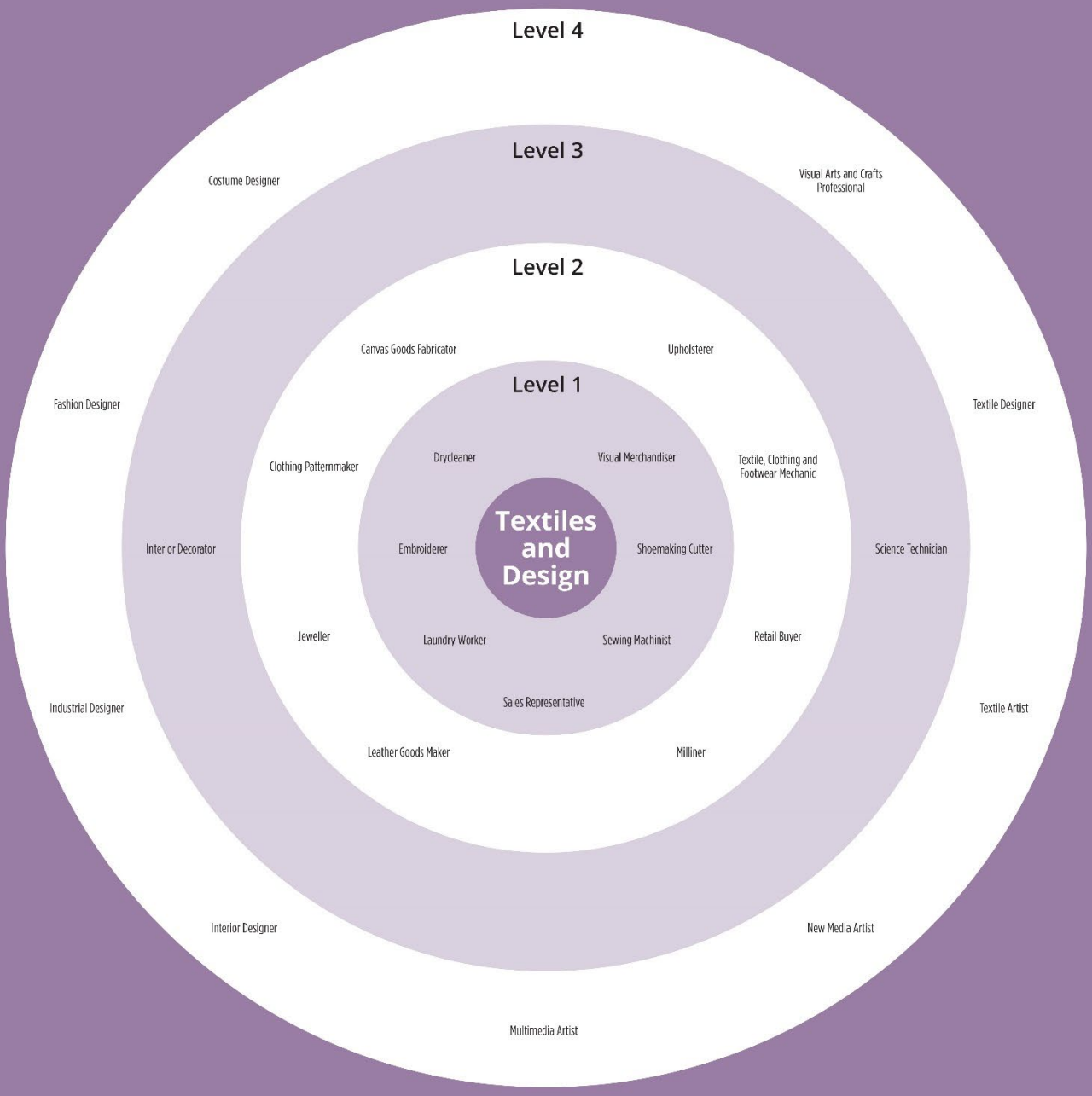
Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Hospitality**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

myfuture

Do you enjoy or are you good at **Textiles and Design**?



Training levels and requirements

Level 1
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Level 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Textiles and Design**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

HOME ECONOMICS

YEAR 7

AIM

Students are required to create a design solution based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They learn to create and adapt design ideas and apply project management skills. Students learn how to produce effective designed solutions for the intended purpose.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Textiles Specialisation: Carry it by Design** 	• Safety in the textiles room. • Sewing machine skills. • Factors that influence the design process including sustainability. • Create and adapt design ideas. • Apply project management skills to manage production processes. • Produce effective designed solutions for an intended purpose. • Evaluation of end product.	Design project folio Practical textile article – carry bag or backpack	300 words

COSTS

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

This subject will lead to the Senior subject, Certificate II or III in Hospitality.

YEAR 8

AIM

Students will explore factors that influence the design of products, services and environments to meet present and future needs. They create a design solution based on an evaluation of needs or opportunities. They learn to develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions. Students create and adapt design ideas and apply project management skills and learn how to produce effective designed solutions for the intended purpose.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Food Specialisation: Cook Healthy, Eat Healthy** 	• Safety and hygiene in the kitchen. • Cooking techniques and processes. • Tools and equipment. • Production skills. • Australian Guide to Healthy Eating. • Factors that influence the design process including sustainability. • Create and adapt design ideas. • Apply project management skills to manage production processes. • Produce effective designed solutions for an intended purpose. • Evaluation of end product.	Design project folio Practical cookery exam – Healthy muffins	400 words

COSTS

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

This subject will lead to the Senior subject, Certificate II or III in Hospitality.

