



JUNIOR CURRICULUM HANDBOOK

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

2026

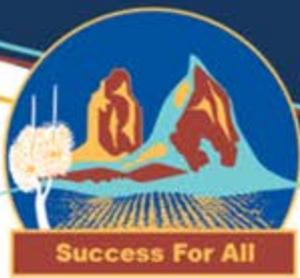


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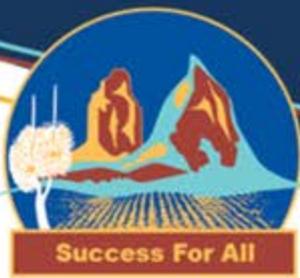


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YEAR 9 SUBJECT SELECTIONS

All students must study English, Math, Science, Health & Physical Education and History/Geography.

Elective subject information can be found on the following pages within this Handbook.

*Subject consumable fees must be paid in full by the end of February in any calendar year.

Subject fees may change.

YEAR 9 ELECTIVE SUBJECTS	SUBJECT FEE
Dance Extension Program Athletics Extension Program Instrumental Music	\$50 \$75 \$50 resource fee \$120 Hire Fee
THE ARTS Dance Drama Music Visual Arts Media Arts	NIL NIL \$30 \$45 \$30
DESIGN TECHNOLOGY Design and Technology (DAT) - Engineering Materials and Technologies Specialisations (TMT) - Furnishing Materials and Technologies Specialisations 2 (TTZ) – Furnishing 2 Engineering Principles and Systems (TES) - Graphics Food Specialisations (TFD) - Food Innovation & Design Textiles (TEX) - Fabric & Design	\$30 \$30 \$30 \$21.50 \$100 \$50
DIGITAL TECHNOLOGY Digital Technologies	NIL
HUMANITIES & BUSINESS Economics & Business	NIL
LANGUAGES Spanish	NIL

*prices are subject to change

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.

Year 7 or 8

Student will undertake both theory and practical assessment elements.
Students are to complete:

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

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.

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 or asked to choose another subject.

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 garments of increasing difficulty.

Related Course Costs: Covered within your Student Resource Scheme (SRS) Fee

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:	Year 9	
	Term 1 Calico Bag Design	Term 2 Cushion – Tie Die Challenge

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.

NB: Student 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 permitted** to take part in **practical tasks** and will be given theory task that develop the same learning outcomes or asked to choose another subject.

Related Career: Senior Course Pathways: Fashion
Career Pathways: Seamstress / Tailor / Fashion Designer / Interior Designer

Related Course Costs: \$50

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.

**Assessment
Outline:**

Year 7 or 8

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

Students are to complete:

- Cooking **once a week** and be directly involved in **group, team or demonstration** work
 - Practical tasks under test situations
 - Theory exams / assignments
-

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

NB: Student who have selected 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 or asked to choose another subject.

**Related Course
Costs:**

Covered within your Student Resource Scheme (SRS) Fee

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. These will enhance their basic cooking skills, team work, time-management and further their ability to investigate and evaluate products/services.

Assessment Outline:	Year 9	
	Term 1 Muffin Design Challenge	Term 2 Pasta Design Challenge

All food is provided for the students; all cooking is made within the lesson with the opportunity to eat the food product in class, no containers are provided for students to take food home.

Market Day and World on a Plate events in Year 10 are learning opportunities and these tasks are not included within the subject fee for students to consume. Students are running both events as to experience opportunities within event management.

NB: Student who have elected this subject and not paid fees by the due date maybe asked to re select 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 or asked to choose another subject.

Related Career: Senior School Pathways: Cert II in Hospitality
Career Pathways: Food & Beverage Attendant / Waiter/ Cook / Chef

Related Course Costs: Year 9: \$100

Course Overview: Throughout this course students will undertake learning experiences surrounding the design process, focusing on joint assembly, tools use and visual communication methods. Students will engage in the full design phase, from design to realisation.

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 workshop.

Assessment Outline:

Year 7 or 8

Student will undertake both theory and practical assessment elements. Students are to complete:

- Students will create a clock, working drawings and sketches
 - Practical tasks
 - Theory assignment
-

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.

