



Beerwah State High School

2018
JUNIOR SECONDARY
CURRICULUM HANDBOOK
YEARS 7, 8, 9 & 10

We base our curriculum on the fundamental belief that:
Quality learning will contribute to students leading morally
responsible and productive lives.



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JUNIOR SECONDARY PHASE OF LEARNING - PHILOSOPHY

"The lower secondary years of schooling coincide with a time of significant physical, emotional, social and cognitive changes in young people's lives. Research shows that a separate phase of schooling to cater for the challenges and possibilities associated with adolescence is justified. There is also a substantial body of evidence to show the importance of this phase of schooling, its particular characteristics, and the qualities needed to ensure improved student performance during these years".

Australian Council of Educational Research, 2012

Given this, we can make three observations about the Junior Secondary phase of learning:

1. Teaching strategies, learning experiences and curriculum offerings need to reflect the developmental stages of young people.
2. Junior secondary schooling is based around a broad and general education with a central core of English, Maths, Science and Humanities;
3. The Junior Secondary curriculum has a distinct focus on literacy and numeracy.

At Beerwah State High School, our Junior Secondary phase of learning has been designed to meet several key goals; first that students can transition from primary to high school successfully, that they are engaged with the wider school community, and through a varied and well-designed curriculum they engage with their learning and prepare themselves for the senior phase of learning. We aim to lay the foundations that engage young people in life-long education and training and to enrich their lives through equipping students with the skills and attitudes they need.

A. QUALITY TEACHING

The Junior Secondary school is designed to respond to the needs of the young adolescent. Every element including the curriculum, teacher learning and development and leadership is designed to respond to these needs.

Students in the Junior Secondary years of schooling are aged from 11 to 15 years. This period of adolescence is one of intense growth and change in the lives of young people and the school must consider many developmental factors when planning for their learning. The social development of early adolescents in the Junior Secondary years of schooling is a key to self-esteem and engagement in learning. Good relationships are very important. Our teachers develop a thorough knowledge of the changes and challenges facing young adolescents and because they spend a lot of time working together, have the opportunity to foster good relationships.

TEACHING FOCUS

Teachers at Beerwah State High School work to foster and encourage:

- creative thinking
- problem solving skills
- critical thinking and
- the ability to find new solutions to problems.

Job growth in the area of knowledge construction will increase and these thinking skills are critical to employment in the future. Likewise the advancement of the STEM (Science, Technology Engineering and Maths) is seeing learning for the future taking place at Beerwah State High.

Beerwah State High School is dedicated to creating a learning environment that supports and directs students to achieve their potential and value success. The Junior Secondary phase of learning at our school is built around four central themes:

- Successful transition from primary school to high school
- Engagement with learning and the school community
- Quality performance, and
- Achievement in assessment.

TRANSITION FROM PRIMARY SCHOOL

Transition into secondary school can be a challenging and exciting time for students beginning Year 7. Our transition program begins in Year 5, and continues past enrolment in high school. Students are placed into classes and learning environments where they can be supported and extended by differentiated learning, in order for each student to find their measure of success. Close ties between our feeder primary schools and Beerwah State High enable the sharing of data, resources and expertise. Alignment of curriculum and adoption of ACARA across all coalition schools makes the learning transition seamless.

STUDENT ACHIEVEMENT AND QUALITY OUTCOMES

The curriculum is rigorous and relevant while being tailored to meet student needs, with a goal of progressing and improving their learning outcomes.

We endeavour to cater for the diverse range of student needs by offering a range of programs designed to address their needs, for example:

- Modified learning programs for students needing a more supportive learning environment,
- Targeted Literacy and Numeracy support for identified students, and
- Extension of High Achieving students to reach their fullest potential.

HOMEWORK

Homework provides students with the opportunity to **consolidate** their classroom learning, pattern behaviour for lifelong learning beyond the classroom, and **involve parents and carers** in the learning experiences of their child. Setting homework takes into consideration the need for students to maintain a balanced lifestyle. This includes sufficient time for family, recreation, cultural events and employment where appropriate.

Each student will be assigned homework in each subject on a regular basis. Homework consists of a variety of activities including preparation for practical lessons, assignments, revision of class work, reading text and reference material, revision for examinations, and tasks set in preparation for the next lesson. The amount of homework will vary according to the age and learning needs of the student.

Suggested Time Allocations for Homework in Junior Secondary (per day):

- 1 Hour (approximately 15 minutes per subject that day)

Benefits of Homework:

- Develops thinking, concentration, time management and research skills
- Builds self-discipline, personal responsibility and independent action
- Parents/carers have opportunities to work with children on assignments and class work
- Provides parents/carers with insights into the school's programs of instruction.
- Reinforces and extends class work.

ASSESSMENT

A variety of different assessment instruments is used. In some subjects, students may be required to complete assignments as well as sit for tests. The most important reason for assessment is for students to check their understanding and learn from their mistakes. Some assessment is also used to decide the level of achievement the student will be awarded for a subject.

Students may also be required to participate in diagnostic tests from time to time in order for the school to gather important data about capabilities and learning outcomes. This may happen on a national scale (NAPLAN) or may be class or individually based. All data from these tests are available to parents and carers of the students, and will be used to best inform teaching practice and differentiation in classes.

REPORTS

A progress report is issued to students three times each year. Parents are welcome to contact the school at any time to investigate the progress of their student.

B. SUPPORTIVE ENVIRONMENT

LEARNING SUPPORT - STUDENTS EXPERIENCING LEARNING DIFFICULTIES

Beerwah State High School facilitates the provision of equitable education for children with Learning Difficulties (LD). Learning Support staff conference with parents, teachers and administration to:

- identify students not formally appraised in Primary school,
- decide the type and level of adjustment to be given,
- assist in developing an environment via modelling and collaboratively planning of programs and units,
- communicate vital information,
- liaise with other schools to develop a support network,
- provide tutoring and conduct interviews with the Year 7 student intake to develop Personalised Learning Plans (PLPs) for each student experiencing difficulties in their learning.

LEARNING SUPPORT – PINNACLE (EXTENSION) STUDENTS

Beerwah State High School is committed to an education program that recognises individual student differences. Embodied in this commitment is a responsibility to gifted students to help them maximise their potential. We have created the "Pinnacle" class program to support these high achieving students who can nominate or apply for this program.

To support these students, support staff conference with parents, teachers and administration to:

- provide, whilst still in primary school, opportunity for these identified students to work at the high school in programs designed for their extension in specialist areas,
- work with Curriculum Heads of department to assist in developing a differentiated curriculum to meet students' needs
- provide extra-curricular opportunities to enhance learning taking place in the classroom or to pursue areas of interest to the students
- provide guidance on the student's transition into the Senior School taking into consideration their needs around gifted and talented education.