HOME ECONOMICS

YEAR 9

AIM

Students explore how people working in design and technologies occupations consider factors that impact design decisions. Students learn to create designed solutions based on critical evaluation of needs or opportunities. They will be required to establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. Students apply sequenced production and management plans when producing designed solutions.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Food Specialisation: Make Smart Food Choices** 	• Safety and hygiene in the kitchen. • Cooking techniques and processes. • Australian Guide to Healthy Eating. • Factors that influence the design process including sustainability. • Create and adapt design ideas. • Apply project management skills to manage production processes. • Produce effective designed solutions for an intended purpose. • Evaluation of end product.	Design project folio Practical cookery exam – Healthy food item suitable for a school event	500 words
2	**Textiles: Design a Solution** 	• Safety in the textiles room. • Sewing machine skills. • Factors that influence the design process including sustainability. • Create and adapt design ideas. • Apply project management skills to manage production processes. • Produce effective designed solutions for an intended purpose. • Evaluation of end product.	Design project folio Practical textile article – Boxer shorts	400 words
3	**Food Production: The Italian Experience** 	• Revise safety and hygiene. • Pasta cooking techniques and processes. • Working collaboratively. • Design and produce a menu. • Apply project management skills to manage production processes. • Produce effective designed solutions for an intended purpose. • Evaluation of end product.	Design project folio – group work Practical cookery exam– Two-course menu	500 words

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COSTS

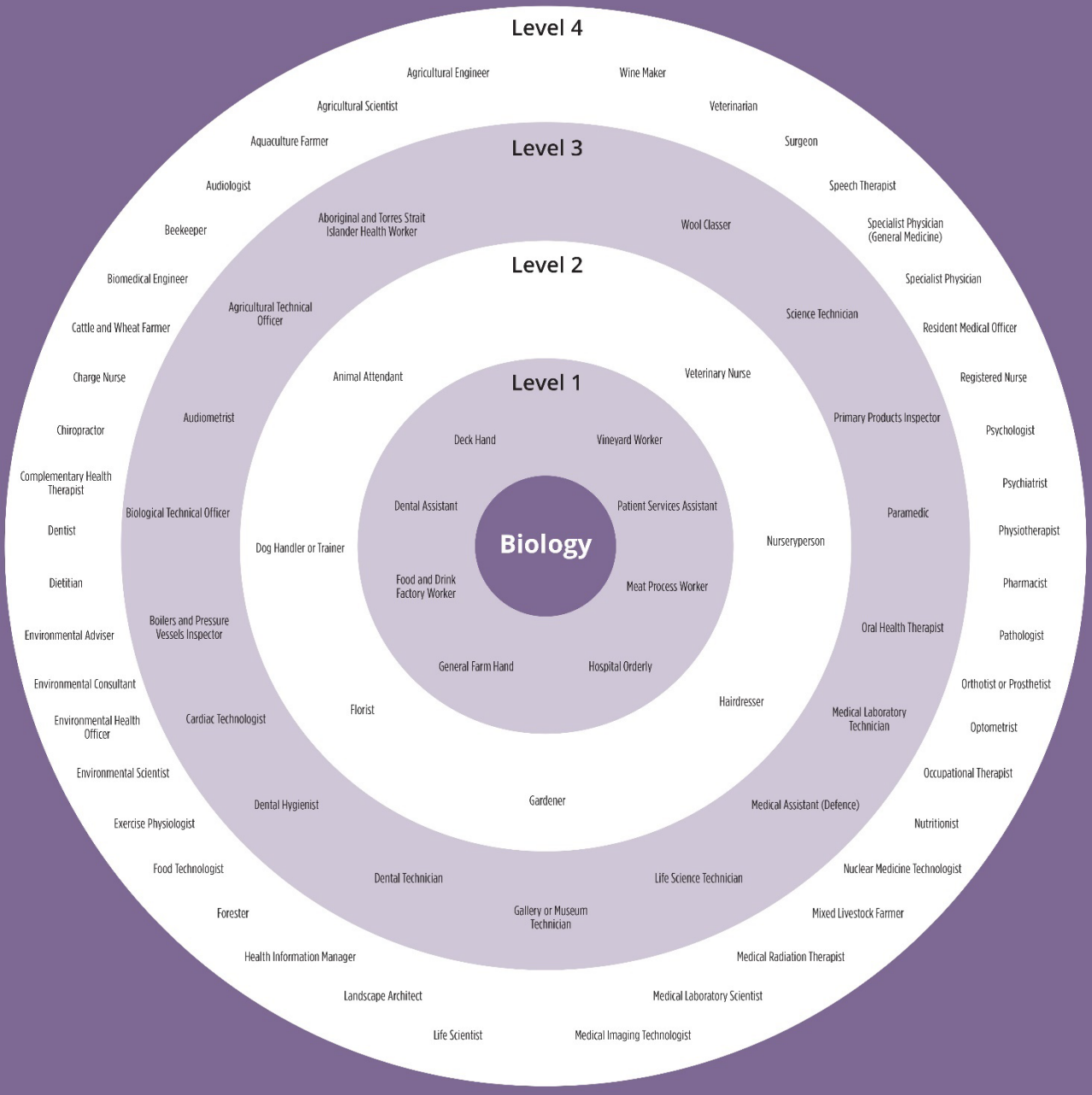
Students are required to provide ingredients for weekly practical lessons, and fabric to produce a textile article. The Student Resource Scheme in operation at the College covers the other costs in this subject. Stationery requirements will need to be purchased by the student.

This subject will lead to the Senior subject, Certificate II or III in Hospitality.

SCIENCE & DIGITAL TECHNOLOGIES

myfuture

Do you enjoy or are you good at **Biology**?



Training levels and requirements

Level 1
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Level 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