NB: Student who have selected this subjects and not paid fees by the due date maybe asked to re select 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 or asked to choose another subject.

Related Career:

Future Pathways for this subject: Students who have a talent for and enjoy this subject can take Furnishings, Construction, Engineering and or Graphics in Year 9 and 10. In these elective subjects, student will continue learning experiences surrounding the Design Process in different contexts.

Related Course Costs:

Covered within your Student Resource Scheme (SRS) Fee

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:	Year 9	
	Term 1 Injection Moulding Design Folio	Term 2 LED Light Box Design Folio

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 or asked to choose another subject.

Related Career: Senior School Pathways: Completion of this course is an advised prerequisite to study Furnishing Skills, Certificate II in Construction, Engineering Skills or Certificate II in Engineering Pathways

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

Related Course Costs: Year 9: \$30

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:	Year 9	
	Term 1 Sample Joint Serving Tray Design Folio	Term 2 Skill Builder Lazy Susan Design Folio

NB: Student who have selected 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 or asked to choose another subject.

Related Career: Senior School Pathways: Completion of this course is an advised prerequisite to study Furnishing Skills, Certificate II in Construction, Engineering Skills or Certificate II in Engineering Pathways
Career Pathways: Cabinet Maker / Furniture Maker

Related Course Costs: Year 9: \$30

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:

Year 9	
Term 1 Carry All Camp Stool	Term 2 BBQ Server Table

NB: Student who have selected 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 or asked to choose another subject.

Related Career: Senior Pathways: Students from this course may choose to study a certificate course:

- Certificate I in Construction at Beerwah SHS or
- Certificate I in Civil Infrastructure, Plumbing and Certificate II in Construction at the SCTTTC in Year 11 and 12.

Senior School Pathways: Completion of this course is an advised prerequisite to study Furnishing Skills, Certificate II in Construction, Engineering Skills or Certificate II in Engineering Pathways.

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

Related Course Costs: Year 9: \$30

Course Overview: Throughout this course students are involved in individual, team and group projects. Tasks allow students to experience design manufacturing processes through the manipulation of software and ICT.

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 drafting and sketching techniques, along with an awareness of CNC machines.

Assessment Outline:

Year 9

Term 1
Design Folio
3D Printing Robo Bot

Term 2
Design Folio
Laser Cutting
Key Tag

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 or asked to choose another subject.

Related Career: Senior School Pathways: Completion of this course is an advised prerequisite to study Furnishing Skills, Certificate II in Construction, Engineering Skills or Certificate II in Engineering Pathways
Career Pathways: Para and Professional Trades: Architect / Engineering/ Drafts person or Tradesman

Related Course Costs: Year 9: \$21.50

- Course Overview:** In Digital Technologies student plan and manage digital projects to create interactive information. Students design user experiences and test, modify and implement digital solutions on different programs and games.
- Year 7 and 8 students complete a 10 week course on a rotational basis.
 - Year 9 students may select the subject as an elective.

Why choose this subject?

Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

Students will be able to:

- be creative, innovative & enterprising users of technology (traditional, contemporary & emerging)
- investigate, design, manage, create and evaluate digital solutions
- engage confidently with and responsibly select and manipulate appropriate technologies – when designing and creating solutions make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- evaluate the suitability of products and processes against criteria and recommend improvements
- reflect on & analyse the impacts of products & processes on people, their communities & environments

Assessment Outline:

Examples of Projects

Year 7/8

Creating a Digital Solution using the Micro:bit
Introduction to Robotics

Year 9

– Game Development
Robotics and coding using EV3/mBots

How are students assessed?

Projects developing software and hardware solutions to Digital Technology problems e.g. Coding, Game Making, Robotics, Independent study

Related Career:

Senior School Pathways: Year 9/10 STEM elective; Year 9/10 Digital Technologies elective; Year 11/12 Information Communication & Technology (if available for selection); VET courses

Career Pathways: Animation / Graphic Designer, Computer Programmer, Game Designer, Graphic and Multimedia Design, IT Consultancy / Project Management, IT Technical Support, Robotics / Artificial Intelligence, Social Media Content Creator, Website / Multimedia Design

Related Course Costs:

Nil

Course Overview: English offers students the opportunity to study and produce a wide variety of text types, including fiction, media, non-fiction, spoken and written texts. Students learn to think creatively and critically, examining ideas and issues that arise in texts and considering these from different perspectives that arise in and around these texts. Through their studies, students develop skills in speaking, listening, interacting and presenting, as well as reading and writing.