Beerwah State High School is committed to providing students with a learning framework that supports high quality teaching and learning practices and encourages students to engage and be successful.

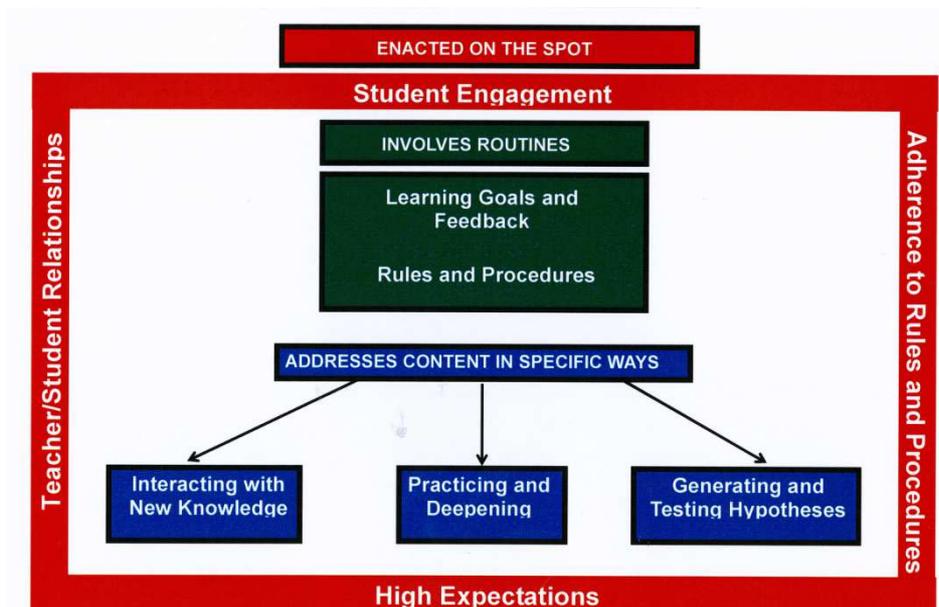
THE ART AND SCIENCE OF TEACHING

The Art and Science of Teaching (ASoT) is a research based instructional leadership framework that focuses on a common language of instruction and allows both teachers and students to have professional learning conversations about how to be successful in their teaching and learning.

ASoT can be summarised by three clear principles:

- Clear learning goals connected to student feedback and evaluation at the classroom
- Ensuring effective teaching in every classroom
- Building background knowledge for all students.

Embedded and crucial to the effectiveness of these are developing positive teacher student relationships, encouraging student engagement and promoting high expectations and adherence to rules and procedures that are explicit and common to all. The diagram below summarises how students and teacher will work within the ASoT framework.



POSITIVE BEHAVIOUR FOR LEARNING (PBL)

PBL is "comprised of a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students. PBL is **not** a specific model but a compilation of effective practices, interventions, and systems change strategies that have a long history of empirical support and development and individually have been demonstrated to be empirically effective and efficient."



In practical terms, PBL is:

- Proactive school wide systems of support for defining, teaching, and supporting appropriate student behaviours to create positive school environments.
- A behaviourally based systems approach to improving the link between evidence-validated practices and the environments in which teaching and learning occurs.
- Creating and sustaining school wide, classroom and individual systems of support that improve lifestyle results for all learners.
- Building effective environments in which positive behaviour is more effective than problem behaviour so that academic and social success is maximised.

Together these two strategies will provide a platform for all learning to occur in a safe and supportive environment. The focus is on students learning and explicit teaching to maximise success.

C. STUDENT WELLBEING

The Student Services staff at Beerwah State High School is committed to helping all students make the most of their experience at school. The Student Services team:

- work together with students, parents and staff for the health and well-being of students,
- supports students to have healthy, happy and productive lives.
- establish networks of support personnel who provide different levels of support for the individual needs of students.

Specialist pastoral support within the school exists in the form of:

- Guidance Officer
- School Nurse
- Youth Support Co-Ordinator
- Indigenous Community Advisor
- Indigenous Tutor
- Chaplain
- Industry Liaison Officer
- Behaviour Support Consultants
- Student Services Head of Department

Provision:

Students may refer themselves for assistance, or a referral may be made by a teacher or a parent. Individual support usually includes listening to and understanding issues raised by the student, providing mediation (if required), facilitated problem solving and goal setting, behaviour management activities and strategies, monitoring and follow up. As well as this, personal counseling and career counseling is also available. Students may also be involved in group programs. These programs aim to assist students to build their confidence and self-esteem, develop their skills in leadership and be able to work cooperatively with peers and school staff.

As part of our school community, your family and child are very important to us and we hope that your child will find this school to be a safe and supportive place of happy experiences and good relationships.

CONTACT INFORMATION: 5436 5333

Any enquiries about the Junior Secondary Phase of Learning at Beerwah State High School can be directed to any of the following people:

Mr Glen Robinson
Principal

Mr Wayne Lancaster
Deputy Principal

Mr Jacob Connor
HOD Junior Secondary

Ms Jodie Runge
Guidance Officer

COURSE ORGANISATION

Numeracy & Literacy growth is a key focus in all Key Learning Areas

YEARS 7 AND 8

To commence Year 8, students study the core subjects of English, Mathematics, Science, Humanities, Health & Physical Education, and Languages (Spanish). All subjects are based on the National Curriculum. The National Curriculum is still currently being developed. To see up to date information regarding the National Curriculum please go to www.acara.edu.au/

Students will also have the opportunity to experience a variety of subjects through The Arts and Technology courses. **Total cost \$15 per student.**

YEAR 9

Students study the core subjects of English, Mathematics, Science, Humanities and Health & Physical Education.

Students choose a total of 4 elective subjects to be studied in Year 9 (2 in each Semester).

- Extension Athletics Program, Spanish, Art, Dance, Drama, Music, Dance Extension, Enterprise Education, Digital Technologies, Engineering, Furnishing, Construction, STEM, Food Innovation and Design and Fabric and Design.

YEAR 10

Students study the core subjects of English, Humanities, Mathematics, and Science, Health & Physical Education.

Students choose a total of 4 elective subjects to be studied in Year 10 (2 in each Semester).

- Extension Athletics Program, Spanish, Art, Dance, Drama, Music, Digital Media, Enterprise Education, Digital Technologies, Engineering, Furnishing, Construction, STEM, Food Innovation and Design and Fabric and Design.

SPECIALIST PROGRAMS

EAP –Extension Athletics Program

In the Junior Secondary school we also run an extension program in Athletics for Year 9 & 10. Students selected for this extension program choose this as an elective subject but this is a yearlong subject that is studied. More information is available on the extension program at the school or on the school website.

