2026 JUNIOR CURRICULUM GUIDE

Years 7-9

THE GAP STATE HIGH SCHOOL

OURS THE FUTURE

Learners *Who* Flourish

CONTENTS

EXECUTIVE PRINCIPAL'S WELCOME

The Gap State High School provides a comprehensive education that empowers young people to make a difference in the world.

We have a strong tradition of academic, sporting and cultural achievement, along with leadership development through the Applied Positive Psychology elements that equip our students for success beyond school.

The Junior Secondary agenda has provided us with an opportunity to reflect and challenge our thinking, both about this phase of learning, and our approach to teaching and learning across the school.

The junior years are critical in forming knowledge and skills, and developing a strong understanding of intellectual cognition and mindset. This allows our students to flourish in the senior phase of learning and in future study and career options.

We achieve outcomes by the integration of a whole school pedagogical framework, and research-based teaching and learning practices within a safe and challenging learning environment. Our aim is to embed a deliberate and focused approach to developing student capacity and self-regulated, independent learners.

Classrooms at The Gap State High School are characterised by energy, enthusiasm and a love of learning. Productive and supportive relationships between teachers and students provide structured opportunities for students to think both independently, inter-dependently, and collaboratively. Our students learn how to persist with complex problems, and use intellectual principles to strive for accuracy and precision.

From the beginning of 2020 we launched our new vision and values. We believe in Learners Who Flourish. We value thinking big, stepping up, paying it forward, and being kind.

These important values support our focus and direction so that every student can access aligned systematic curriculum with fidelity, in an environment that supports every learner.

Anne McLauchlan
Executive Principal

KEY CONTACTS

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INTRODUCTION

During the Junior Secondary years, meaningful learning experiences provide the foundation for a successful education. At this time, students continue to develop the essential knowledge and skills they will build upon in the senior years and beyond. At The Gap State High School, we have designed a Junior Secondary curriculum that is responsive to the learning needs of young adolescents. It is rigorous but supportive in nature and assists students to become critical, futuristic and ethical thinkers and capable, confident, self-regulated learners.

Junior Secondary students complete studies in a wide range of subjects drawn from the core learning areas in years 7 and 8, with increasing opportunity for specialisation in Years 9 and 10 and beyond. Year 7 is the introduction to secondary school where students experience new learning environments, routines, knowledge and ways of thinking. We understand that laying foundations is a crucial aspect of Junior Secondary. For this reason, Junior Secondary students focus on learning how to organise and maintain independent study routines, make decisions that promote personal success, understand themselves as learners and contribute positively to our collaborative culture.

There is a focus on developing core skills in literacy and numeracy, supported by school wide practices that help students make connections between their studies in different subjects. Social, emotional and physical wellbeing is enhanced through our Applied Positive Psychology program, sport, and leadership opportunities.

Our approach to teaching and learning in Junior Secondary recognises the unique developmental needs of early adolescents and to ease the transition from primary to secondary education. It emphasises real-life, meaningful learning experiences undertaken in a stable and supportive environment.

Junior Secondary at The Gap State High School employs:

- A learner-centred approach whereby Australian Curriculum maintains alignment while being contextualised to identified needs, interests and concerns of students, and with an emphasis on self-regulated and co-constructed learning.
- Teams of teachers who know and understand their students and use powerful teaching strategies to challenge and extend students.
- Opportunities for students to engage in individual and collaborative regulation of learning.
- Ethically aware practices of justice, care, respect and concern for the needs of others as reflected in everyday practice of students, teachers and administrators through the Resilience Project.

CURRICULUM OVERVIEW YEARS 7 TO 9

The Gap State High School offers a broad range of educational pathways in the Junior Secondary School.
Our school aims to provide students with the opportunity to access learning experiences across the key learning areas.

Year 7 and 8 Curriculum							
CORE	English	Mathematics	Science	Humanities and Social Sciences	Health and Physical Education EVP*	Applied Positive Psychology	Chinese (Mandarin) German

	The Arts	Technology	Excellence Programs**
ELECTIVES	Drama Music Media Arts Visual Art	Digital Technologies Design Technology – Industrial Technology – Food Technology	Accelerated Music Program (AMPed)* Elite Volleyball Program

Year 7 and 8

Students rotate through Arts and Technology electives on a Semester basis. Students are invited to select two from each group which are studied for one semester each across Year 7 and 8. Music Honours students complete two technology electives only due to the requirements of the music program. Language studied will be a school-based decision.

Year 9

Students select TWO subjects from a number of elective choices. Students should select elective subjects that they find interesting, enjoyable and that offer them some challenge. Within Health and Physical Education, students can apply for the Elite Volleyball Program.

Year 9 Curriculum						
CORE	English	Mathematics	Science	Humanities and Social Sciences	Health and Physical Education EVP*	Applied Positive Psychology

	The Arts	Technology	Languages	Excellence Programs**
ELECTIVES	Drama Music Media Arts Visual Design Visual Art	Food Technologies Fashion Graphical Design and Technologies Materials and Technologies Specialisation Engineering Principles and Systems Digital Technologies	Chinese (Mandarin) German **Business** Business and Economics	STEM (Science, Technology, Engineering and Mathematics) HPE – Elite Volleyball Program Accelerated Music Program (AMPed)

Year 9 students complete an online and paper based subject selection process. Parents/Guardians are required to sign all subject selections and also requests to change subjects on required forms.

NB. Subject offerings and time allocation is subject to change dependent upon staffing, facilities and identified student needs. **Requires separate application or by invitation.

CURRICULUM SNAPSHOT

Year 7 and 8

Key Learning Area		
English		
Mathematics		
Humanities and Social Sciences		
Science		
Arts	Students will have the opportunity to study two Arts subjects across Years 7 and 8. *The exception to this are students in the Accelerated Music program who are only able to access Music as their Arts subject.	Selected by student: e.g. – Drama – Music – Visual Art – Media Arts
Technologies	Students will have the opportunity to study two Technologies subjects across Years 7 and 8.	Selected by student: e.g. – Food Technologies – Digital Technologies – Industrial Technologies
Languages	Chinese / German	
Health and Physical Education / Elite Volleyball Program**		
Applied Positive Psychology		

NB. Subject offerings and time allocation is subject to change dependent upon staffing, facilities and identified student needs.