Why choose this subject? The course will help prepare students for General English or Essential English in the senior school and beyond. The aims of this course are for students to:

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

Assessment Outline:

Year 7

<p>Term 1: Aussie at Large Assessment 1: Imaginative. Narrative Intervention: Create a new adventure for Red Dog</p>	<p>Term 2: Infamous Aussies Assessment 2: Group Book Club Chat Assessment 3: Persuasive Paragraphs: Ned Kelly: Hero, Villain or Victim</p>	<p>Term 3: Motivational Masterclass Assessment 4: Written Multimodal Persuasive Create an Infographic for a non-profit organisation in Australia</p>	<p>Term 4: Vibrant Voices Assessment 5: Oral, Create and perform a TikTok or Slam Poetry for an issue Assessment 6: Written, Exam, Analytical Response to two (2) poems</p>
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Year 8

<p>Term 1: A Picture tells 1000 Words Assessment 1: Imaginative, Multimodal , Create a graphic novel with a social message for youth</p>	<p>Term 2: Topical Teens Assessment 2: Novel study: Spoken Book Club Chat Assessment 3: Written, Analytical Response</p>	<p>Term 3: Fake News Assessment 4: Persuasive, Extended Response, Written Opinion responses to news articles</p>	<p>Term 4: Brand New View Assessment 5: Multimodal, Imaginative, Extended Response. Filmed Monologue as TV Series character Assessment 6: Analytical Response</p>
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Year 9

<p>Term 1 Shades of Australia Assessment 1: Descriptive Passage-imaginative. Narrative Intervention: orientation in Australian setting</p>	<p>Term 2 Shades of Australia Assessment 2: Persuasive Speech: rebuttal on Australian issue What If Assessment 3: Issues in Speculative Fiction Film: Analytical essay</p>	<p>Term 3 What If Assessment 4: Extended Response Imaginative Memoir Speculative Fiction Novel</p>	<p>Term 4 Burden of Proof Assessment 5: Short Response to Play Exam Assessment 6: Extended Response Spoken Persuasive Interview as a character</p>
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Related Career:

Digital copywriter, Editorial assistant, English as a foreign language teacher, Lexicographer, Magazine journalist, Newspaper journalist, Publishing copy editor/proof-reader, Secondary school teacher, Web content manager, Writer

Related Course Costs:

Nil

- 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 songs
 - 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:

Year 7

Term 1: Meeting People
Assessment 1: Writing exam

Term 2: Favourite Things
Assessment 2: Multimodal Presentation

Term 3: School Life
Assessment 4: Writing exam
Assessment 5: Spoken assessment

Term 4: Around Town
Assessment 6: Listening exam
Assessment 7: Brochure

Year 8

Term 1: Who are We?
Assessment 1: Listening test
Assessment 2: Written Task

Term 2: Buying Things
Assessment 3: Speaking test

Term 3: Amazing Race
Assessment 5: Reading Test
Assessment 6: Multimodal

Term 4: La Comida
Assessment 7: Writing exam

Year 9

Term 1 Dream House and Daily Routines
Assessment 1: Listening test
Assessment 2: Oral/written

Term 2 La Casa
Formative Assessment: Bilingual text-written
Assessment 3: Reading test
Assessment 4: Written task

ATHLETE EXTENSION PROGRAM: AEP

Course Overview:

In addition to the health and movement knowledge and skills of the HPE program, AEP students will focus on improving performance in a range of sports and physical activities including mountain biking, cross-country, track and field and a variety of team sports. Participation in practical AEP lessons can also compliment performance in students' preferred sports outside of school.

Why choose this subject?