DEP – Dance Extension

In the Junior Secondary school we also run an extension program in Dance for Year 9. Students selected for this extension program choose this as an elective subject but this is a yearlong subject that is studied. More information is available on the extension program at the school or on the school website.

CURRICULUM OVERVIEW

For Beerwah State High Students in 2018

YEAR 7	YEAR 8	YEAR 9	YEAR 10 (Senior Phase)
English	English	English	English
Maths	Maths	Maths	Maths
Science	Science	Science STEM	Science STEM
Humanities and Social Sciences	History	History	History, Economics & Business, Geography, Civics and Citizenship
	Geography	Geography	
Health & Physical Education Or Extension Athletics Program	Health & Physical Education Or Extension Athletics Program	Health & Physical Education Or Extension Athletics Program	Health & Physical Education Or Extension Athletics Program
The ARTS Dance, Drama, Music, Art Or Dance Extension Program (year 8 only)		The ARTS Dance, Drama, Music, Art Or Dance Extension Program	The ARTS Dance, Drama, Music, Art, Digital Production Studies
<u>DESIGN TECHNOLOGY</u> Production Technology Creative Fabrics Food Foundations		<u>DESIGN TECHNOLOGY</u> Engineering Furnishing Construction Graphics Food Innovation & Design Fabric & Design	<u>DESIGN TECHNOLOGY</u> Engineering Furnishing Construction Graphics Food Innovation & Design Fabric & Design
<u>DIGITAL TECHNOLOGY</u> Digital Technology		<u>DIGITAL TECHNOLOGY</u> Enterprise Education Digital Technology	<u>DIGITAL TECHNOLOGY</u> Enterprise Education Digital Technology
<u>Languages</u> Spanish	<u>Languages</u> Spanish	<u>Languages</u> Spanish	<u>Languages</u> Spanish

NB: Subjects in **bold** font are compulsory for all students. In year 7 & 8 students will complete a term rotation of the subjects offered in The Arts, Design Technology and Digital Technology

DIGITAL TECHNOLOGY

DIGITAL TECHNOLOGY: DIG

Course overview

Digital Technology enhances students' ability to use current programs and promotes the use of digital technologies to improve student outcomes across the curriculum. Specifically, students will develop their skills in digital fluency, developing their problem solving abilities to interact with a number of technologies.

Students will then develop the knowledge and skills to:

- organise, manipulate, structure and refine data and information
- explore ideas and develop ICT solutions
- use online portals and tools and
- ask questions, navigate ideas, create a prototype and launch their idea or product

Course outline

Year 7/8	Year 9	Year 10
This is a ONE TERM course in either year 7 or 8.	This is a ONE SEMESTER course.	This is a ONE SEMESTER course.
Units include: <ul style="list-style-type: none"> - Animation design and development (Scratch) - Writing Algorithms (Microsoft Word) - Planning and designing with Flow charts (Microsoft Word- Draw Tools) - History of computer language and development 	Units include: <ul style="list-style-type: none"> - Game Design and Development (Scratch) - Robotics (EV3 Lego) - Writing Algorithms (Microsoft Word) - Planning and designing with Flow charts (Microsoft Word – Draw Tools) - Understanding Computer Language – (ASCII and Binary) 	Units include: <ul style="list-style-type: none"> - Game Controller Design and Development - Robotics (Edison) - Coding (CSS/HTML)

Assessment

A range of assessment techniques may be utilised throughout the course including:

- Class notes
- Folio of class work activities
- Projects
- Homework

Related Course Codes: Year 9: #15 Year 10: #15

ENTERPRISE EDUCATION: ENT

Course Overview:

This subject provides students with an insight into the world of business. The course is designed to be 'hands-on' and allows students to demonstrate their entrepreneurial (business) abilities in the many facets of operating a business.

Product design, the making of prototypes and 'pitching' a product to a panel of judges will be undertaken. In addition the core areas of marketing, operations and finance will be addressed through research, analysis, case-studies and application to real-life situations.

Assessment Outline:

Students will undertake assessment pieces either individually or in teams. These include assignments and exams that encompass:

- Investigating the marketplace
- Designing products for specific demographics
- Developing prototypes
- Presenting information to interested parties
- Planning marketing strategies
- Producing promotional material
- Calculating financial data

Why choose this subject?

1. We are all consumers. Why not know about why we buy goods and services and the business world's response to our demands?
2. Want to be the next millionaire? It only takes one idea!
3. Thinking of studying Business Management or Certificate II in Business next year? This course will set up with a foundation of knowledge and understanding to be successful in a senior, board-registered course of study.
4. Thinking of studying at university or TAFE? There are numerous pathways that a business student can take: psychology, human resources, event management, law, education, music and sport.
5. Thinking of a bigger picture? 90% of all businesses in Australia are small businesses. Can you see yourself wanting to be your own boss?



6. Said "yes" to any question.....

Related Course Costs:

Year 9: \$20

Year 10: \$20

ENGLISH: ENG

Course Overview:

English is a study of literature, media and language. Through this study, students learn to think, write and speak critically and creatively and refine their practical language skills. They will learn to examine texts and issues from different perspectives and respect and appreciate different points of view on issues.

Why choose this subject?

The course will help prepare students for English or English Communication in the senior school and beyond.

The aims of this course are for students to:

- develop accuracy and fluency in writing, reading, speaking, listening, viewing and creating texts for a range of purposes and audiences
- develop proficiency in critical analysis and reflection
- work independently and collaboratively to produce critical, interpretative, persuasive and imaginative texts (in written and spoken modes)
- understand, evaluate and enjoy different texts

Assessment Outline:

In each semester, students will complete 3-4 pieces of assessment. There will be at least one piece of oral assessment in each semester, which will be presented in front of the class. Written assessment will comprise assignment work and work completed under supervised conditions. Students will study one novel and one drama text in each year of the course. These texts are provided as part of the Student Resource Scheme.

Related Career:

A command of written and spoken English and critical thinking skills are essential in any future course of study or form of employment.

A love and appreciation of English is like having a friend for life.

COMMUNICATIONS

SPANISH: SPN

Course Overview:

Students will engage in a variety of learning experiences using Spanish. Students will develop understanding and control of language by using the skills of listening, reading, speaking and writing in activities which may include:

- listening to radio broadcasts, television programs, webcasts and podcasts
- viewing videos and films
- holding debates or participating in discussions
- reading cartoons, shorts stories, poems and song
- conducting real life transactions such as ordering a meal
- working as individuals and in groups

Why choose this subject?