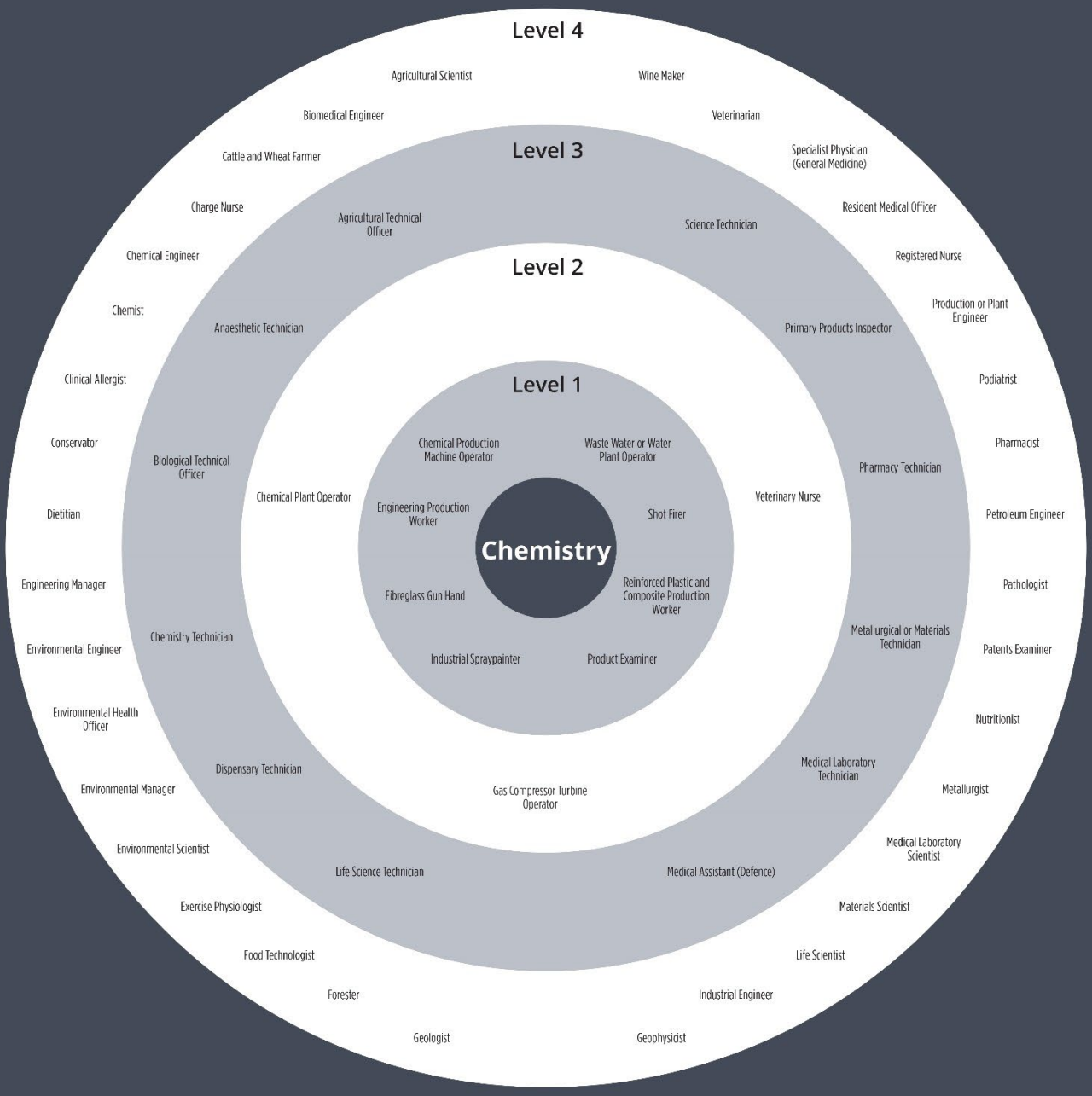
Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Biology**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

myfuture

Do you enjoy or are you good at **Chemistry**?



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Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Chemistry**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

myfuture

Do you enjoy or are you good at **Physics**?

Training levels and requirements

Level 1
Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2
Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Physics**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

SCIENCE

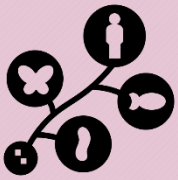
YEAR 7

AIM

In Year 7 students explore the topics of diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information, the flow of energy and matter through ecosystems and explore the impact of changing components within these systems, the Earth-sun-moon system and use models to predict and explain events. They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Moving right along** 	• Types of forces • Unbalanced and balanced forces • Identifying questions and problems about the use of friction • Design and conduct fair tests	Experimental Investigation	400 – 600 words
2	**Sensational seasons and heavenly bodies** 	• Investigate what causes the seasons • Model the relative movements of the Earth, sun and the moon • Explore the role of gravity in keeping planets in orbit • Explain natural phenomena such as tides	Examination	70 mins
3	**Water: waste not, want not** 	• Classify resources as renewable and non-renewable • Explore the water cycle • Investigate the difference between pure substances and mixtures • Use a range of separating techniques	Experimental Investigation	400 – 600 words
4	**Organising Organisms** 	• Explore the diversity of living organisms • Group organisms based on their similarities and differences • Construct and use a dichotomous key • Participate in field work to investigate organisms	Examination	70 mins

COSTS

The Student Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student. Cost of excursions approximately $40.

SCIENCE

YEAR 8

AIM

In Year 8 students are: introduced to cells as microscopic structures that explain macroscopic features of living systems, they connect form and function at an organ level, continue to develop a view of Earth as a dynamic system, classify different types of energy and describe the role of energy in causing change in systems, classify matter at the atomic level and distinguish between chemical and physical change and understand that chemical reactions also involve energy. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They consider the magnitude of properties and events and use appropriate units to describe proportional relationships.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Energy for my lifestyle** 	• Pose questions and collaboratively plan fair investigations • Explore energy transfer and transformation • Use flow diagrams to illustrate energy transfer and transformation • Collect data and analyse patterns and relationships	Experimental Investigation	400 – 600 words
2	**What's the matter?** 	• Describe and model the states of matter, elements, compounds and mixtures at a particle level • Investigate the chemical differences that exist between elements, compounds and mixtures • Use symbols and formulas to represent elements and simple compounds • Investigate the relationship between the energy of particles and temperature	Experimental Investigation	400 – 600 words
3	**We will rock you** 	• Investigate the chemical weathering of rocks • Identify a range of common rock types using a key based on observable physical and chemical characteristics • Recognise that rocks are a collection of different minerals • Appreciate the timescales involved in rock formation	Investigation	400 – 600 words
4	**Multiplying by dividing** 	• Examine a variety of cells using a light microscope • Identify structures within plant and animal cells and describe their function • Compare and contrast reproductive systems of organisms • Distinguish between asexual and sexual reproduction	Examination	70 mins

COSTS

The Student Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student. Cost of excursions approximately $40.