AEP students enjoy all the benefits of studying HPE with an additional emphasis on individual performance improvement. The AEP course balances participation in, and enjoyment of physical activity with sports performance. Pre-season training will consist of Goal setting, swimming, running, riding (transitioning to Mountain biking), strength and conditioning (circuit training with optional light weights for Yr.9).

Assessment Outline:

Year7

Term 1	Term 2	Term 3	Term 4
Bullying	Super Snacks	Caffeine	Coping with change
Swimming Cricket	Athletics	Footy Field Sports	Fitness

Year8

Term 1	Term 2	Term 3	Term 4
Identity, adolescent changes and transitions	Drugs and Decision Making	Relationships and diversity	Following food and diet trends (influencers)
Volleyball Striking and Fielding	Athletics Basketball	Touch Soccer	Netball Ultimate disc

Year 9 Term

1	Term 2	Term 3	Term 4
Healthy Relationships	Wellbeing Wednesday	Drugs - Alcohol	Resilience Strategies
Softball	Net Sports	Invasion Games	Frankensport

Related Career:

Senior Subjects:

- Senior PE
- Sport and Recreation
- Certificate III in Fitness

Possible Career Pathways:

- Fitness Industry (Personal Trainer, Gym Instructor, Clinical Exercise Physiologist, Sport and Exercise Scientist)
- Sports Industry (Professional Athlete, Sports Coach, Trainer, Sports Development Officer)
- Health Industry (Nurse, Physiotherapist, Podiatrist, Dietician)
- Education Industry (Teacher – primary, secondary, TAFE)

Related Course Costs:

\$75 subject fee includes pool entries, athlete enhancement excursion

Course Overview: Health and Physical Education provides students with learning experiences relating to health and physical activity through a combination of classroom, practical and integrated lessons.

Why study this subject? In HPE, students develop the skills, knowledge, and understanding to strengthen their sense of self, build and manage respectful relationships and enhance safety and wellbeing. Students have the opportunity to learn in, through and about movement to enable lifelong physical activity participation.

Assessment Outline:

Year7

Term 1 Bullying	Term 2 Super Snacks	Term 3 Caffeine	Term 4 Coping with change Fitness
Swimming Cricket	Athletics	Footy Field Sports	

Year8

Term 1 Identity, adolescent changes and transitions	Term 2 Drugs and Decision Making	Term 3 Relationships and diversity	Term 4 Following food and diet trends (influencers)
Volleyball Striking and Fielding	Athletics Basketball	Touch Soccer	Netball Ultimate disc

Year 9

Term 1 Healthy Relationships	Term 2 Wellbeing Wednesday	Term 3 Drugs - Alcohol	Term 4 Resilience Strategies
Softball	Net Sports	Invasion Games	Frankensport

Related Career: Senior Subjects:

- Senior PE
- Sport and Recreation
- Certificate III in Fitness

Possible Career Pathways:

- Fitness Industry (Personal Trainer, Gym Instructor, Clinical Exercise Physiologist, Sport and Exercise Scientist)
- Sports Industry (Professional Athlete, Sports Coach, Trainer, Sports Development Officer)
- Health Industry (Nurse, Physiotherapist, Podiatrist, Dietician)
- Education Industry (Teacher – primary, secondary, TAFE)

Related Course Costs:

Swimming pool entry fees are to be paid directly to the Beerwah Pool on entry for each swimming lesson in Year 7.

Course Overview: Through studying economics and business, students learn to make informed decisions and to appreciate the connections between economic systems, including the effects of these decisions on consumers, businesses, governments and other economies.

Why choose this subject? Economics and business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. The business curriculum fosters enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently. Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

Year 7 – Term

Economics and Business: Let's Talk Business – Introduction to Business and Entrepreneurship (Multimodal)

Assessment Outline:

Year 9 – Semester Elective

Topic 1: Competitive Advantage, Risk and Reward (Investigation)

Topic 2: Competing in a Global Economy (Project)

Related Career:

Business and Economics builds enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society. Students understand how they participate in the economy as consumers, workers and producers understanding of the work and business environments within the economy, as well as enabling them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizen. Any career where these are useful attributes will benefit from the study of Business and Economics.