- The study of grammar functions in Spanish actually helps the understanding of grammar in English
- By 2050, 10% of the total world population will have Spanish as a first language and the USA will be the largest Spanish speaking country.
- Spanish is an official language on four continents: Europe, Africa and the Americas
- Approximately 20% of the population of The Philippines speaks Spanish (It was the official language there until 1973)
- It is one of the six official languages of the United Nations
- Spanish is the sixth largest community language in Australia

Assessment Outline:

Each semester, students will be assessed in the four macro-skills (Reading, Speaking, Listening, and Writing). Written assessment will involve assignment work and in-class tests. Oral assessment will be conducted in both one-on-one and presentations to the class group.

Related Career:

Spanish is a fantastic asset in careers such as tourism, journalism, teaching, international business, politics and diplomacy: In addition:

- All of these Australian companies (and others) currently operate in Latin America: RIO TINTO, BHP, ORICO, PACIFIC HYDRA, NU FARM, MACQUARIE BANK, QBE, QANTAS
- There are currently 120 Australian companies that trade with Chile alone, and Chile is Australia's third largest trading partner in Latin America.
- QANTAS is always looking for Spanish speakers.
- Beerwah State High School is in the initial planning stages of a vacation tour to Spain in 2018.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION: HPE

- **Course Overview:**
- **Year 7 HPE**

Topic		Theoretical Topics (LSK)
1	Cricket & Swimming	Healthy Food & Nutrition Managing Adolescence Transitions Alcohol & Other Drugs Sociology - Generations, Relationships & Physical Activity
2	Athletics & Court Games	
3	Tee Ball & Touch	
4	Handball & Volleyball	

- **Year 8 HPE**

Topic		Theoretical Topics (LSK)
1	Ultimate Disc & Swimming	Components of Fitness Daniel Morcombe - Personal Safety Active Communities Sexual Health/Respectful Relationships
2	Netball & Athletics	
3	AFL & Soccer	
4	Oz Tag & Cricket	

Year 9 HPE

Practical Topics		Theoretical Topics (LSK)
1	Softball & Basketball	Harm minimisation and drugs Healthy and active communities Food choices for teens Managing moods
2	Athletics & AFL	
3	Touch & Sport Tournaments	
4	Tennis & Volleyball	

- **Year 10 Recreation**

Topic		Theoretical Topics
1	Basketball & Tennis	Sexual Relationships Health-related fitness Alcohol related violence CPR and First Aid
2	Athletics & Court Games	
3	Netball & Oztag	
4	Cricket & Ultimate Disc	

- **Year 10 Physical Education**

Topic		Theoretical Topics
1	Tennis	Sexual Relationships Violence: Promoting Healthier Communities Physical Activity, Fitness & Health CPR and First Aid
2	Cross Country, Athletics & Volleyball	
3	Ultimate Disc & Oztag	
4	Cricket & Softball	

Why is this subject compulsory? HPE enables students to develop fine motor skills such as throwing, catching, balancing, jumping and the full range of bodily movements. It fosters TEAM building and a sense of belonging. HPE teaches students the skills to lead healthy and active lifestyles.

HEALTH AND PHYSICAL EDUCATION

EXTENSION ATHLETICS PROGRAM: EAP

(Application and trial required)

Course Overview:

Year 7 EAP

Topic		Theoretical Topics (LSK)
1	Triathlon -Swim, Cycle, Run	Healthy Food & Nutrition Managing Adolescence Transitions Alcohol & Other Drugs Sociology - Generations, Relationships & Physical Activity
2	Athletics -Technical Development	
3	Athletics – Competition Focus	
4	Various Sports – Touch & Volleyball	

Year 8 EAP

Topic		Theoretical Topics (LSK)
1	Triathlon -Swim, Cycle, Run	Components of Fitness Daniel Morcombe - Personal Safety Active Communities Sexual Health/Respectful Relationships
2	Athletics -Technical Development	
3	Athletics – Competition Focus	
4	Various Sports – Touch & Volleyball	

Year 9 EAP

Practical Topics		Theoretical Topics (LSK)
1	Triathlon -Swim, Cycle, Run	Harm minimisation and drugs Healthy and active communities Food choices for teens Managing moods
2	Athletics-Technical Development	
3	Athletics – Competition Focus	
4	Various Sports –Touch & Volleyball	

Year 10 EAP

Topic		Theoretical Topics
1	Triathlon -Swim, Cycle, Run	Skill Acquisition Biomechanics & Weight training, aerobic / anaerobic conditioning. Energy Systems Sociology & First Aid
2	Athletics-Technical Development & Fitness	
3	Athletics – Competition Focus	
4	Biathlon & Various Sports	

Why choose this subject? To extend you personally as an athlete and learn what it takes to compete successfully in a range of competitions and events.

Related Careers:

- Fitness Industry, e.g. Personal Trainer, Gym Instructor, Sport & Exercise Scientist, Exercise Physiologist
- Sports Industry, e.g. Professional Athlete, Coach, Trainer, Talent Scout, Development Officer
- Health Professional, e.g. Nurse, Physiotherapist, Chiropractor, Speech Pathologist, Dietician
- Education, e.g. Teacher (Primary, Secondary, TAFE, other)

Related Course Codes: Year 7: 10: #75

Humanities and Social Science – Year 7

Course Overview

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Course Outline

Humanities and Social Science is taught in Year 7 and Year 10.

Year 7

Term 1:

Weeks 1-4: History Depth Study One: Investigating the Ancient Past

Weeks 5 – 10: History Depth Study Two: Ancient Rome

Term 2:

Weeks 1-4: History Depth Study Three: Ancient China

Weeks 5 – 10: Civics and Citizenship

Term 3:

Weeks 1-6: Geography Depth Study 1: Water in the World

Weeks 7-10: Geography Depth Study Two: Place and Liveability

Term 4:

Weeks 1-4: Geography Depth Study Two: Place and Liveability (continued)

Weeks 5-10: Economics and Business

Assessment types include: short response exams, multimodal presentation, collaborative projects, and research tasks.

GEOGRAPHY: GEG

Course Overview:

Geography is the investigation and understanding of the earth and its features and the distribution of life on earth, including human life and its impact. It is the study of the many different places or environments which make up our world.

Students will gain an understanding of the world around them – both in a natural/sense but also the way in which humans have affected the environment around them on a local and a global scale. Key learning areas across all topics are sustainability, technology and the role of citizenship plays in our engagement with the world around us.

Assessment Outline:

Year 8

Depth Study 1: Landforms and landscapes

Depth Study 2: Changing Nations

Year 9

Depth Study 1: Biomes and Food Security

Depth Study 2: Geographies of Interconnections

Assessment Type: (Year 8 and 9)

Response to Stimulus Data Analysis

Multimodal Presentation

Research Report

Short Response Exam

Related Career:

Geography lays the foundations for a wide variety of careers that are presently in high demand including town and social planning, forestry management, environmental management, tourism, economics, surveying, geology and related mining and government positions. Due to their understanding of sustainability Geography students are well positioned to take part in many areas of the newly emerging green economy.