SCIENCE

YEAR 9

AIM

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Life in balance** 	• Investigate the balance or equilibrium of factors in a system • Learn how the coordination of the respiratory, circulatory, digestive and excretory systems provides the requirements of life • Investigate the chemical processes of respiration and photosynthesis • Investigate the affect of diseases on the body and how diseases can be treated	Examination	70 mins
2	**Waves and particles** 	• Describe the models of sound and light • Conduct experiments to develop an understanding of the features of the wave model • Investigate energy transformations including light, sound and electricity	Experimental Investigation	600 – 800 words
3	**The patterns of chemistry** 	• Identify reactants and products in a chemical reaction • Describe observed reactions using word equations and introduce simple symbolic equations • Consider types and patterns of chemical reactions, such as combustion, acids with metals, bases, and carbonates	Experimental Investigation	600 – 800 words
4	**The changing Earth** 	• Investigate the idea of plate tectonics and the theories and evidence the underpin it • Relate the occurrence of earthquakes, tsunamis and volcanic activity to constructive and destructive plate boundaries	Investigation	600 – 800 words OR spoken response 2 – 3 mins

COSTS

The Student Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student. Cost of excursions approximately $40.

DIGITAL TECHNOLOGIES

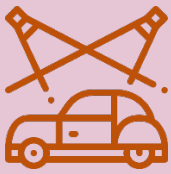
YEAR 7/8

AIM

Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Year	Unit Name	Topics	Assessment	Length
1	**Automated transport** 	• Students will learn about computational thinking and the design process to decompose real-world problems, and to evaluate their solutions against design criteria. • Students will use block-based coding languages to program robots to simulate an automated public transport system for a fictional city.	Project	5 weeks
2	**There's an App for that** 	• Students will develop their computational thinking and design process skills to develop a mobile app to meet a client brief. • Students will use a web-based application within which they will design, code and publish their app.	Project	6 weeks

COSTS

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

DIGITAL TECHNOLOGIES

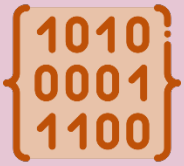
YEAR 9

AIM

Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using 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. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Binary solutions** 	• Students will investigate how various media (text, images and audio) are all represented in binary. • Students will investigate the differences between lossy and lossless compression.	Examination	60 mins
2	**Drones to the Rescue** 	• Students will investigate the various ways in which drones are used to enhance our everyday lives. • Students will code a drone to complete a task detailed in a client brief. • Students will evaluate their solution against criteria and make recommendations for improvement.	Project	5 weeks
3	**Security, Privacy and Policy** 	• Students will learn about how information flows through a network and how cyber security aims to minimise the risks involved. • Students will learn about how user agreements and policies differ between apps/ companies, what these policies mean for their data/ information. • Students will learn about the Australian Privacy Principles and the eSafety Commissioner's "Safety by Design", and how these are intended to assist young Australians stay safe online.	Report	500 – 750 words
4	**Survey design and data management** 	• Students will learn about survey design to create an online survey. • Students will apply their understanding of data privacy and security to gather and store the data from their survey. • Students will use Excel to conduct basic statistical analysis on their survey data and present it appropriately.	Portfolio	Term long

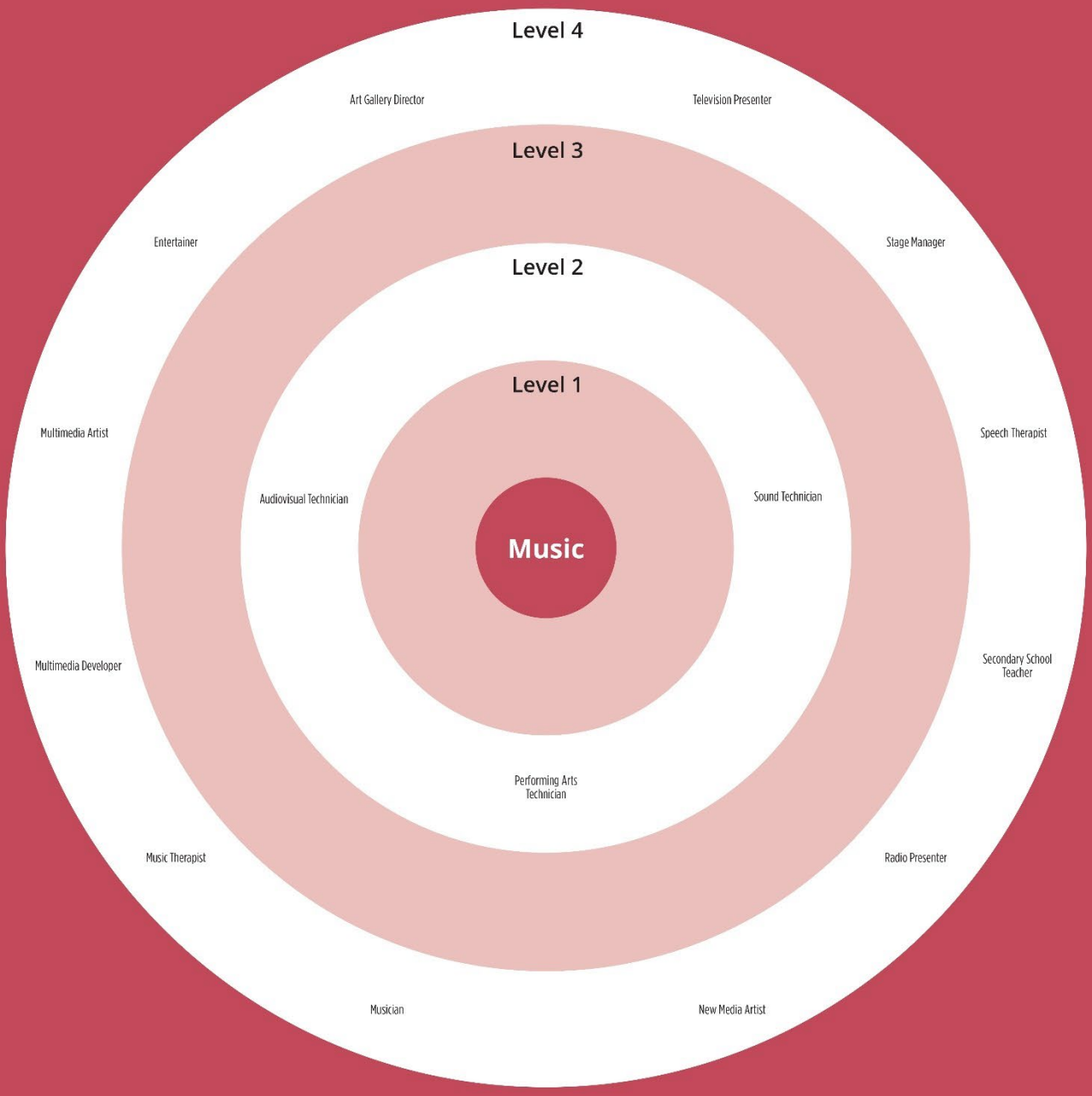
COSTS

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

THE ARTS

myfuture

Do you enjoy or are you good at **Music**?