Business and Economics in Year 10 is strongly recommended for Senior Business, Legal Studies, Ancient or Modern History.

Related Course Costs:

Nil

Course Overview: Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Why choose this subject? 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 7 - Term: Place & Liveability (Project)
Year 8 - Term: Landforms and Landscapes (Project)

Year 9 - Semester

Topic 1: Biomes and Food Security (Examination)
Topic 2: Geographies of Interconnection (Investigation)

Related Career: Geography teaches students to plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. The subject helps students to develop an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively. Any career where these are useful attributes will benefit from the study of Geography.

Related Course Costs:

Nil

Course Overview: History is a disciplined process of inquiry into the past that promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. Students critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

Why choose this subject? Students will gain knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society, and understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. Also, students develop the capacity to undertake historical inquiry, including skills in analysis and use of sources, and communication.

Assessment Outline:

Year 7 – Semester Deep Dive into History: Indigenous History and Culture (Investigation) Ancient China: The Role of Women and Qin Qi Huang (Examination)

Year 8 - Semester
 Medieval Europe: "Peasants, Priests and Power: Who Ruled the Middle Ages?" (Investigation)
 Polynesia & The Spanish Conquest (Project)

Year 9 - Semester
 Introduction: Industrial Revolution
 Topic 1: Making a Nation (Examination)
 Topic 2: World War I (Investigation Source Analysis)

Related Career: History teaches students to plan inquiries; collect, evaluate, analyse and interpret evidence. The subject helps students to develop understanding of the past and present experiences of Aboriginal and Torres Strait Islander Peoples among many other perspectives, an understanding of research processes including collection of evidence and referencing. Any career where these are useful attributes will benefit from the study of History.

Related Course Costs: Nil

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

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

Why choose this subject? Whilst Mathematics is a compulsory subject in all year levels, it is important to give students the necessary numeracy skills for their future careers and for general life. The aim of teaching and learning maths are to encourage and enable students to:

- Recognise that maths permeates the world around us
- Enjoy maths and develop patience and persistence when solving problems
- Develop mathematical curiosity and use inductive and deductive reasoning to solve problems in real life situations

Develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others

Students will be placed in one of three levels based on their previous results; Extension, Core or Foundation.

Assessment Outline:

Year 7

Term 1 Measurement exam Perimeter & area PSMT	Term 2 Numeracy, patterns & algebra exam	Term 3 Financial maths exam Probability PSMT	Term 4 Geometry, transformations & data exam
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Year 8

Term 1 Integers, profit & loss exam Probability PSMT	Term 2 Indices, algebra, perimeter & area exam	Term 3 Time, rates & ratios exam Data PSMT	Term 4 Linear equations, area & volume exam
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Year 9

Term 1 Linear & non-linear relationships exam Area & volume PSMT	Term 2 Pythagoras Theorem and Trigonometry exam	Term 3 Algebra exam Similarity & Data PSMT	Term 4 Indices, scientific notation & probability exam
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PSMT – Problem Solving and Modelling Task is assignment work usually over 2 or 3 weeks

Related Career: Some level of Maths is required for all careers, however, some careers require higher levels than others. Students in the junior school should be working towards the highest level of maths that they are capable of to ensure all senior pathways are available for future careers. 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,

Pharmacist, Statistician, Physiotherapist, Accountant, Science/Maths Teacher.

Related Course Costs: Nil

Course Overview: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge. All students will study aspects of Biology, Chemistry, Earth Sciences and Physics for Year 7, 8 and 9. In Year 10 students choose Extension Science or Core Science. Extension Science students will be preparing to study Biology, Chemistry or Physics in Year 11 and 12 as a pathway for University, whilst Core Science will be aimed at providing an overall science knowledge for those students who do not wish to continue with General science subjects in Year 11 or wish to do an Applied science subject.

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 Science plays in our society and to participate, if they so wish, in science-related careers.