HISTORY: HIS

Course Overview – History

History is a process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is incredibly important when it comes to understanding ourselves and others – where we came from, and why we are here! History aims to get students to take an interest in, and enjoy, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens.

Students will also be able to understand the world views of Aboriginal people and Torres Strait Islander people and their connections to places and other groups, and apply this understanding to their own connections to people and places.

Course Outline:

The study of History is offered in 8 and 9 and offered as Depth Studies.

Year 8

Depth Study 1: The Western & Islamic World (c.790-c.1066)
The Vikings

Depth Study 2: The Asia-Pacific World
Japan and the Shoguns

Year 9

Depth Study 1: Asia and the World 1750-1901 – Ancient China

Depth Study 2: World War One 1914-1918

Assessment Type: (Year 8 and 9)

Response to Stimulus Data Analysis, Multimodal Presentation, Short Response Exam

Related Career:

The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions when seeking answers; critically think about sources of information; consider context around the information being gathered; respect and explain different perspectives of people, cultures and time periods; develop conclusions, and communicate effectively. Therefore a study in History can develop skills that are useful in hundreds of fields, but are particularly important in areas such as research, teaching, journalism, writing, designing, publishing and communications. Specifically, a study of History can lead to a love of the discipline, and a career in archaeology, anthropology, museum curatorship, or even a teacher of History!

Humanities and Social Science – Year 10

History: The modern world and Australia's involvement in World War II

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing. The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Assessment: Research assignment – Recollection of significant event in WWII.

Geography: Environmental Change and Management

'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Assessment: Environmental Expo on an issues affecting Australia

Civics and Citizenship: Sustaining Australia's Democracy

The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

Assessment: Educational Pack

Economics and Business: Australia's economic performance – a look at the differences in the legal system between Australia and Indonesia

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, events and/or case studies.

Assessment: Short response/stimulus test

MATHEMATICS: MAT

Course Overview:

In line with the Australian Curriculum, Years 7, 8, 9 and 10 students in Mathematics will gather experience in three strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Why choose this subject?

Mathematics is a compulsory subject in all year levels as it is important to give students the necessary numeracy skills for their future careers and for general life skills.

Students will be placed in levels based on their previous results. Those students who have had above average results will be placed in Extension Mathematics. Those students who have previously had average results will be placed in Core Mathematics. Those students who have had below average results will be placed in Foundation Mathematics.

If concerned with students' placement, please seek advice from the Head of Department Mathematics or the current class teacher.

Please note: A pass in core mathematics in Year 10 is required for Mathematics A in Year 11, whilst a B in extension mathematics in Year 10 is required for Maths B or C in Year 11.

Assessment Outline:

Students will have one test and one assignment per term.

Related Careers:

Some level of Maths is required for all careers, however some careers require higher levels than others. Students in Year 10 are strongly urged to investigate the level of maths required for chosen career pathways. Some examples are:

Foundation and Core Maths:

Retail, Police officer, Nurse, Trades, Banking, Teaching, Defence Force, Business, Information Technology

Extension Maths:

Scientist, Engineer, Doctor, Veterinarian, Information Technology, Mathematician/ Statistician, Physiotherapist, Accountant, Science/ Maths teacher, Pharmacist.

SCIENCE: SCI

Course Overview:

Science provides opportunities for students to develop an understanding of important science concepts and processes, and the practices used to develop scientific knowledge. In Years 7, 8 and 9 students will study aspects of Biology, Chemistry, Earth Sciences and Physics. In year 10 students will investigate aspects of Biology, Chemistry, and Physics. In the final term students who are intending to study a science in years 11 and 12 will participate in an introductory senior science course. Other students will be offered a course in Forensic Science.

Why choose this subject?

By studying science students develop scientific knowledge, understandings and skills which enable them to:

- Understand the world around them and their role in that world
- Act responsibly when using scientific equipment and applying scientific knowledge
- Develop skills of planning and conducting investigations, gathering information, and evaluating their findings
- Understand the role of Science plays in our society and to participate, if they so wish, in science-related careers.

Assessment Outline:

Each semester students complete 3-4 pieces of assessment. At least two of the tasks are written tests while the remaining tasks may include experimental reports, research reports and a range of presentations.

Related Career:

Science careers can be found in most areas of employment and the following are some examples. **Biology:** Sport Trainer, Audiologist, Biochemist, Nursing, Dietician, Medical Practitioner, Paramedic, Marine Biologist, Speech Therapist, Veterinarian, Zoologist and Wildlife Biologist, Park Ranger. **Earth Science:** Aquaculture Manager, Diver, Environmental Scientist, Geoscientist, Meteorologist, Surveyor. **Physics and Chemistry:** Astronomer, Chemist, Electrician, Food Science Technician, Audio and Video Technician, Forensic Technician, Occupational Health & Safety Specialist, Pilot, Power Plant Operator, Precision Instrument & Equipment Repairer, Ship & Boat Captain, Sound Engineering Technician. **Science:** Patent Lawyer, Science Writer, Technical Writer, Science Teacher.

STEM: STM

Course Overview:

Stem is a course where students use components from Science, Technology, Engineering and Maths (STEM) to investigate how to use various inputs to control systems of machines or electronics. The course utilises basic theory and components from electronics, computing systems, prototyping, mechanics and robotics to simulate real life situations and then to solve real life problems.

Why choose this subject?

Over the two terms students will learn skills that Engineers use to work in small groups as well as individuals to solve problems. They will develop the ability to plan and then to make prototypes as well as enhancing their communication skills. They will also use critical thinking and debugging skills to assess the suitability of their system and then to optimise their project.

STEM encourages students to be inventors, logical thinkers, innovators, self-reliant and better problem solvers.

Students will also learn scientific skills that will enable them understand how things work and also to work safely. They will learn computer programming and control system principles which can be applied to future study and employment.

Assessment outline:

Students will be assessed on a folio of completed tasks as well as a presentation of a completed project using elements that have been learnt. The project presentation will demonstrate planning, communication and organisational skills to show their understanding of Science, Technology, Engineering and Mathematics.

Related careers:

Engineering and any Science related career as well as Agriculture, Environmental science, Food Technologist, Medicine, Mathematician, Statistician, Data Analyst, ICT, Actuary, Meteorologist, Graphics Designer, Medical Imaging Technologist, Surveyor, Web Designer and many more that haven't been invented yet.

Related Course Costs: Year 9: \$70 Year 10: \$70

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have unpaid fees will not be permitted to take part in practical tasks and will be given theory task that develop the same learning outcomes.