Training levels and requirements

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Level 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Music**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

MUSIC

YEAR 7

AIM

This 10-week unit develops students' understanding of the music elements through the practice of keyboard and the drum kit. Students will identify and manipulate the music elements of pitch, duration, expressive devices, texture, timbre and structure in order to perform and compose music. Students will be performing a range of repertoire for the drum kit and the keyboard. Students gain access to the music block rehearsal studios throughout the term.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Beat IT** 	• New ways to listen to music • Elements of music • Parts of the drum kit • Parts of the keyboard • Reading music notation • Drum hits and keyboard cheats	Making: Performance Small Ensembles. Making: Composing Keyboard composition on iPad using GarageBand software Responding: Exam Evolution of the keyboard and the drum kit, parts of the drumkit, music concepts and skills Elements of music	1 -2 minutes 12 bars 400 – 600 words

COSTS

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

YEAR 8

AIM

This 10-week unit develops student skills on the Guitar. Students will perform a range of guitar repertoire and compose for guitar using GarageBand on the iPad. Students gain access to the music block rehearsal studios throughout the term.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Fretmasters** 	• Elements of music • Classical, rock and folk guitar music • Reading music notation • Parts of the guitar • Guitar chords and tablature	Making: Performance Small Ensembles. Making: Composing Creating guitar composition on iPad using GarageBand software Responding: Exam History of guitar music, Parts of the guitar music concepts and skills Elements of music	1 -2 minutes 12 bars 400 – 600 words

COSTS

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

MUSIC

YEAR 9

AIM

Semester One will focus on the way Rock Music has dominated the airwaves for the past 100 years. Each decade of the century has brought forward different styles and approaches to the look and sound of rock music. Students will analyse and evaluate a range of rock music in order to prepare for their own rock music performances and composition.
Semester Two students will explore Music as the perfect platform to explore the contrasting themes of Good vs Evil. In this unit students will perform, compose and analyse a range of music styles in order to understand specific features and purposes of music.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Rock Through the Ages** 	• Rock music genres; Early blues, 50's rock n roll, 70's psychedelic rock, 80's glam rock, 90's grunge and modern rock. • What makes a great rock song • How to write a rock song	Making: Performance Whole class ensemble Making: Composition Demonstrating stylistic features of a specific style of rock Responding: Assignment Presentation survey of 'top rock songs'	1-2 minutes 1 minute or 32 bars 600 words
2	**Rock Through the Ages** 	• Forming a band • Rock performance techniques • The elements of rock music	Making: Performance Small Ensembles. Responding: Exam History of rock, music concepts and skills of aural and rhythmic dictation.	1-2 minutes 600 words
3	**Good vs EVIL** 	• Elements of Music • Themes of Good vs Evil • soundtracks, program music, TV themes, opera, musicals, dance music	Making: Performance Solo or small ensemble Responding: Essay Analyse and evaluate two pieces contrasting in their representations of Good vs Evil	1-2 Minutes 400-800 words
4	**Good vs EVIL** 	• Elements of Music • Themes of Good vs Evil • film music, ballet music, musical theatre, classical music	Making: Performance Small ensembles Making: Composition Compose a theme for good or evil character	1-2 minutes 12 bars

This subject will lead to the Senior subject, Music in Practice.

COSTS

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

myfuture

Do you enjoy or are you good at **Media Studies**?

Training levels and requirements

Level 1
Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

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Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Media Studies**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

MEDIA ARTS IN PRACTICE

YEAR 7

AIM

This 10-week unit introduces students to the elements of media arts. Students analyse the way media informs and manipulates its audience. Students create a storyboard and produce a short film using iPads and Apple technology.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Music clip to TikTok** 	• Elements of media • Camera • Acting • Mise en scene • Editing • Lighting • Sound • How to create a storyboard	Making: Storyboard Making: Short film Responding: Exam - Elements of media arts	12 slides min 1 min 400 – 600 words

COSTS

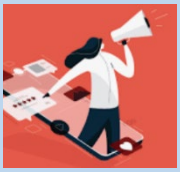
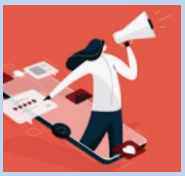
The Student Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

MEDIA ARTS IN PRACTICE

YEAR 9

AIM

This full year course will focus on the cultural context of media arts. Students analyse the ways in which media is used as a persuasive tool by institutions to influence the economic, social and cultural fields of our world. Students will gain a deep understanding of persuasive advertising and persuasive documentary film.

Unit	Unit Name	Topics	Assessment	Length
1	**Persuasive Advertising** 	• Media arts elements • Persuasion in advertising • Target market • Camera technique	Responding: Assignment written response individual Making: Storyboard storyboard and preproduction notes Making: Advertisement filming	600 words Min 12 slides 400 words A /B roll
2	**Persuasive Advertising** 	• Symbolism • Green screen • Editing and postproduction • Culture jamming	Making: Editing Final cut Responding – Written exam	60 sec 600 words
3	**Micro Documentary** 	• Media arts elements • Power of the narrative • What is documentary film? • Target audience • Camera techniques	Responding: Assignment written response individual Making: Storyboard storyboard and preproduction notes Making: Micro documentary filming A and B roll footage	600 words 12 slides min 400 words 3 – 5 mins
4	**Micro Documentary** 	• Symbolism and layers of meaning • Editing and postproduction	Making: Editing Final cut Responding – Written exam	60 sec 600 words

This subject will lead to the Senior subject, Media Arts in Practice.