Assessment Outline:

Year 7

Term 1 Chemistry

1. Separating mixtures report
2. Life straw research task

Term 2 Earth & Space

3. Telescopes research article
4. Space exam

Term 3 Biology

5. Classification exam
6. Ecosystems exam
7. Fire ants research task

Term 4 Physics

8. Balloon powered car report

Year 8

Term 1 Physics

1. Energy experimental report

Term 2 Biology

2. Cells and body exam
3. Organ transplant research task

Term 3 Earth Science

4. Tectonics exam
5. Rocks and mining assignment

Term 4 Chemistry

6. Reactions scientific report

Year 9

Term 1 Chemistry

1. Scientific report

Term 2 Physics

2. Exam

Term 3 Earth Science/ Biology

3. Earths cycles research task
4. Reproduction exam

Term 4 Biology

5. Body systems exam

Related Career:

Science careers can be found in most areas of employment and the following are some examples: **Biology:** Sports Trainer, Biochemist, Nurse, Dietician, Medical Practitioner, Paramedic, Marine Biologist, Speech Therapist, Veterinarian, Zoologist and Wildlife Biologist, Park Ranger. **Earth Science:** Aquaculture Manager, 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. **All Sciences:** Patent Lawyer, Science Teacher, Primary Teacher.

**Related Course
Costs:**

N/A

Course Overview:

discipline, physical health and the ability to work collaboratively—all beneficial in any 21st century career path and quality of life. Learning, thought, creativity, and intelligence don't just come from the brain alone, but from the entire body. Movement combinations increase memory, order, and sequencing skills.

In years 7/8, students will make and respond to dance and build on their awareness of the body through articulation. They will extend their knowledge and understanding of the elements of dance, different dance styles and analyse how choreographers use the dance and production elements to communicate the choreographic intent in dances from a range of cultures, times and locations.

- Year 7/8 students complete a 10-week course on a rotational basis.

In year 9, students will extend on the skills learnt in years 7 and 8 and increase the level of difficulty in specific genres of dance. They will explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region through a combination of making and responding tasks.

- Year 9 and 10 students may select the subject as an elective.

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 to 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:

Year 7/8 - Term rotation over 2 years

Assessment 1: 'Let's Dance'
Performance task
Assessment 2:
Short Response

Year 9 – Semester rotation

Unit 1 (10 weeks): The Power of Dance: Performance Task	Unit 2 (10 weeks): Site in Motion: Choreography Task
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Related Career:

Performer, Primary/Secondary Teacher, Studio Teacher, Entertainer, Choreographer, Dance Therapist, Dance Tutor, Dancer, Dance Sports, Creative Writing within The Arts, Events Manager.

Related Course Costs:

Year 7/8: Nil
Year 9: Nil

DANCE EXTENSION PROGRAM (Audition entry): DEP

Course Overview:

The best part of incorporating dance into the routine of life is it improves expressive nature, social connection and self-esteem. It can be a moment in your week that you allow yourself to feel your body in a new and exciting way, which incorporates emotive and creative response.

Students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

This course offers the students a chance to extend their performance skills in preparation for Senior Dance and other alternative pathways. It is a full year course that will cover all dimensions (MAKING and RESPONDING) in a variety of contexts.

Why choose this subject?

- Develop stronger performance skills at competitions
- 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 learn to 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:

Year 8 DEP - Full year course (entry via audition)

Term 1	Term 2	Term 3	Term 4
Assessment 1: Jazz Technique Exam (teacher-devised)	Assessment 2: Analytical Short Response Task	Assessment 3: Class Choreography and Performance for Dance Night (any style)	Assessment 4: Group Choreography (small groups)

Year 9 DEP - Full year course (entry via audition)

Term 1	Term 2	Term 3	Term 4
Assessment 1: Full length teacher-devised routine (any style)	Assessment 2: Musical Theatre Choreography (small groups)	Assessment 3: Dance Around The World: Performance Task	Assessment 4: Site In Motion – site specific choreography

Related Career:

Performer, Primary/Secondary Teacher, Studio Teacher, Entertainer, Choreographer, Dance Therapist, Dance Tutor, Dancer, Dance Sports, Creative Writing within The Arts.