**Requires separate application or by invitation.

YEAR 9 INTO 10 SUBJECT

Offerings listed by faculty

DESIGN TECHNOLOGIES

- Engineering
- Industrial Technology Skills
- Industrial Graphics Skills
- Food Technology
- Fashion

DIGITAL TECHNOLOGIES

- Digital Solutions

ENGLISH

- Preparation for General English
- Preparation for Literature

HEALTH AND PHYSICAL EDUCATION

- Physical Education
- Elite Volleyball Program
- Sports and Recreation
- Health and Psychology

APPLIED POSITIVE PSYCHOLOGY

- Health and Psychology

HUMANITIES

- Ancient and Modern History
- Economics and Business
- Geography and Legal Studies
- Business and Community Studies

LANGUAGES

- Chinese
- German

MATHEMATICS

- Preparation for General Mathematics
- Preparation for Mathematical Methods
- Preparation for Specialist Mathematics

SCIENCE

- Biology and Earth Science
- Physics and Chemistry
- Science in Action

THE ARTS

- Drama
- Music
- Media Arts
- Visual Arts
- Visual Design

For information regarding Year 10 – 12 subjects, please see our Senior Curriculum guide

YEAR 10 INTO 11 SUBJECT

Offerings listed by faculty

DESIGN AND TECHNOLOGIES

Engineering (General)
Industrial Technology Skills (Applied)
Industrial Graphics Skills (Applied)
Certificate II in Construction (Pathway)
Certificate II/III Hospitality (Pathway)
Fashion (Applied)

DIGITAL TECHNOLOGIES

Digital Solutions (General)

ENGLISH

Essential English (Applied)
English (General)
Literature (General)

HEALTH AND PHYSICAL EDUCATION

Physical Education (General)
Sport and Recreation (Applied)
Health (General)
EVP, Sport and Recreation (Applied)

APPLIED POSITIVE PSYCHOLOGY

Psychology (General)

HUMANITIES

Ancient History (General)
Economics (General)
Geography (General)
Modern History (General)
Legal Studies (General)
Accounting (General)
Business (General)
Social and Community Studies (Applied)
Business Studies (Applied)

LANGUAGES

Chinese (General)
German (General)

MATHEMATICS

Essential Mathematics (Applied)
General Mathematics (General)
Mathematical Methods (General)
Specialist Mathematics (General)

SCIENCE

Biology (General)
Chemistry (General)
Earth and Environmental Science (General)
Physics (General)
Science in Practice (Applied)

THE ARTS

Drama (General)
Drama in Practice (Applied)
Music (General)
Music Extension (General - Year 12 Only)
Film, Television and New Media (General)
Visual Art (General)
Visual Art in Practice (Applied)

For information regarding Year 10 – 12 subjects, please see our Senior Curriculum guide

APPLIED POSITIVE PSYCHOLOGY

YEAR 7/8

- Applied Positive Psychology

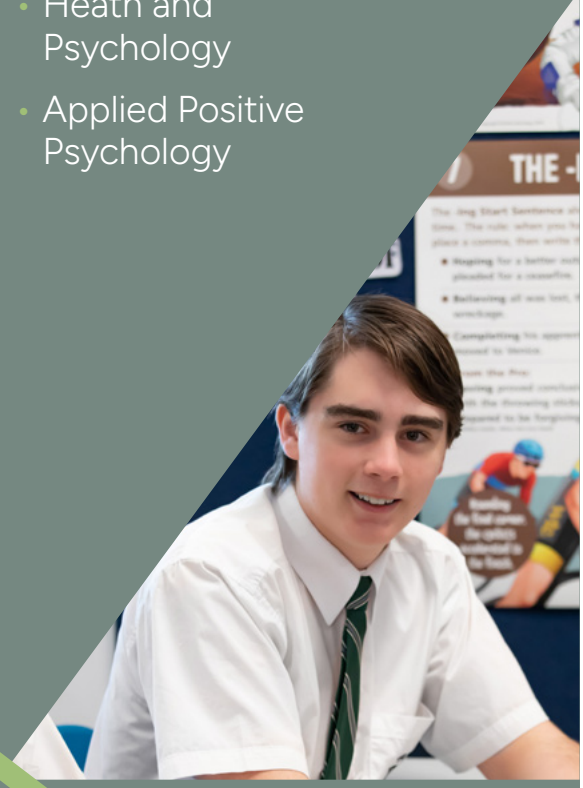
YEAR 9

- Applied Positive Psychology "Rites of Passage Program"

YEAR 10

- Heath and Psychology
- Applied Positive Psychology

Applied Positive Psychology is a school-based, core program of study for Years 7 to 11. The Applied Positive Psychology Program (APP) aims to develop students' personal and social capabilities (Social Intelligence). Integrated in the course is development of the attributes that promote wellbeing, with the overall objective being to give students the tools to flourish in their chosen life's path.



APPLIED POSITIVE PSYCHOLOGY

Education Pathway Chart

KEY

Elective

Recommended Pathway

Available Pathway

YEAR 7 AND 8 APPLIED POSITIVE PSYCHOLOGY

What is this course about? (Unit description)

Units of work will incorporate the following concepts:

YEAR 7

Belonging – This is a short unit designed to help this new cohort of students get to know each other, learn to work together and become more comfortable with their new school.

Character Strengths – Students learn their signature strengths and how to apply them, while recognising strengths of others.

Navigation – Learning map reading and geocaching while adhering to minimal impact practices.

Challenge – This unit of work involves bouldering activities in the Leadership Training Centre (LTC). Along with practical skills, the unit develops trust, character and social skills.

Best Me – Develops student understanding of growth mindsets, and how fixed mindsets can impede progress. Students learn a practical skill to deepen their understanding of the value of a growth mindset.

YEAR 8

Problem Solving and Navigation – Students build their resilience and skills for perseverance through problem solving activities. They then apply these skills to create and complete navigation problem solving tasks.

Challenge – This unit of work involves climbing and high ropes activities in the Leadership Training Centre (LTC). Along with practical skills of climbing and belaying, the unit develops character and social skills.

Tournaments – Students will experience leading a tournament for a class of students, including planning and evaluating.

How will I be assessed?

The following criteria is used –

Assessment is based on the General Capabilities (Personal and Social Capability) of the Australian Curriculum. The assessment criteria and reporting levels are different to other subjects to align to the purpose of the subject.

Level 1 – Demonstrating Leadership - Students have positively influenced their peers while demonstrating the Personal and Social Capability elements relevant to the units delivered.

Level 2 – Demonstrating Capability - Students have demonstrated the Personal and Social Capability elements relevant to the units delivered.

Level 3 – Working Towards Capability - Students have not yet demonstrated the Personal and Social Capability elements relevant to the units delivered.

Year Level Description and Aims

Year Level Description

Applied Positive Psychology is, by design, hands-on and practical with adventurous style activities to promote interest and engagement. Students will learn some units via classroom work, but will more often be doing practical activities that are designed to provide "learning moments." Students will watch presentations, read relevant material and take part in a range of practical activities in the school's LTC, throughout the school grounds, in the local community, as well as their annual Year Level Camp.

Aims

- Develop personal, social and leadership capabilities.
- Enhance subjective wellbeing
- Develop knowledge and understanding of ways to achieve a flourishing life.
- Challenge students to explore their potential via adventure, camps and intercultural travel.
- Develop a sense of inclusivity and understanding for all students.

Assessment

A variety of assessment techniques are used including:

- Practical application of skills and strategies (individually and as a group)
- Written/oral reflections about learning experiences
- Presentations of skills, knowledge and proposed activities
- Written assignments

YEAR 9/10 APPLIED POSITIVE PSYCHOLOGY

What is this course about? (Unit description)

YEAR 9

Survival – Based on learning bush survival skills but underpinned by the notion of developing hope. Prepares students for activities on the Year 9 Camp.

Challenge – This unit of work involves climbing, abseiling and high ropes activities in the Leadership Training Centre (LTC). Along with practical skills, the unit develops character and social skills.

Strategy Games – Students apply strategies in practical games to support collaborative engagement with peers.

Instructing – Students work in pairs to plan, conduct and reflect on a skill instruction session for peers. The unit focuses on using verbal and non-verbal communication to pass on skills to others.

Pioneering – Students are challenged to learn new skills with ropes and solve problems by designing and building practical structures. They develop collaborative strategies to solve a problem or complete a task.