COSTS

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

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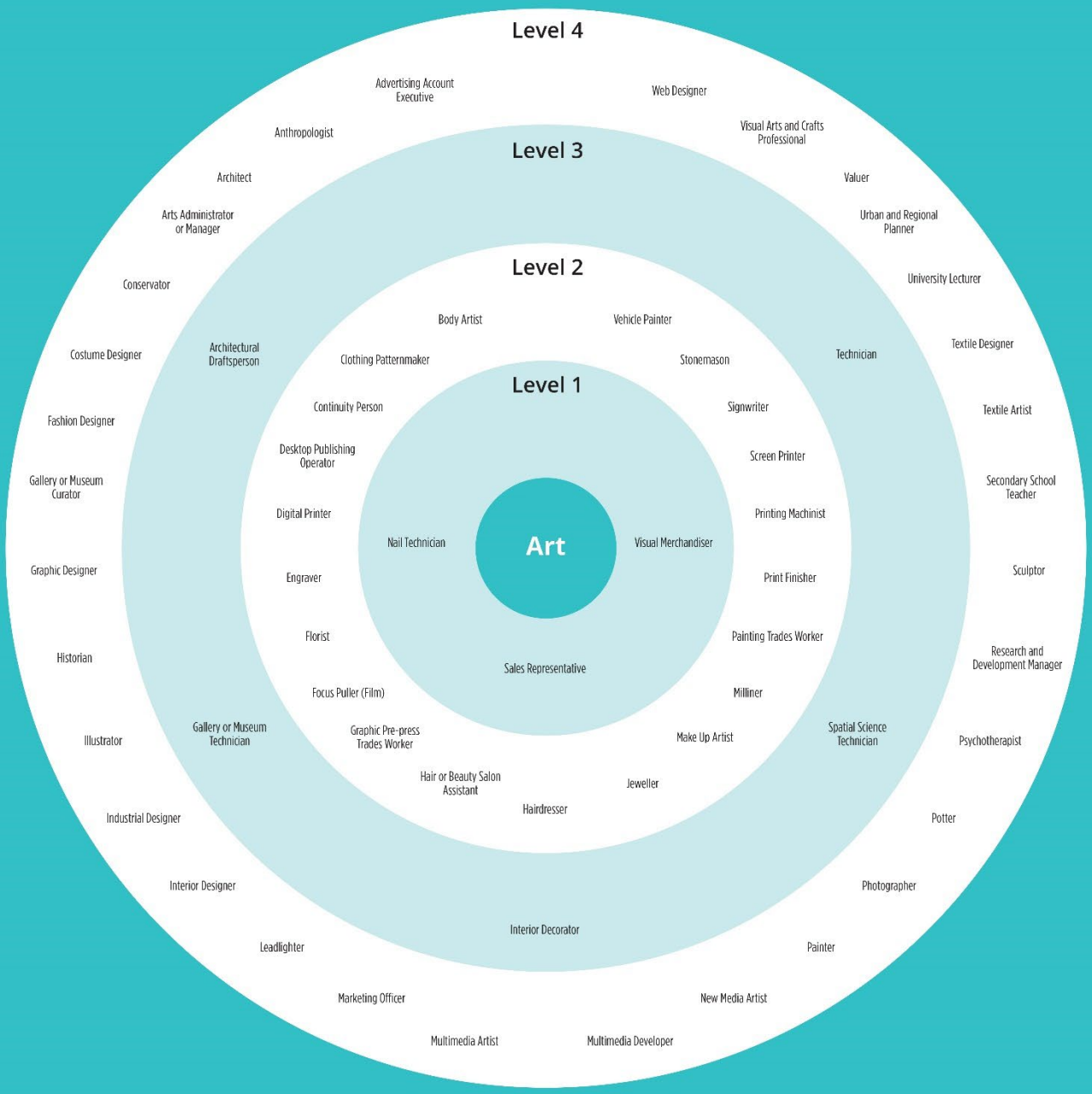
Do you enjoy or are you good at **Art**?



Training levels and requirements

Level 1
Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2
Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Art**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

VISUAL ART

YEAR 7

AIM

This 10-week unit develops students' understanding of the elements of art and the principles of design. Students focus on the theme of *Landscape* and experiment with watercolour and collage techniques. Students will also investigate how to use Indigenous Australian symbols to create a narrative in their mix media artwork. Art students gain access to the Art studios during lunch breaks.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**The Land Where We Stand** 	• Landscape artists • Watercolour techniques • Collage techniques • Elements of art • Principles of design • Creating an artist statement • Journal experimentation	Making: Journal Evidence of experimentation and documentation of the process of artmaking Class notes Responding – Written exam Conditions- Making –artwork Mix-media artwork: Watercolour and collage A3 Responding Artist Statement	10-page min 400 words A3 mixed media 150 words

COSTS

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

VISUAL ART

YEAR 8

AIM

This 10-week unit develops students' understanding of the elements of art and the principles of design. Students focus on the theme of an *Outer Self* and experiment with sculpture and mixed media techniques. Students will experiment with mix-media materials in order to create a mask that expresses the idea of an "outer self".

Art students gain access to the Art studios during lunch breaks.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**The Mask** 	• Texture, Shape and Pattern • Masks of different cultures • Representing the Outer Self • Collage, Sculpture, • Mask making	Making: Journal Evidence of experimentation and documentation of the process of artmaking Class notes Responding – Written exam Conditions- Making –artwork Mix-media artwork: mask Responding: Artist Statement	10-page min 400 words 3-dimensional artwork 150 words

COSTS

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

VISUAL ART

YEAR 9

AIM

In Semester 1 students explore how artists communicate and express viewpoints and concepts in Visual Arts. Throughout the unit, they produce a series of artworks that are conceptually linked to the art style *Fauvism* and *Post-Impressionism* and lead to the development of personal style and artistic intention.