Related Course Costs:

Year 8 - \$25
Year 9 - \$25

Course Overview:

Drama is a way of life, an expression of creativity and imagination that is essential to the human experience. Drama is designed to promote listening skills, confidence and successful communication. When a child studies Drama, not only will they practice empathy, they might also laugh uproariously, or come home singing about science, or want to know more about history, or tell you what happened at school today, or spend dinner discussing music, or learn how to handle conflict, or start becoming future patrons of the Arts. These are attributes which are highly valued by today's employers and are seen as important skills for living.

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

- Year 7 and 8 students complete a 10 week course on a rotational basis.
- Year 9 and 10 students may select the subject as an elective.

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:

Year 7/8 Term Rotation – Drama (10 weeks)

Unit 1: In the Beginning

Assessment 1	Assessment 2
Responding and Forming Exam	Group Presenting

Year 9 – Semester rotation

Unit 1 – Australian Realism

Assessment 1:
PERFORMING

Unit 2 – Physical Theatre

Assessment 2: RESPONDING:
Exam (PHYSICAL THEATRE ANALYSING)
Assessment 3: MAKING: GROUP DEVISING

Unit 4 – Documentary Drama

Unit 3 – Cinematic Theatre

Related Career:

Film and TV, Actor, Stage Manager, Stage Hand, Director, Entertainer, Set Designer, Arts Administrator, Television Producer, Television and Radio Presenter, Primary Teacher, Youth and Community Worker, Personnel Manager, Journalist, Marketing Manager, Events Management, Drama Teacher

Related Course Costs:

Nil

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, improvising).

- Year 7 and 8 students complete a 10-week course on a rotational basis.
- Year 9 and 10 students may select the subject as an elective.

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:

Year 7/8 Term Rotation – Music (10 weeks) Unit 1: Instruments of Rock

Assessment 1
IOR
Performance

Assessment 2
IOR
Responding Exam

Year 9 – Semester 1 rotation

Unit 1A
Instruments of Rock 2
Assessment: Practical Performance

Unit 1B
Song Writing
Assessment: Composition

Year 9 – Semester 2 rotation

Unit 1B
World Music Assessment:
Practical Performance

Unit 2B
Crossroads-The Blues
Assessment: Composition

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, Audio-visual 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:

Nil

INSTRUMENTAL MUSIC (optional): IM

Course Overview:

Studying music can have a significant impact on students and their ability to memorize, to increase creativity, to improve discipline, mental capacity, and their opportunity for collaboration. Music classes are available for students of all talent levels, too. Students who get involved in a Band, get to spend time with people who share their love of music and make new friends in the process.

Instrumental Music is a program through which students learn to play a woodwind, brass or percussion instrument, and participate in both small group lessons and ensemble playing. Students explore Music through listening, performing and music theory skills. They will learn through exposure to a range of suitable repertoire in both their practical and theory studies.

- Students receive one group Instrumental Music lesson per week, on a rotational timetable and;
- Students participate in the school's Concert Band once they have reached the required level on their instrument.
- Extension ensembles (eg. Stage Band) are available to advanced students who play particular instruments
- It is expected that students will complete regular home practice to make musical progress on their instrument.

Why choose this subject?

Music is integral to everyday life (self-expressive, celebratory, social, cultural, political and educational roles)
Fosters students' confidence, creativity and individuality through performing
Students become adaptable and innovative problem-solvers
Fosters a sense of belonging within the school community by actively participating in one or more ensembles.

Assessment Outline:

Students will complete the following assessment items during the Year:

Term 1:

- Sight Reading
- Solo Piece

Term 2:

- Scale/ Technical study
- Ensemble Piece

Term 3:

- Sight Reading
- Ensemble Piece

Term 4:

- Scale/ Technical study
- Solo Piece

Related Career:

Jobs directly related: Performer, Teacher, Conductor, Composer, Music Critic, Musical Director, Music Tutor, Entertainer, Music Arranger, Musical Instrument Maker and Repairer, and Music Therapist.

Jobs Where It May Be Useful: Radio Announcer, Speech Pathologist, Band Manager, Audio-visual Technician, Sound Technician, Multimedia Developer and Vocalist.