YEAR 10

Relationships – Students develop social awareness and the skills to take responsibility for their own relationship health by learning how relationships, identity and sexuality differ amongst people and across time. They also learn how sexual health, contraceptives, STIs and regular check-ups contribute to physical and mental health.

Challenge – This unit of work involves climbing, high ropes activities and "the cave" in the Leadership Training Centre (LTC). Along with practical skills, the unit develops character and social skills.

Wellbeing – This unit aims to develop the skills required to enhance subjective wellbeing, flourishing and optimal functioning.

Careers – Asking the question, "Where are you going?", this unit focusses on facilitating each student's consideration of their senior school, post-school education, and career options. The unit culminates in production of a Senior Education and Training Plan (SET-P).

How will I be assessed?

The following criteria is used –

Assessment is based on the General Capabilities (Personal and Social Capability) of the Australian Curriculum. The assessment criteria and reporting levels are different to other subjects to align to the purpose of the subject.

Level 1 – Demonstrating Leadership - Students have positively influenced their peers while demonstrating the Personal and Social Capability elements relevant to the units delivered.

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Year Level Description and Aims

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Applied Positive Psychology is, by design, hands-on and practical with adventurous style activities to promote interest and engagement. Students will learn some units via classroom work, but will more often be doing practical activities that are designed to provide "learning moments." Students will watch presentations, read relevant material and take part in a range of practical activities in the school's LTC, throughout the school grounds, in the local community, as well as their annual Year Level Camp.

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Assessment

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- Practical application of skills and strategies (individually and as a group)
- Written/oral reflections about learning experiences
- Presentations of skills, knowledge and proposed activities
- Written assignments

YEAR 9 APPLIED POSITIVE PSYCHOLOGY "RITES OF PASSAGE PROGRAM"

Overview

This is a refined version of the regular program that includes all core APP topics plus a carefully integrated Rites of Passage framework. This program offers a more intentional and reflective experience designed to support students and their families through the transition from childhood to young adulthood. It includes meaningful challenges, guided mentoring, and opportunities for family involvement. Students will explore personal values, leadership, and self-identity in greater depth.

Why Rites of Passage?

A healthy, modern Rites of Passage program can help young people navigate the critical teenage years whilst countering unhealthy trends through connections to other people in their community. With the safety created through a Rite of Passage, students can develop a strong sense of purpose and gain essential life skills, including emotional intelligence, resilience and adaptability.

How to choose:

At this stage all we need is for you to register your interest in the Rites of Passage Program by emailing eprob6@eq.edu.au. We will then send you more detailed information about the program.

Year Level Description and Aims

Year Level Description

Applied Positive Psychology is, by design, hands-on and practical with adventurous style activities to promote interest and engagement. Students will learn some units via classroom work, but will more often be doing practical activities that are designed to provide "learning moments." Students will watch presentations, read relevant material and take part in a range of practical activities in the school's LTC, throughout the school grounds, in the local community, as well as their annual Year Level Camp.

Aims

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- Enhance subjective wellbeing
- Develop knowledge and understanding of ways to achieve a flourishing life.
- Challenge students to explore their potential via adventure, camps and intercultural travel.
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Assessment

A variety of assessment techniques are used including:

- Practical application of skills and strategies (individually and as a group)
- Written/oral reflections about learning experiences
- Presentations of skills, knowledge and proposed activities
- Written assignments

ENGLISH

YEAR 7/8

- English

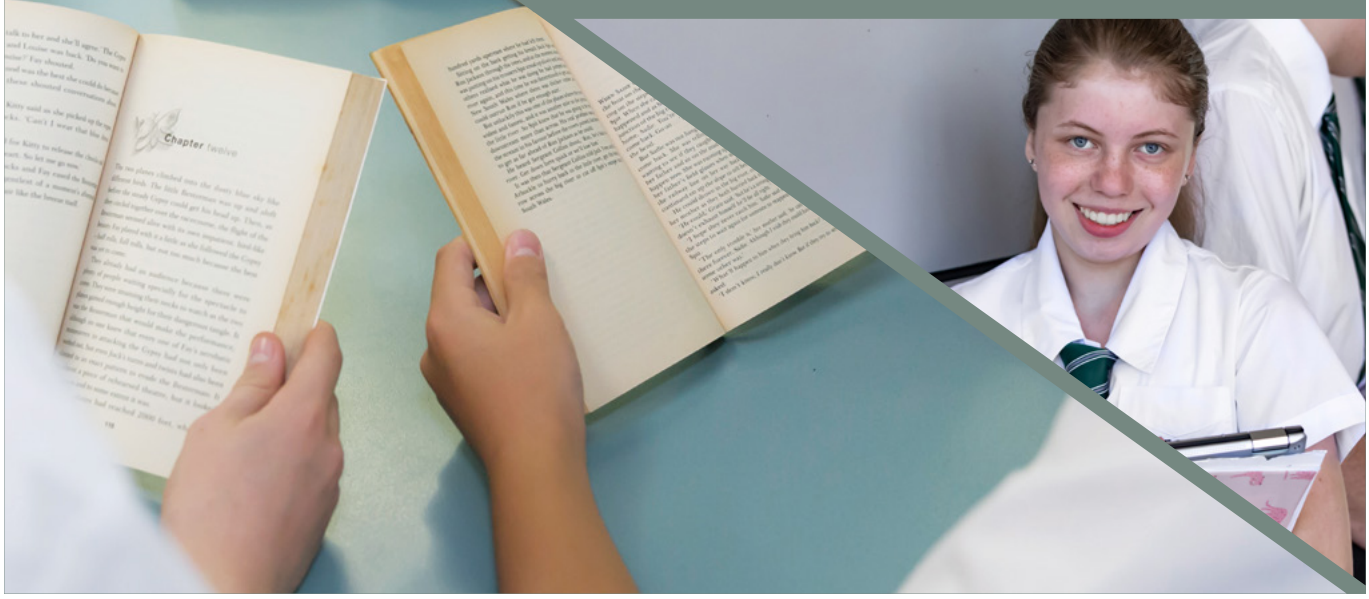
YEAR 9

- English

YEAR 10

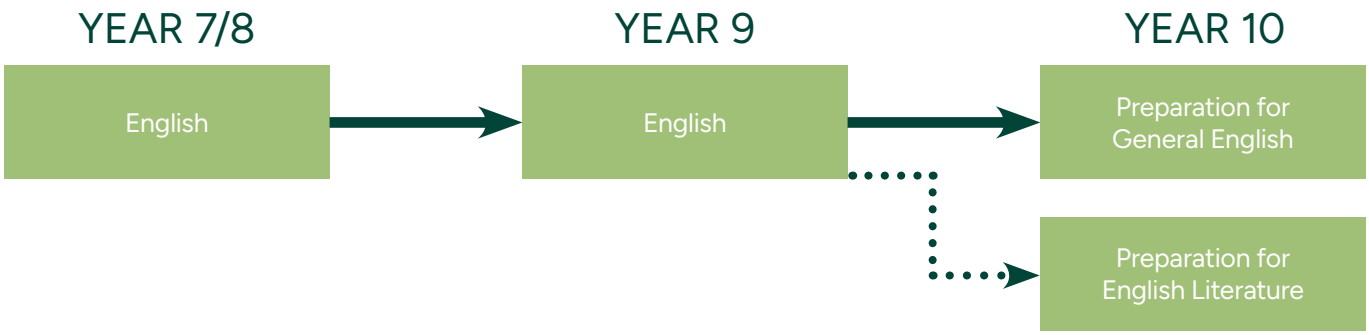
- Preparation for General English
- Preparation for Literature

This is a compulsory core subject in Years 7-9. The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.