In Semester 2 students produce a series of artworks utilizing the technique of Lino Block Printmaking and lead to the development of personal style and artistic intention. Through making and responding students explore conceptual viewpoints of using Pattern as an expressive device.

COURSE OUTLINE AND ASSESSMENT

Subject to change depending on staffing and curriculum changes

Unit	Unit Name	Topics	Assessment	Length
1	**Life in Colour** 	• History and elements of Favism • History and elements of Post-Impressionism • Colour	Responding - Journal Documenting the development of artwork, including processes and techniques, and relevant influences Making: Practical exam – colour wheel knowledge and mixing Making - Artworks A portfolio of drawing and painting experimentation	20-page min Variable 1 x A3 3 x A5
2	**Life in Colour** 	• Still Life • Painting techniques • Acrylic paint	Making: Major artworks: Three A3 resolved still life acrylic artwork Responding: Exam History of Fauvism and Post Expressionism	2 x A3 1 x A3
3	**Mirror Mirror** 	• History of Printmaking • Printmaking equipment • Lino block safety	Responding - Journal Documenting the development of artwork, including processes and techniques, and relevant influences Responding – Exam History and process for printmaking	20-page min Variable
4	**Mirror Mirror** 	• Lino block colour theory	Making – Major artworks A portfolio of print works 3-5 small artworks Folio of resolved artwork: Lino block prints with three colours	3 x A5 1 x A3

This subject will lead to the Senior subject, Visual Art in Practice.

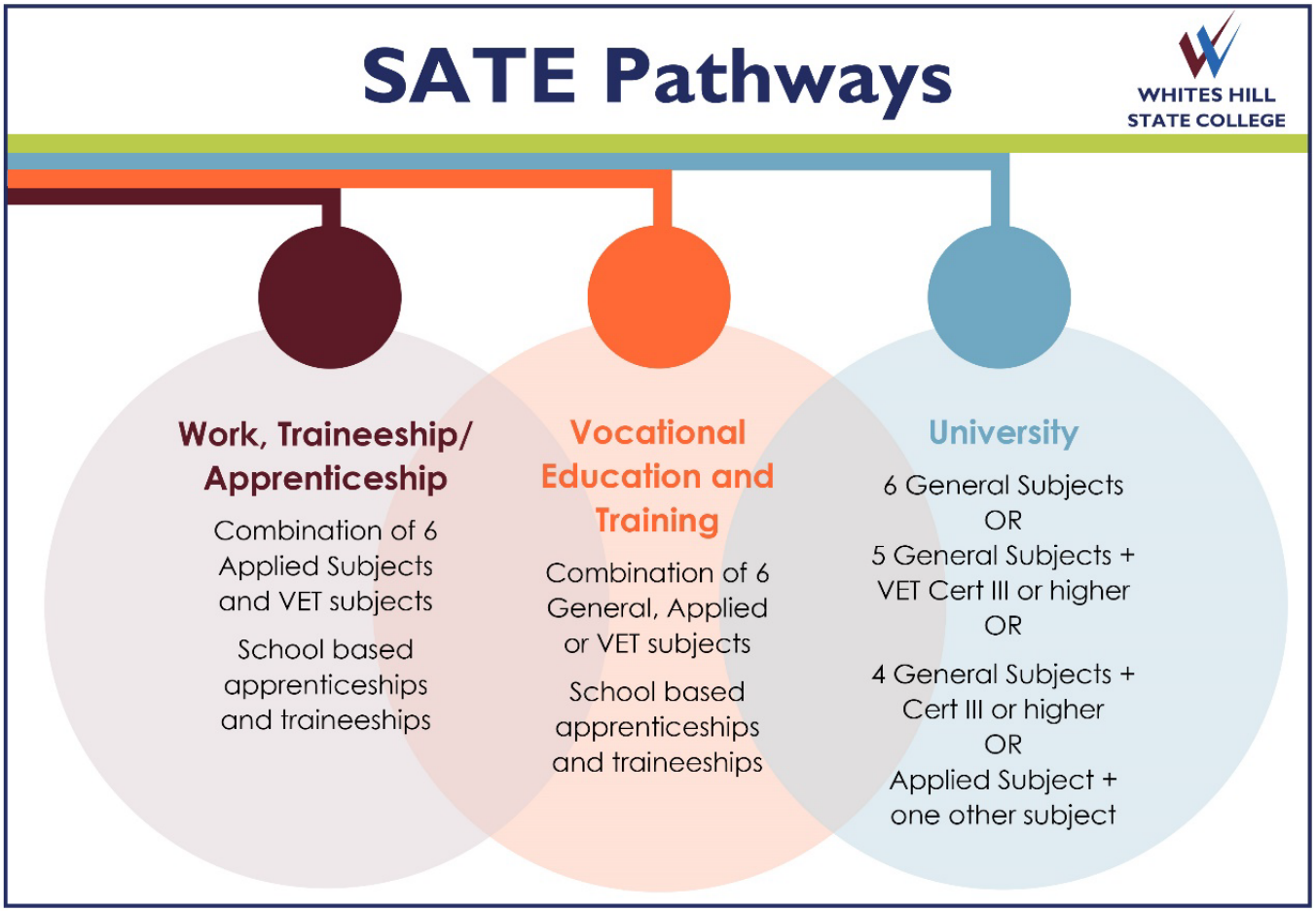
COSTS

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

Senior School PATHWAYS

Whites Hill State College is committed to providing, as much as possible a personalised pathway for all students.

At the end of Year 10, all students face a range of options and choices, as demonstrated in the suggested pathways below.