FOOD FOUNDATIONS: FFD

Course Overview:

Throughout this course students will undertake learning experiences which develop basic hygiene and safety, time-management and organisation, cooking as well as healthy eating skills. These experiences will be integrated in theory and practical tasks both individually and as a team.

Future Pathways for this subject:

Students from this course may choose to study Food and Innovation and Design in years 9 and 10 which builds upon these basic skills and extends into design challenges.

Assessment Outline:

Students will undertake both theory and practical assessment elements in one term across years 7 & 8.

Students are to complete:

- Cooking once a week and be directly involved in group, team or demonstration work
- Practical tasks under test situations
- Assignment

Related Career: Food & beverage attendant/ Waiter/ Cook / Chef

Related Course Costs: Year 7 or 8: \$10

All food is provided for the students; all cooking is made within the lesson with the opportunity to eat the food product in class or take home.

NB: Students who have unpaid fees will not be permitted to take part in practical tasks and will be given a theory task that will develop the same learning outcomes.

FOOD INNOVATION AND DESIGN: FID

Course Overview:

Throughout this course students will be challenged with design solutions which incorporate both practical and theory tasks either individually or as a team. These tasks develop their awareness of practical application and relevance for life skills such as food safety, sustainability, problem solving and design concepts.

Why choose this subject?

Students who have a creative flair in cooking and design will be challenged through undertaking design briefs and practical based activities. Developing these skills will enhance their basic cooking skills, team work, time-management and further their ability to investigate and evaluate products/services.

Assessment Outline:

Students will undertake both theory and practical assessment elements per term over one semester.

Students will:

- Cook weekly and be directly involved in group, team or demonstration work
- Complete design challenges (written & practical components) for Year 9 – muffins and pasta meals and Year 10 food production for sales and events
- Complete practical tasks under test situations

Related Career: Food & beverage attendant/ Waiter/ Cook / Chef / Dietician / Nutritionist / Food Analyst / Small Business Owner

Students from this course may choose to study a certificate or board-registered course in senior e.g. Certificate II in Hospitality.

Related Course Costs: Year 9: \$40 Year 10: \$80

All food is provided for the students via paid subject fees. All cooking is produced within the lesson with the opportunity to eat the food product in class or take home.

NB: Students who have elected this subject and not paid fees by the due date may be asked to reselect an alternate subject. Students who have unpaid fees will not be able to participate in practical tasks and will be given theory tasks that develop the same learning outcomes.

CREATIVE FABRICS: CFB

Course Overview:

Throughout this course students will learn basic hand sewing, design development and create accessories. Students will learn to hand sew a number of stitches that can be applied to mending or decorating projects. Students will also learn about the use of fabric and the principles of design and how these are applied to meet aesthetic and functional requirements.

Future Pathways for this subject:

Students who have a talent for and enjoy this subject can take Fabric and Design in year 9 and 10. In these elective subjects, student will learn to use a sewing machine to create accessories and garment of increasing difficulty.

Assessment Outline:

Student will undertake both theory and practical assessment elements.

Students are to complete:

- Students will create sewing samples e.g. Embellished keyring, Pouch etc.
- Practical tasks
- Theory assignment

Related Career:

- Seamstress / Tailor / Fashion Designer / Interior Designer

Students from this course may choose to study a board registered course in Design or a Certificate course in senior, Certificate III in Applied Fashion (TAFE pathway).

Related Course Costs: Year 7 or 8: \$10

All materials are supplied for the construction of all assessable elements. Some students may be given the opportunity to create alternate projects at their own expense.

Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have unpaid fees will not be permitted to take part in practical tasks and will be given theory task that develop the same learning outcomes.

FABRIC AND DESIGN: FAD

Course Overview:

Throughout this course students will learn basic sewing, pattern development and create accessories. Students will learn to use a sewing machine to produce an array of projects that will progressively develop their skills. Students will also learn about the properties of fabric and how to apply these to meet aesthetic and functional requirements.

Why choose this subject?

Students who have an eye for fashion and are keen to design and create their own accessories should take this course. At the end of this subject, students must be competent in sewing with a machine to be able to make their own garments in year 10.

Assessment Outline:

Student will undertake both theory and practical assessment elements per semester.

Students are to complete:

- Students will create sewing samples e.g. Utility case, cushion, reversible bag etc.
- Practical tasks
- Theory assignments

Related Career:

- Seamstress / Tailor / Fashion Designer / Interior Designer

Students from this course may choose to study a board registered course in Design or a Certificate course in senior, Certificate III in Applied Fashion (TAFE pathway).

Related Course Costs: Year 9: \$60 Year 10: \$80

All materials are supplied for the construction of all assessable elements. Some students may be given the opportunity to create alternate garments to their own expense.

Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have unpaid fees will not be permitted to take part in practical tasks and will be given theory task that develop the same learning outcomes.

CONSTRUCTION: CST

Course Overview:

Throughout this course students are involved in individual, team and group projects. Tasks allow students to experience small construction projects that will leave them in good stead for further life experiences. This course encourages students to be independent and self-reliant.

Why choose this subject?

For students who like to be involved in practical tasks. These develop their awareness of practical application and relevance for life skills. Students are engaged in practical work that is relevant and applicable to the general maintenance of homes.

Assessment Outline:

Student will complete one practical and one theory element each term.

Students are to complete:

- a range of ongoing practical task e.g. Carry all, BBQ table, Punch and Patch wall, replace tap washers, condiment table, scale house frame, oil stone box, concrete flat folding table, campstool
- practical tasks under test situations
- theory exams
- design folio, incorporating AutoCAD

Related Career: Carpenter / Builder / Joiner / Plumber / Plasterer / Electrician

Students from this course may choose to study a Certificate course, Certificate I in Construction at Beerwah SHS. Or choose Certificate I in Civil Infrastructure, Plumbing and Certificate II in Construction at the SCTTTC in Year 11 and 12.

Related Course Costs: Year 9: \$50 Year 10: \$70

NB: Students who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have unpaid fees will not be permitted to take part in practical tasks and will be given theory task that develop the same learning outcomes.

DESIGN TECHNOLOGY

ENGINEERING: EGR

Course Overview:

Throughout this course students will engage in a variety of individual tasks that will broaden their knowledge in design and technology. Tasks allow students to experience manufacturing processes through the manipulation of a variety of metals and plastics.

Why choose this subject?

For students who are interested in pursuing a trade or related professional career path. This course will give students a firm grounding of basic skills and ability to use general hand and power tools, as well as guide students in the understanding of design solutions and processes.

Assessment Outline:

Student will complete one practical and one theory element each term.