ENGLISH

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 7 ENGLISH

What is this course about? (Unit descriptions)

Unit 1: Foundations in English/Life Writing – Biography

A skills approach is used to establish foundation knowledge in language conventions, through a study of a range of biographical texts. Students read biographies to identify and analyse the use of text structures, language features and literary devices. They demonstrate their knowledge and skills by gathering information to create a written biography about a person who has displayed a key character strength. In their writing they focus on the deliberate use of language features and literary devices to influence readers in their portrayal of the human experience.

Unit 2: 'The Daring of Ned Kelly' – Analytical Essay

In this unit, students listen to, read, discuss, analyse and respond to the hybrid text, 'Black Snake', which contains a mixture of factual, historical information and imaginative recounts. They explore differing perspectives of Ned Kelly, learning how authors manipulate literary devices to influence their readers. Following close readings of the text, students gain experience in literary analysis by writing considered responses to depictions of Ned Kelly as a hero, victim or villain.

Unit 3: Persuasion in Advertising – Panel Discussion

This unit develops students' ability to think critically in a world dominated by the media. Students are taught how to identify, analyse and explain how text structures and language features combine in media texts to influence the emotions and opinions of audiences, recognising target audience, purpose and context. They demonstrate their acquisition of knowledge and skills through creating an advertisement, and creating a spoken presentation where they discuss the effectiveness of a particular advertisement in a paired panel discussion. In their presentation they focus on persuading their audience to agree with their evaluations about the impact of their chosen advertisement.

Unit 4: Australian Poetry – Ballad and Multimodal Presentation

In this unit, students listen to and read a diverse range of poetry, including traditional, Australian bush, Indigenous, and contemporary poems. They learn to appreciate the form, power and language of poetry while developing an understanding of poetic devices and how they are used to convey meaning. Through the creation of an original ballad, students are encouraged to experiment with a range of different poetic devices to create representations of the human experiences of love and/or heroism in the context of tragedy. Students focus on the story of a notable figure to create this ballad, and then complement it with a multimodal presentation, using images, video, music, sounds and other visual modes to enhance the mood of the poem.

How will I be assessed?

The following criteria is used:

- Listening and Speaking
- Reading and Viewing
- Writing and Creating

Year Level Description and Aims

Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Aims

The Australian Curriculum for English aims to ensure that students:

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

Assessment

A variety of assessment techniques are used including:

- Biography
- Persuasive Panel Discussion
- Analytical Response Exam
- Poem creation, Multimodal Presentation and Rationale

This is supported by ongoing formative assessment of reading comprehension, vocabulary, and grammar and punctuation.

YEAR 8 ENGLISH

What is this course about? (Unit descriptions)

Unit 1: Australian Poetry – Analytical Writing

In this unit, students explore how perspectives on Australian identity are represented in a range of poetry. They study how poets manipulate language to portray aspects of the experiences of First Nations People, women and migrant communities. Students choose one poem and analyse the poet's use of language features and poetic devices in the form of short responses and an analytical paragraph. They select and vary language features for accuracy and precision in their writing.

Unit 2: Novel Study – Imaginative Narrative

In this unit, students read a novel and explore how the author depicts aspects of being a teenager through their choice of setting, characters, theme, plot, and their deliberate use of language. They focus on themes concerning interpersonal relationships and ethical dilemmas, such as bullying, friendship and injustice. Students utilise their understanding of the patterns and conventions of an imaginative narrative to write their own. They are required to write from the perspective of one of the secondary characters and develop one of the key themes of teenage experiences.

Unit 3: Representations in the Media – Group Debate

In Unit 3, students interpret and analyse news media texts that represent issues and events involving teenagers. They evaluate the reliability of these texts, including the credibility of the authors, exploring how journalists use language and text structures to present particular perspectives about groups and identities in society. Students demonstrate their knowledge and skills through the creation of a debate, where groups of students choose a topical issue from the news media and present a speech to persuade their audience to agree with their evaluations and personal viewpoint on the representation of this issue.

Unit 4: Film Study – Analytical Essay

In the final unit for year 8 English, students study Taika Waititi's 'Hunt for the Wilderpeople' and focus on how the filmmaker has represented teenage issues and the significance of this for young adult audiences. Students analyse the combined use of setting, characterisation, approaches to narration and filming techniques, and how they work to position audiences in relation to particular groups in society. To demonstrate their understanding and skills, students write an analytical essay under exam conditions, analysing Waititi's use of characterisation to challenge stereotypes about individuals and groups in society.

How will I be assessed?

The following criteria is used:

- Listening and Speaking
- Reading and Viewing
- Writing and Creating

Year Level Description and Aims

Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Aims

The Australian Curriculum for English aims to ensure that students:

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

Assessment

A variety of assessment techniques are used including:

- Poem analysis
- Imaginative Narrative
- Persuasive Group Debate
- Analytical Essay Exam

This is supported by ongoing formative assessment of reading comprehension, vocabulary, and grammar and punctuation.

YEAR 9 ENGLISH

What is this course about? (Unit descriptions)

Unit 1: Life Writing – Exam, Memoir and Rationale

In Unit 1, students explore how writers use figurative language and vocabulary choices to engage readers in stories of personal growth and reflection. For the first assessment task, students complete an analytical exam that requires them to read a short stimulus text and analyse how the author positions readers to accept a point of view about culture. Students then write their own memoir about a significant moment and present their memoir in a multi-modal format which includes images to complement their writing. Students also write a rationale that analyses how their chosen images contribute to creating tone and mood in their multi-modal memoir.

Unit 2: Novel Study – Narrative Intervention

Students delve into the human experience in the speculative fiction genre. In addition, they understand how and why fictional texts often include moral dilemmas. Students read a popular speculative fiction novel and analyse how the author has used setting, characterisation, plot and language to engage the reader and explore universal themes. For assessment, students adopt the perspective of a secondary character and write an internal monologue which they then perform as a spoken task.

Unit 3: Play Study – Analytical Essay

Before reading Shakespeare's A Midsummer Night's Dream, students explore the common attitudes, values and beliefs of the Elizabethan era. While reading the play, students analyse how characters subvert or conform to the dominant ideologies of this era, particularly those concerning love, marriage, family and gender roles. This provides students a deeper understanding of the nature and origin of some of the current stereotypes that exist in contemporary, Western society. Students then revise and develop their essay writing skills, in order to write an analytical essay demonstrating their knowledge and understanding gained throughout the unit.

Unit 4: Media Study – Persuasive Podcast

In this unit, students explore different types of media texts and focus on how contentious issues are represented through deliberate choices relating to language and content. In pairs, students choose an issue relating to Indigenous Australians. They then create and present a podcast episode where they explore how media texts represent their chosen issue, and position audiences.

How will I be assessed?

The following criteria is used:

- Listening and Speaking
- Reading and Viewing
- Writing and Creating

Year Level Description and Aims

Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Aims

The Australian Curriculum: English aims to ensure that students:

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

Assessment

A variety of assessment techniques are used including:

- Analytical Exam, Multimodal Memoir and Rationale
- Narrative Intervention
- Analytical Essay
- Persuasive Podcast

This is supported by ongoing formative assessment of reading comprehension, vocabulary, and grammar and punctuation.