SENIOR SECONDARY PRE-REQUISITES

SUBJECT	FACULTY	PRE-REQUISITE REQUIRED	GENERAL SUBJECT	QCE POINTS
Ancient History	Humanities	B in Year 10 English C in Year 10 History	Y	4
Aquatic Practices	Science	No pre-requisites	N	4
Biology	Science	B in Year 10 Science B in Year 10 English C in Year 10 Mathematics	Y	4
Business Studies	Business	No pre-requisites	N	4
Certificate III in Fitness	Health & Physical Education	No pre-requisites Language, Literacy and Numeracy Tests (LLN)	N	8
Certificate II in Hospitality	Technologies	No pre-requisites Language, Literacy and Numeracy Tests (LLN)	N	4
Certificate III in Hospitality	Technologies	Language, Literacy and Numeracy Tests (LLN)	N	8
Chemistry	Science	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics	Y	4
Diploma of Business	Business	C+ in Year 10 English Language, Literacy and Numeracy Tests (LLN)	N	8
English as an Additional Language	English	C in Year 10 English	Y	4
Essential English	English	No pre-requisites	N	4
Essential Mathematics	Mathematics	D+ in Year 10 Mathematics	N	4
General English	English	B in Year 10 English	Y	4
General Mathematics	Mathematics	C+ in Year 10 Maths	Y	4
Geography	Humanities	B in Year 10 English	Y	4
Legal Studies	Humanities	B in Year 10 English	Y	4
Mathematical Methods	Mathematics	B+ in Year 10 Maths	Y	4
Media Arts in Practice	The Arts	No pre-requisites	N	4
Modern History	Humanities	B in Year 10 English C in Year 10 History	Y	4
Music in Practice	The Arts	No pre-requisites	N	4
Numeracy	Mathematics	No pre-requisites	N	1
Physics	Science	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics	Y	4
Psychology	Science	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics Study General Maths (min)	Y	4
Science in Practice	Science	No pre-requisites	N	4
Sport and Recreation	Health & Physical Education	No pre-requisites	N	4
Specialist Mathematics	Mathematics	B+ in Year 10 Maths	Y	4
Visual Art in Practice	The Arts	No pre-requisites	N	4

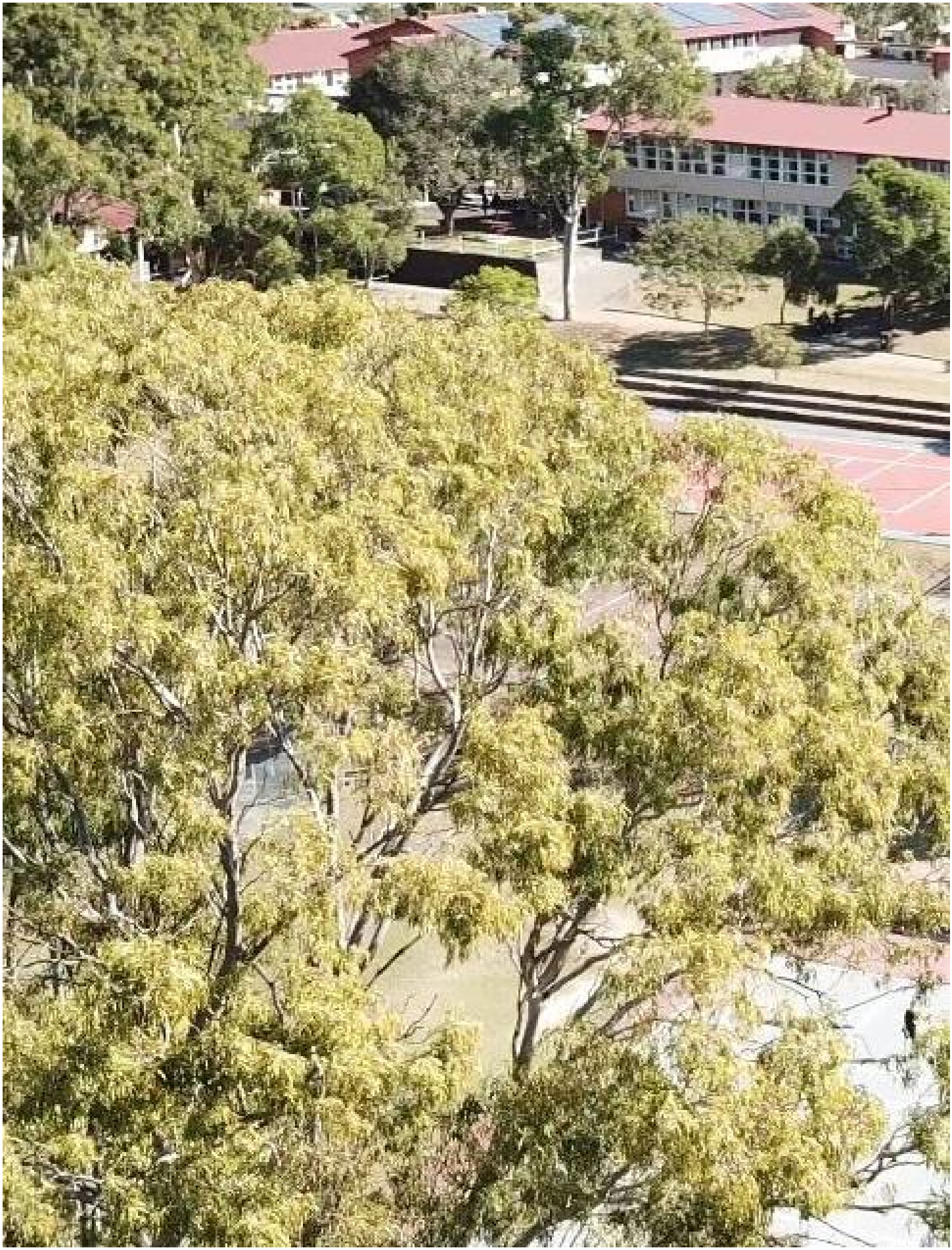
STAFF CONTACTS

Head of School
Yrs 7-12: Samantha Hawkins
shawk8@eq.edu.au

Head of Departments

- **Business & Humanities:**
  Maryanne Galbraith mgalb4@eq.edu.au
- **English:**
  Amanda Evans aevan8@eq.edu.au
- **Languages, The Arts & Physical Education:**
  Gerri Courtney gcour12@eq.edu.au
- **Mathematics & Design and Technology:**
  Mark Granrose mgran66@eq.edu.au
- **Science & Technologies:**
  Emma Scotney escot104@eq.edu.au
- **Student Services**
  Mary-Anne Hollands mholl9@eq.edu.au

Secondary Guidance Officer
Kylie Robertson krobe40@eq.edu.au



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