Students are to complete:

- A range of ongoing practical tasks e.g. Injection Mould, BBQ Flip, Can Opener, Carry All, Mini Hacksaw and a range of practical tasks conducted under exam conditions.
- Theory exams
- Assignments

Related Career: Sheet metal worker/ Boiler Maker/ Diesel Fitter/ Mechanic

Completion of this course is an advised prerequisite to study engineering, furnishing or construction in year 11 and 12.

Related Course Costs: Year 9: \$50 Year 10: \$70

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have unpaid fees will not be permitted to take part in practical tasks and will be given theory task that develop the same learning outcomes.

FURNISHING: FUR

Course Overview:

Throughout this course students are involved in individual, team and group projects. Tasks allow students to experience manufacturing processes through the manipulation of wood and plastics.

Why choose this subject?

For students who are interested in pursuing a trade or related professional career path. This course will give students a firm grounding of basic skills and ability to use general hand and power tools.

Assessment Outline:

Student will complete one practical and one theory element each term.

Students are to complete:

- a range of ongoing practical task e.g. Chopping Board, Coffee Table, serving tray, coffee cup stand
- theory exams
- Folio
- Log book

Related Career: Cabinet Maker / Furniture Maker

Completion of this course is an advised prerequisite to study Furnishing, Construction or Engineering in Year 11 and 12.

Related Course Costs: Year 9: \$50 Year 10: \$70

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have unpaid fees will not be permitted to take part in practical tasks and will be given theory tasks that develop the same learning outcomes.

DESIGN TECHNOLOGY

GRAPHICS: GPH

Course Overview:

Throughout this course students will be immersed in two units of work – Architecture and Engineering drawing. Students will learn to manipulate AutoCAD Software to convey their own design of products and ideas. Students will be immersed in the design process of products and shown how to convey their ideas through visual means. Student will use 3D printers to develop prototypes of designs, year 9 students will design and print Derby Dash Vehicles and year 10 students will design and print Mini Boom Boxes.

Why choose this subject?

For students who enjoy graphical design and drawing manipulation of mechanical products. Students are encouraged to read and interpret drawings and plans. This subject is advisable for those who are interested in the professional and para-professional career paths of Engineering and Architecture.

Assessment Outline:

Student will complete one contextual folio per each term.

Students are to complete:

- Students will develop contextual folios
- theory exams / assignments

Related Career: Architect / draftsperson / Engineer / Trades

Related Course Costs: Year 9: \$30 Year 10: \$40

THE ARTS

DANCE: DAN

Course Overview:

Dance is designed to develop self-esteem and physical coordination while encouraging complex thinking. It provides students with the opportunity to create, perform, reflect and evaluate.

As well as gaining an understanding of its historical background and importance in various cultures, students will experiment with the components of dance and explore different styles and forms of the art. The subject is divided into choreography, performance and appreciation.

Dance engages the mind, body and spirit and provides opportunities for the development of physical, expressive, "critical, imaginative, appreciative and perceptive abilities" (Bannon & Sanderson 2000).

Why choose this subject?

- Fosters student development as creative, complex thinkers, effective communicators, reflective and independent learners as they study and participate in various dance contexts, genres and styles.
- Enables students to critically examine their experiences and understandings of Dance and Dance forms, exploring the interrelationship between practical and theoretical aspects of Dance.
- Enables students to learn choreograph, perform and appreciate Dance works.
- Provides the opportunity for students to engage in problem solving and critical reflection, individually and in groups.

Assessment Outline:

Dance is assessed across the areas of: choreography (learnt and devising own); performance (presenting) and appreciation (written tasks analysing Dance artworks).

Related Career:

Jobs directly related: Performer, Teacher, Entertainer, Choreographer, Dance Therapist, Dance Tutor, Dancer, Dance Sports.

Jobs where it may be useful: Physical Therapist, Massage Therapist, Yoga Instructor, Pilates Trainer, Arts Administration, Community Arts Organiser, Stage Management, Events Management.

Skills developed in Dance Studies: Creative Thinking, Critical Evaluation, Literacy, Negotiating, Organising, Planning, Presentation, Research, Teamwork, Speech Making, and Coordination.

Related Course Costs: **Year 9:** A Course Fee of \$25.00 will apply
Year 10: A Course Fee of \$25.00 will apply.

DANCE EXTENSION PROGRAM: DEP: (Audition Entry)

Course Overview:

Dance is designed to develop self-esteem and physical coordination while encouraging complex thinking. This course provides students with the opportunity to create, perform, reflect and evaluate. The Dance Extension Program allows students talented in the area of dance the opportunity to spend an increased amount of time studying the art from to improve their knowledge and skills and fuel their passion. Throughout this course the students will grow individually in their dance ability and experience real-world learnings.

Why choose this subject?

- Fosters student development as creative, complex thinkers, effective communicators, reflective and independent learners as they study and participate in various dance contexts, genres and styles.
- Enables students to critically examine their experiences and understandings of Dance and Dance forms, exploring the interrelationship between practical and theoretical aspects.
- Enables students to learn choreograph, perform and appreciate Dance works.
- Provides the opportunity for students to engage in problem solving and critical reflection, individually and in groups.

Assessment Outline / Areas of Study:

- Throughout this course students are assessed across the areas of: choreography (devising own movement); performance (teacher devised routine) and appreciation (written tasks analysing Dance artworks).
- As well as gaining an understanding of its historical background and importance in various cultures, students will experiment with the components of dance and explore different styles and forms of the art.
- The styles of Jazz, Contemporary, Ballet and Hip Hop are the focus throughout the course, but the students are also exposed to many other styles.

Extra Rehearsal & Performance Commitments:

- In addition to the two lessons in school curriculum time, the students also commit to one 40 minute lunchtime rehearsal in Semester 2 in the lead up to Dance Night.
- Students will perform in a variety of contexts. Definite performance opportunities are: Dance Night, performances for other dance students in years 7 -12 and in class assessments. Possible performance opportunities are (dependant on timing and availability): school dance eisteddfods, local community events, school flash mobs.

Related Career:

Jobs directly related: Performer, Teacher, Entertainer, Choreographer, Dance Therapist, Dance Tutor, Dancer, and Dance Sports.

Jobs where it may be useful: Physical Therapist, Massage Therapist, Yoga Instructor, Pilates Trainer, Arts Administration, Community Arts Organiser, Stage Management, Events Management, Arts Education Officer.

Skills developed in Dance Studies: Physical Awareness, Creative Thinking, Critical Evaluation, Literacy, Negotiating, Organising, Planning, Presentation, Self-Confidence, Research, Teamwork, Speech Making, and Coordination.

Related Course Costs: A Course Fee of \$25.00 will apply

MUSIC: MUS

Course Overview:

Music instils in students a lifetime appreciation and understanding which is explored in an enjoyable, challenging and supportive environment. Music brings joy and satisfaction, fosters creative expression, challenges thinking and stimulates imagination. All students in the Music Program are provided the opportunity to develop to their individual strength while being guided to reach their potential.