MATHEMATICS

YEAR 7/8

- Mathematics

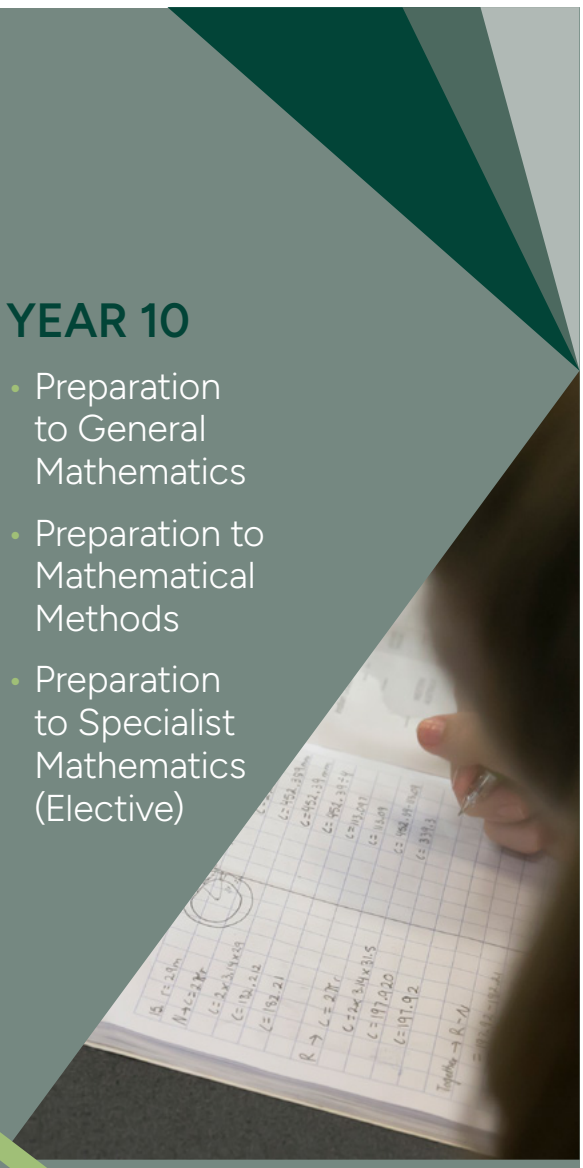
YEAR 9

- Mathematics

YEAR 10

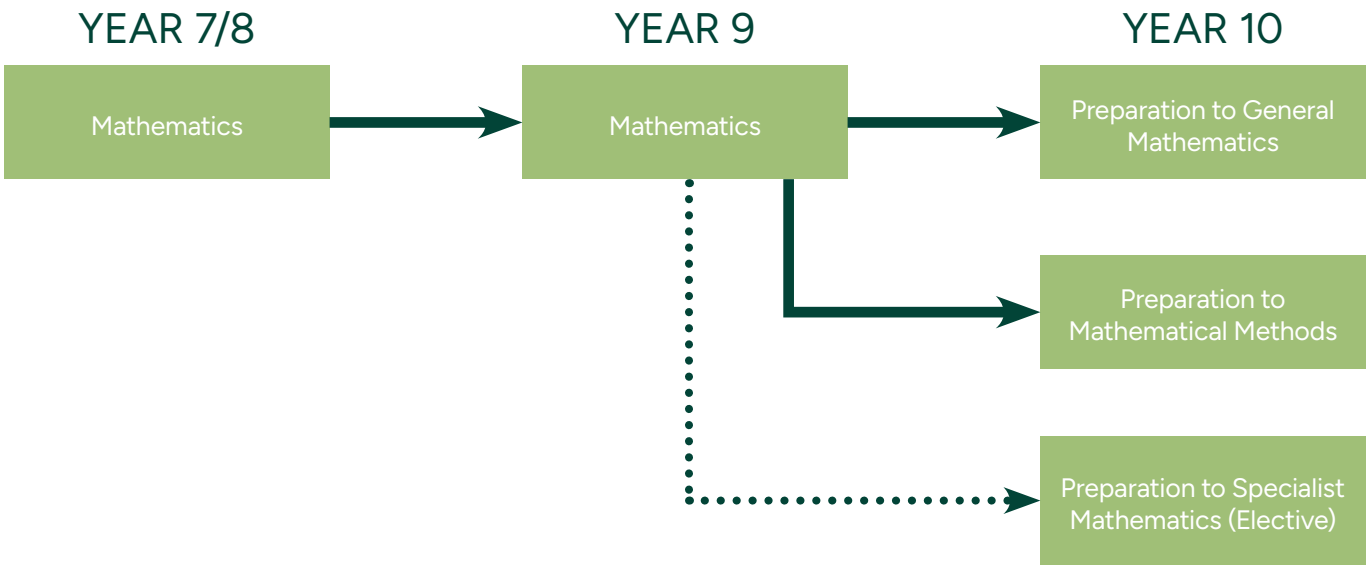
- Preparation to General Mathematics
- Preparation to Mathematical Methods
- Preparation to Specialist Mathematics (Elective)

Mathematics creates opportunities and enriches the lives of all Australians. It provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.



MATHEMATICS

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 7 MATHEMATICS

What is this course about? (Unit description)

Units of work will incorporate the following concepts:

Number – Students will understand the relationships between the concepts of fractions, ratios and place value.

Measurement – Students learn the formulas for areas of rectangles, triangles and parallelograms, and use these in problem solving. They learn to calculate volumes of rectangular prisms.

Space – Students draw different views of prisms and solids formed from combinations of prisms. (Students identify corresponding, alternate and co-interior angles; solve numerical problems using reasoning; demonstrate the angle sum of a triangle, and use this to find angle sum of a quadrilateral.)

Probability – Students construct sample spaces for single-step experiments with equally likely outcomes. They assign probabilities to the outcomes of events and determine probabilities for events.

Algebra – Students will be introduced to the concept of variables as a way of representing numbers using letters, create algebraic expressions, and evaluate them. (Students plot coordinates on a Cartesian plane. They solve linear equations and analyse graphs.)

Statistics – Students investigate numerical data collected from primary and secondary sources to construct and compare a range of displays. They calculate mean, median, mode and range, and interpret statistics.

How will I be assessed?

The following criteria is used –

- Understanding and fluency
- Problem solving and reasoning

Year Level Description and Aims

Year Level Description

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and space, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this Year Level:

- Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- Problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays

Aims

Mathematics aims to ensure that:

- Students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- Students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and space, and statistics and probability
- Students recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study

Assessment

A variety of assessment techniques are used including:

- Exams
- Diagnostic in-class tests
- Assignments
- Group and practical activities

YEAR 8 MATHEMATICS

What is this course about? (Unit description)

Units of work will incorporate the following concepts:

Number – Students develop understandings of the real number system by comparing and ordering integers, problem solving the four operations, and percentages. (Students have opportunities to understand and solve a range of problems relating to rates and ratios).

Probability – Students apply mathematical concepts to learn about theoretical and experimental probability. They use tables, tree diagrams, Venn diagrams and two-way tables to determine probability and solve problems.