Skills developed in Music Studies: Fine Motor Skills, Creative Thinking, Critical Evaluation, Literacy, Organising, Planning, Presentation, Teamwork, Resilience

Related Course Cost:

\$50 Resource fee
\$120 Instrument Hire Fee (if applicable)

Course Overview:

Visual Art studies encourage students to develop their creative thinking and problem-solving skills. It builds practical skills in drawing, painting and sculpture through direct demonstration and experimentation. Students develop an ability to think critically and evaluate their own and other's artwork as they work towards producing their own projects.

They explore the ways that visual artists across cultures, times and places communicate ideas and meaning and then create their own artworks that represent their own ideas and perspectives. They curate and present exhibits and displays.

The aims of this course are for students to:

- Develop creativity and technical skills
- Develop proficiency in critical analysis
- Work independently and collaboratively
- Understand and evaluate different artworks across different cultures and times.

Why choose this subject?

Visual Art prepares students for General Visual Art, Visual Arts in Practice and/or Arts in Practice in senior; Arts careers after school; and other careers where Visual Art and Design is utilised, such as Marketing, Film making or Hair and Makeup careers. Visual Art provides a forum for the practical expression and exploration of feelings, ideas and social commentary.

Visual Art helps students develop Creative and Critical Thinking –which have been named as some of the most important '20th century skills' sought for in employees by major companies. Art also offers students the opportunity to work cooperatively, to be responsible, develop resilience and to appreciate other cultures and the world around them.

Assessment Outline:

Year 7/8 Term Rotation – Art (10 weeks)

Unit 1: Mark Making – "Identity"

Assessment Folio of Drawing/Sculpture with Artist Statement, and a written response to another artist's work.

Year 9 – Semester rotation

Unit 1: Mixed Media- 2D

Making Task: Self Portrait, drawing experiments and Folio

Responding Task: Artist statement/

Analysis of an Artwork.

Unit 2: Sculpture- 3D

Making Task: 3D Sculptural work
Responding Task: Reflection / Artist Statement/ Research task

Related

Career:

Further study: Apprenticeships, TAFE, University (Bachelor of Visual Art).

Careers: Illustrator, Curator, Arts Project Management, Gallery owner, Tattoo Artist, Mural Artist, Art dealer, Animator, Architect, Art Teacher, Fashion and Costume Designer, Graphic Designer, Interior Designer, Hair and Makeup Artist, Motion Graphics Designer, Web Designer, Professional Artist.

Skills developed in Visual Art: Creative Thinking, Critical thinking, Fine motor skills, Organisation and planning, Resilience

Related Course Costs:

Year 9: \$45.00 for one semester

Course Overview: *For more than a century, and across widely different cultures, film and new media has been the primary medium for storytelling, for depicting and exploring the world, and for engaging and shaping the human senses and emotions, memory and imagination. We live in a time in which cinema and the theatrical exhibition of films are giving rise to new forms of moving image culture in the new media space.*

A focus on the application of critical thinking will allow students to develop real world thought process skills such as skilfully conceptualising, applying, analysing, synthesizing, and/or evaluating information on multimedia platforms. Students will learn skills that will help develop their production technology abilities as well as engage, explore and develop an appreciation for artworks across media platforms.

Why choose this subject?

For students who are interested in the creative skill set of media production development. This course will give students a firm grounding of basic skills and ability to write scripts, use film and camera technology and understand the post production phase of film. Media Arts will help you to develop valuable transferable skills such as critical thinking, analysis, research, planning, skills of enquiry and evaluation, practical skills, creativity, time management, collaboration skills and more.

Assessment Outline:

Year 9 Unit 1:

"Lights, Camera, Western"

Assessment 1
Beginner Photography
Creating a Film Poster

Assessment 2: Treatment &
Storyboard

Assessment 3:
Creating a Film Trailer

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 develops the same learning outcomes or asked to choose another subject.

Related Career:

Senior School Pathways: Completion of this course is an advised prerequisite to study Film, Television & New Media and Media Arts Career Pathways: Marketing and Advertising, Filmmaking, Photography.

Related Course Costs:

Year 9: \$30