Students explore Music through listening, performing and music theory skills. Students will study the historical background and appreciation of various styles of music. They will learn through exposure to a range of suitable repertoire in both their practical and theory studies. Student will develop compositions and perform (singing, playing, conducting, and improvising).

Why choose this subject?

- Music is integral to everyday life (self-expressive, celebratory, social, cultural, political and educational roles)
- Builds understanding and enjoyment of The Arts and Music heritage
- Fosters students' confidence, creativity and individuality through composing and performing
- Students become adaptable and innovative problem-solvers
- Develop skills in using various Music-related technologies.

Assessment Outline:

Music is assessed across the areas of: composing (learnt and devising own); performance (presenting) and appreciation (written tasks analysing Music works).

Related Career:

Jobs directly related: Sound Technician, Performer, Teacher, Conductor, Composer, Music Critic, Musical Director, Music Tutor, Entertainer, Music Arranger, and Vocalist.

Jobs Where It May Be Useful: Radio Announcer, Speech Pathologist, Band Manager, Audiovisual Technician, Musical Instrument Maker and Repairer, Multimedia Developer.

Skills developed in Music Studies: Fine Motor Skills, Creative Thinking, Critical Evaluation, Literacy, Negotiating, Organising, Planning, Presentation, Research, Teamwork, Speech Making, Coordination, Learning other subjects through lyrics.

Related Course Costs: A Course Fee of \$15.00 will apply.

DRAMA: DRA

Course Overview:

Drama is designed to promote confidence and successful communication. These are attributes which are highly valued by today's employers and are seen as important skills for living.

The basic elements of actor's craft and stagecraft will be studied and students will exercise creativity in a variety of performance situations with emphasis on the effective use of voice and movement. Students will develop skills in teamwork and speech making while learning and applying dramatic language.

Drama provides a learning environment that promotes imagination, critical thinking, communication, cultural engagement, creativity and problem-solving.

Why choose this subject?

- Drama is a medium for personal exploration, social criticism, celebration and entertainment.
- Drama gives a range of skills transferable to a variety of pathways - innovative thinkers, adept communicators and excellent team players.
- Drama is designed to promote confidence and successful communication. These are attributes which are highly valued by today's employers and are seen as important skills for living.

Assessment Outline:

Drama is assessed across the areas of: Making (devising and presentation of performance, writing scripts, and improvising); and Responding (written tasks analysing Dramatic performance)

Related Career:

Jobs directly related: Film and TV, Actor, Drama Teacher, Stage Manager, Stage Hand, Director, Entertainer, Set Designer, Arts Administrator, Television Producer, Television and Radio Presenter.

Jobs where it may be useful: Primary Teacher, Youth and Community Worker, Personnel Manager, Journalist, Marketing Manager, Events Management.

Skills developed in Drama studies: Creative Thinking, Critical Evaluation, Literacy, Negotiating, Organising, Planning, Presentation, Research, Teamwork, Speech Making.

Related Course Costs: A Course Fee of \$15.00 will apply.

THE ARTS

VISUAL ART: ART

Course Overview:

Visual Art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audiences and specific purposes through images and objects.

Some 2D areas covered from Yr 7 – 10 are: Design, Drawing, Printmaking and Painting.

Some 2D areas covered from Yr 7 – 10 are: Sculpture and Ceramics.

Responding takes the form of short answer questions in Yr 7 and 8, and further analytical essays on chosen artists in Yr 9 and 10.

The Junior Visual Art program aims to develop skills with knowledge and understanding in a range of media styles and techniques. It also aims to further students' reflection on their own learning and responding to works by others.

The program aims to develop self-expression, creativity, reflection, problem solving, WH&S safety, perseverance and analytical skills.

Why choose this subject?

- Gain a range of skills that are transferable to other subject areas.
- Students make images and artworks, communicate meaning and understanding.
- Focus on creative solutions to complex design problems, divergent thinking and higher order learning.
- Students develop understanding, appreciation and skill across a range of media, techniques, technologies and processes.

Assessment Outline:

Visual Art is divided into 60% Practical work and 40% Theory. Practical – multiple artworks across a range of media; Theory – written essay and analysis.

Related Career:

Jobs directly related: Architect, Graphic Designer, Artist, Illustrator, Teacher, Make-up Artist, Interior Designer, Costume Maker, Theatre Art Director, Animator, Fashion Designer, Visual Merchandiser, Web Designer, Curator, Arts Therapy, Tattoo Artist, Jeweller, Police Sketch Artist, Package Designer, and Industrial Designer.

Jobs where it may be useful: Florist, Hairdresser, Primary Teacher, Childcare Worker.

Skills developed in Visual Art Studies: Creative Thinking, Critical Evaluation, Literacy, Negotiating, Organising, Planning, Presentation, Research, Teamwork, Speech Making, Fine Motor Skills, Analysis, Visual Literacy, and Visual Spatial Skills.

Related Course Costs: A Course Fee of \$35.00 will apply.

DIGITAL PRODUCTION STUDIES: ART

Course Overview:

Digital Production Studies is designed to build on students understanding of still and moving-image media production. Through the exploration of representations, sound, movement, lighting and technologies, the students will develop personal skills that are transferable to a range of life paths including self-discipline, problem-solving and project management. The ability to work individually and collaboratively to achieve goals is fundamental to success in Digital Production Studies.

Why choose this subject?

- Fosters creative development and expression.
- Students will generate and experiment with ideas by using technologies such as professional editing software (Adobe Suite) and professional photography equipment.
- They'll appreciate that diverse and changing moving-image media provides different experiences for people in different cultural contexts.
- Provides students with opportunities to design, create and produce media projects.
- Offers students the opportunity to showcase their finished product.

Assessment Outline:

Digital Production Studies will assess two main criteria: *Design and Production*. In the first term students will develop a *Photography Folio* of 30 still shots which will link to criteria requirements. In the second term, students will individually design a *short 1-3 minute script* which explores a simple narrative. They will then work individually or in small groups to then shoot and *produce a moving-image film* based on one of the scripts.

Related Career:

Jobs directly related: Director, Scriptwriter, Digital Editor, Photographer, Storyboard Artist, and Cameraman.

Jobs where it may be useful: Actor, Cast Manager, Community Arts Organiser, Stage Manager, Lighting Assistant, Events Management.

Skills developed in Digital Production Studies: Creative thinking, Production Skills, Presentations Skills, Organising and Time Management Skills, Teamwork, Literacy Negotiation, Coordination, Workplace Health and Safety, Self-Reflection.

Related Course Costs: Year 10 \$25.00.