Space – Students study plane shapes to understand transformations and congruency, and learn the seven types of quadrilaterals. They apply mathematical concepts in geometric reasoning, perimeter and area, and calculate the volume of prisms.

Statistics – The focus of this unit is to make evidence-based conclusions and to be able to communicate the data collection accurately in tables and graphs.

Algebra – Students apply number laws to algebraic expressions and equations to expand and factorise, solve simple linear equations, connect patterns, and plot coordinates on the Cartesian plane. They solve realistic problems and investigate patterns to develop algebraic expressions.

How will I be assessed?

The following criteria is used:

- Understanding and fluency
- Problem solving and reasoning

Year Level Description and Aims

Year Level Description

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and space, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this Year Level:

- Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- Problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays

Aims

Mathematics aims to ensure that:

- Students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- Students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
- Students recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study

Assessment

A variety of assessment techniques are used including:

- Exams
- Diagnostic in-class tests
- Assignments
- Group and practical activities

YEAR 9 MATHEMATICS

What is this course about? (Unit description)

Units of work will incorporate the following concepts:

Number – Students develop understanding of the interaction between fractions, decimals and percentages and apply this to financial situations. They learn scientific notation and its relationship to very small and very large numbers. (Students apply proportional thinking to express rates algebraically and graphically, and solve rate and proportion problems. They use enlargement transformation to explore, develop and apply conditions of similarity in ratio and scale problems.)

Algebra – Students solve simple interest problems, and use distributive law to expand algebraic expressions. They extend and apply index laws to variables using positive integral indices and the zero index.

Space – Students have opportunities to develop understandings of solving problems involving right-angled triangles, similarity and trigonometric ratios.

Measurement – Students calculate the areas of composite shapes, surface area and volume of cylinders and solve related problems.

Probability – Students calculate relative frequencies, determine outcomes of two-step chance experiments using tree diagrams and arrays, assign probabilities to outcomes and determine probabilities of events.

Statistics – Students compare data distributions with consideration of centre, spread and shape, and the effect of outliers on these measures.

How will I be assessed?

The following criteria is used:

- Understanding and fluency
- Problem solving and reasoning

Year Level Description and Aims

Year Level Description

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and space, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this Year Level:

- Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.
- Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.
- Problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays

Mathematics aims to ensure that:

- Students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- Students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
- Students recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study

Assessment

A variety of assessment techniques are used including:

- Exams
- Diagnostic in-class tests
- Assignments
- Group and practical activities

SCIENCE

YEAR 7/8

- Science

YEAR 9

- Science
- Signature Program STEM

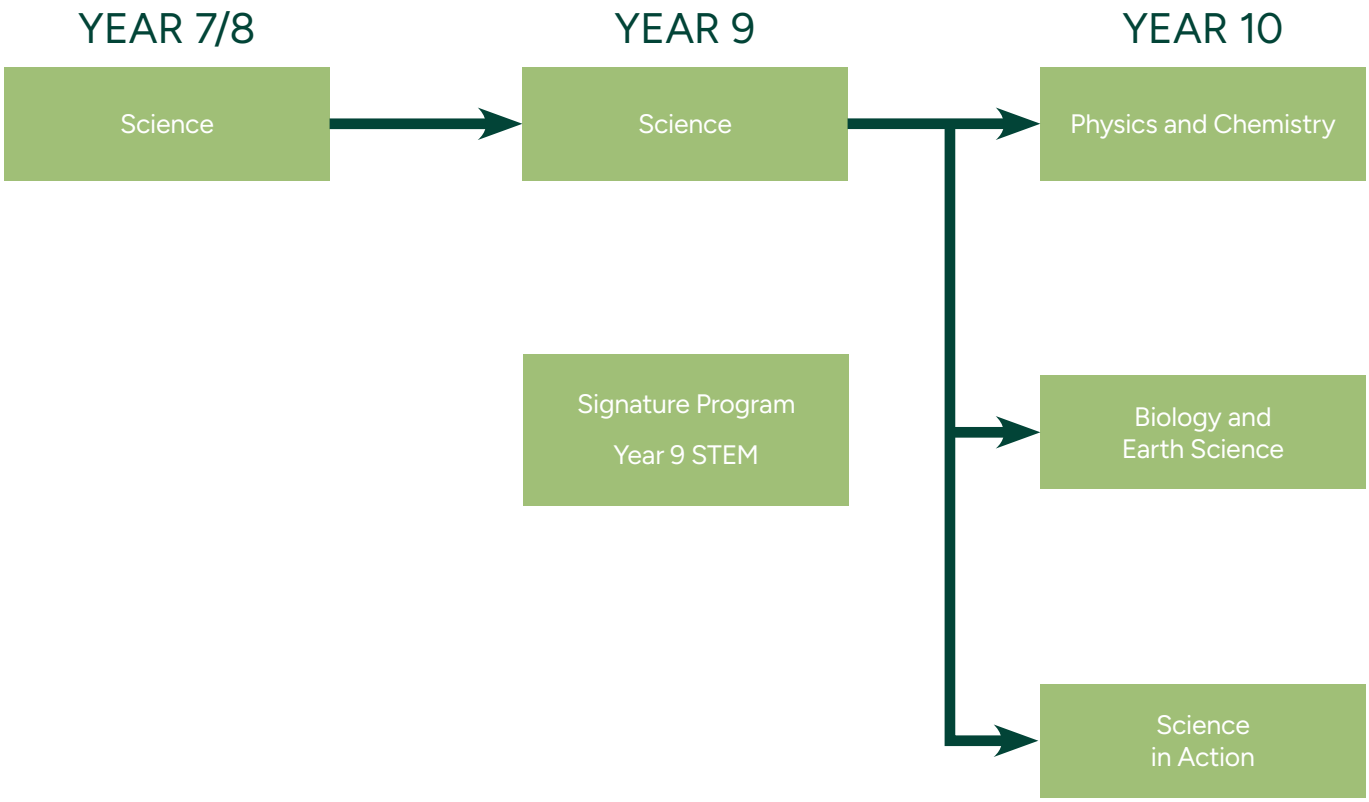
YEAR 10

- Biology and Earth Science
- Physics and Chemistry
- Science in Action

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

SCIENCE

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 7 SCIENCE

What is this course about? (Unit description)

Biology

Students develop skills to classify organisms, explore feeding relationships between organisms in an environment using food chains and food webs, and identify how human activity impacts the environment.

Physics

Students investigate balanced and unbalanced forces and their effects on motion. They explore gravity and the difference between mass and weight. Through a series of experiments, students investigate friction, forces, and simple machines. They apply this knowledge to different occupations and problem solving in the community.

Earth

Students learn about the interrelationships between the Sun, Earth and Moon systems. They explore predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. Students examine the seasons and explore how science influences marine and terrestrial resource management.

Chemistry

Students learn about Science laboratory safety procedures, experiments, report writing, and scientific writing styles. They consider the importance of water and the water cycle, including filtration and recycling processes. They investigate substances, mixtures and separation techniques, and consider applications in a variety of occupations.

How will I be assessed?

The following criteria is used:

- Science understanding
- Science as a human endeavour
- Science inquiry skills

Year Level Description and Aims

Year level description

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components.

Aims

Science aims to ensure that:

- Students develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- Students develop an understanding of the vision that science provides of the nature of living things, of Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- Students develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- Students develop an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims.
- Students develop an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions

Assessment

A variety of assessment techniques are used including:

- Practical investigations with a written report
- Research project
- Examinations

YEAR 8 SCIENCE

What is this course about? (Unit description)

Chemistry

Students review Science laboratory safety procedures, experimental design, report and scientific writing styles. They investigate physical and chemical properties of materials, and learn about elements, compounds, mixtures and the Periodic Table.

Physics

Students classify forms of energy and investigate the efficiency of different energy transfers and transformations. They evaluate practical uses of energy, and examine energy converters used in the community. Students study particle theory and apply aspects to real world scenarios.

Biology

Students identify cells and their specialised structures. They use microscopes and digital images to identify plant and animal cells. Students discuss digestive and reproductive systems and processes in animals and plants.

Earth

Students explore rocks and minerals, the rock cycle, and interrelationships between rock types and energy. Students evaluate the environmental impact of mineral extraction and the societal impacts of diminishing mineral resources.

How will I be assessed?

The following criteria is used:

- Science understanding
- Science as a human endeavour
- Science inquiry skills

Year Level Description and Aims

Year Level Description

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Aims

Science aims to ensure that:

- Students develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- Students develop an understanding of the vision that science provides of the nature of living things, of Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- Students develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- Students develop an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- Students develop an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions understanding of the diversity of careers related to science
- Students develop an understanding of historical and cultural contributions to science as well as contemporary science issues and activities

Assessment

A variety of assessment techniques are used including:

- Practical investigations with a written report
- Research project
- Examinations

YEAR 9 SCIENCE

What is this course about? (Unit description)

Physics

Students build on their knowledge of energy and energy transfers to examine the concept of energy as a wave travelling through a medium. Electricity is used as an example of this and then students further explore the idea of energy transfers by studying the behaviour of light, heat and sound.

Chemistry

Students explore scientific ideas about atoms and subatomic particles – protons, neutrons and electrons. They study isotopes and the processes and products of radioactive decay including radiation and half-life. They explore a variety of chemical reactions and the concept of acids and bases in a variety of household chemicals.

Earth

Students explore practical applications of natural radiation and the chemistry of geology through scientific dating techniques. They examine geological activity and tectonic plate movement, and the impact of earthquakes, tsunamis and volcanoes. Students engage in concepts of change and sustainability within an ecosystem, focusing on interrelationships between all life, and the impact of changes on populations.

Biology

Students identify human body systems and essential requirements for life. They analyse and predict the effects of the environment on body systems. Students discuss the body's responses to changes in the environment like diseases, and consider aspects of vaccination.

How will I be assessed?

The following criteria is used:

- Science understanding
- Science as a human endeavour
- Science inquiry skills

Year Level Description and Aims

Year Level Description

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.

They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Aims

Science aims to ensure that students develop:

- Students develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- Students develop an understanding of the vision that science provides of the nature of living things, of Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- Students develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- Students develop an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- Students develop an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- Students develop an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science

Assessment

A variety of assessment techniques are used including:

- Practical experimental investigations with a written report
- Research report
- Examinations

YEAR 9 STEM

Students who succeed in STEM develop skills that are beneficial to a number of senior subjects in the science, engineering and mathematics areas.

What is this course about? (Possible Units and Descriptions)

The Brain and Neuroplasticity

In this unit, students will explore the anatomical structure and physiological function of the human brain. Memory and learning will also be discussed as operational functions of the brain.

Biofuels

Students make and analyse a variety of biofuels and investigate their potential as a future fuel.

Winning Design

In this, unit students explore how science and mathematics have impacted on the engineering design in wheelchair sports. Students will build and test a model wheelchair.

Sound Engineering

In this unit students will learn the science of sound investigating how the human ear works, principles behind stringed instruments, how sound travels and the mathematics of a sound wave. The components of a speaker are then investigated. Projects include designing a 3D printed speaker box and constructing a speaker.

Pandemics

The epidemiology, history and response to pandemics both modern and historical are explored. In this unit, students will study the science of pandemics and the mathematical models used to predict and monitor outbreaks using Influenza and Ebola as case studies.

Biomimicry

In this unit, students will learn about Biomimicry as an innovative approach and its impact on engineering, architecture and design. Biomimicry is a growing discipline that studies nature's systems and then imitates these designs and processes to sustainably solve current challenges.

How will I be assessed?

In STEM, criteria will be selected from the curriculum areas of:

- Science
- Technology
- Engineering
- Mathematics

Year Level Description and Aims

Year Level Description

The course is designed to provide opportunities for students to engage in activities across curriculum areas that develops skills integral to STEM: thinking creatively, teamwork and participation, problem solving and independent learning.

STEM is run as a selective, elective subject for students in years 9 STEM coursework introduces students to the engineering design process. This is a process through which students investigate a problem and then use the tools of science, technology and maths to formulate, design, test and finally present a solution to the problem.

Aims

STEM aims to ensure that:

- Students develop an interest in developing technologies and breakthroughs in a range of topics in the fields of Science, Technology, Engineering and Mathematics
- An understanding of the Engineering design process
- Students develop an ability to solve problems and make informed, evidence-based decisions about current and future applications of the scientific and technological developments while taking into account ethical and social implications of decisions
- Students develop an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate arguments and claims

Assessment

A variety of assessment techniques are used including:

- Collection of work
- Oral presentations
- Written assignment tasks
- Product design and construction
- Experimental investigations tests/exams

HUMANITIES

YEAR 7/8

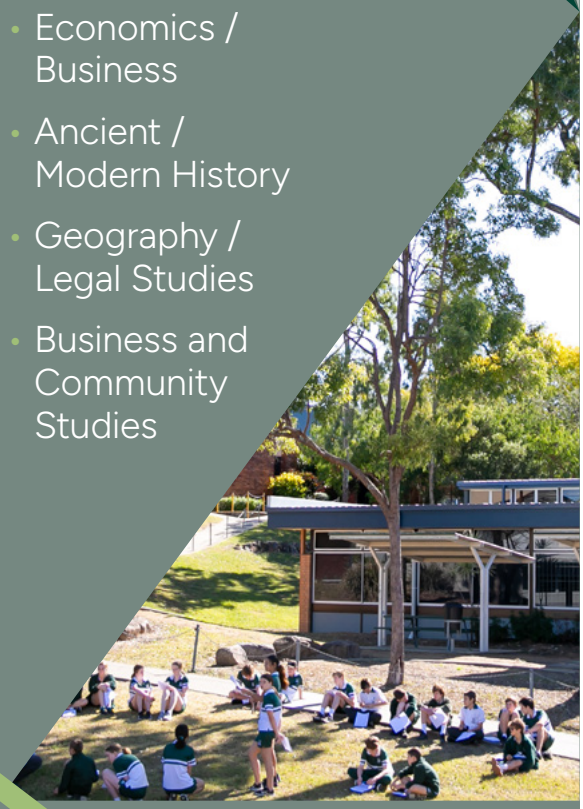
- History and Social Science

YEAR 9

- History and Social Science
- Business and Economics

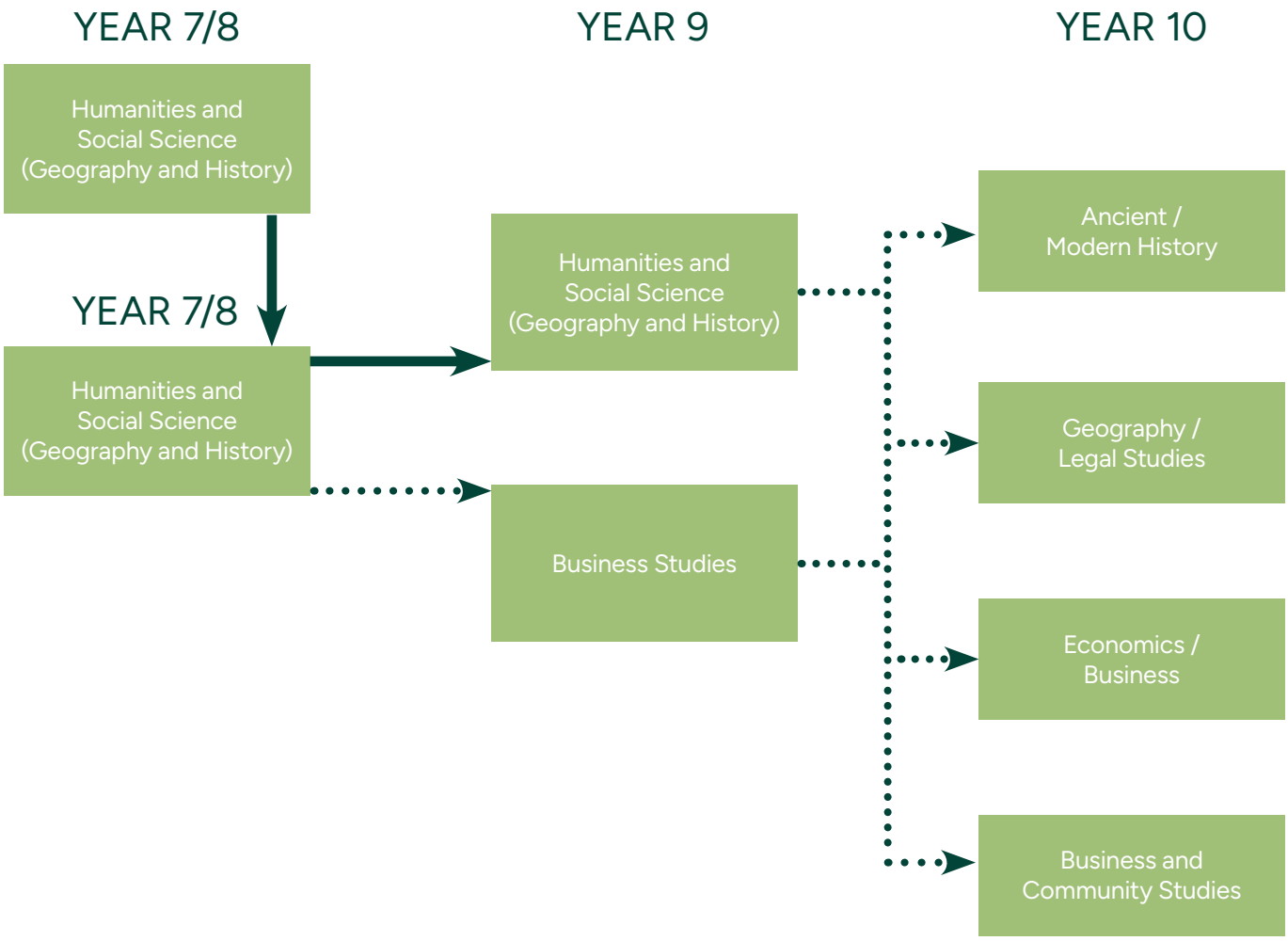
YEAR 10

- Economics / Business
- Ancient / Modern History
- Geography / Legal Studies
- Business and Community Studies



HUMANITIES

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 7 HUMANITIES AND SOCIAL SCIENCE – GEOGRAPHY

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

What is this course about? (Unit description)

Unit 1: Water in the World investigates the importance of water for life and for the maintenance of environmental processes. Students will examine its varying availability around the world, and how this has impacts on populations through studies of various countries. In a time where climate change and water disputes are increasingly common, an understanding of water and its careful management is crucial for the survival of humanity.

Unit 2: Place and Liveability explores the Earth's places, peoples, environments and societies. It helps students understand the relationships between people and the environment. Through an investigation of settlements, students discover the factors that influence, where people live and why. Appreciating our connection to places provides us with insights into how the world around us is planned and how it could be better managed for the future.

How will I be assessed?

The following criteria is used:

- Knowledge and Understanding
- Questioning and research
- Analysis and interpretation
- Communication

Year Level Description and Aims

Year Level Description

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 7 are:

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

Aims

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

Assessment

A variety of assessment techniques are used including:

- Short answer/response to stimulus
- Research task

YEAR 8 HUMANITIES AND SOCIAL SCIENCE – GEOGRAPHY

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

What is this course about? (Unit description)

Unit 1: Landforms and Landscapes begins with students developing an awareness of their physical world and the earth processes that shape the environment in which they live. Students examine how humans adapt to and modify their surroundings and the consequences of change.

Unit 2: Changing Nations examines the dynamic and ever-changing human world and the interactions between various groups, communities and nations. Students study: the causes and consequences of urbanisation; the reasons for internal migration in Australia and the planning and management of Australia's urban future.

How will I be assessed?

The following criteria is used:

- Knowledge and Understanding
- Questioning and research
- Analysis and interpretation
- Communication

Year Level Description and Aims

Year Level Description

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Aims

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

Assessment

A variety of assessment techniques are used including:

- Research report
- Short answer/response to stimulus

YEAR 9 HUMANITIES AND SOCIAL SCIENCE – GEOGRAPHY

History is a disciplined 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 fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

What is this course about? (Unit description)

Unit 1: Students examine the differences between Paleolithic Era and the Neolithic Era, and suggest reasons for the change in societies and groups that occurred during the Neolithic revolution. They will use a number of primary and secondary sources to answer questions about this time of change.

Unit 2: Student engage in a study of Ancient Egypt, exploring the different historical time periods, the hierarchical structure within Ancient Egypt, the role of the Pharaoh, and the importance of the Nile. During this study they will engage with a number of primary and secondary sources and learn how to evaluate the usefulness and reliability of these sources. As the unit progresses, through the process of historical inquiry, students uncover the significant beliefs, values and practices of ancient Egyptians. They examine the roles of various key groups in ancient Egyptian society, outlining the rights if women and partaking in a depth study of a significant historical figure - Hatshepsut.

How will I be assessed?

The following criteria is used:

- Knowledge and Understanding
- Questioning and research
- Analysis and interpretation
- Communication

Year Level Description and Aims

Year Level Description

The Year 7 curriculum provides a study of history to developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The key inquiry questions for Year 7 are:

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

Aims

History aims to ensure that students develop:

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

Assessment

A variety of assessment techniques are used including:

- Written Research assignment
- Short answer/response to stimulus

YEAR 7 HUMANITIES AND SOCIAL SCIENCE – HISTORY

History is a disciplined 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 fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

What is this course about? (Unit description)

Unit 1: Students will investigate the way of life in Viking society, significant development and/or cultural achievements and Viking conquests and relationships with subject peoples for c.790-1066CE. Students develop their skills in source interpretation to investigate the different interpretations of the Vikings.

Unit 2: Students will identify the motives and actions of European explores, in particular the Spanish conquistadors, in order to explain the cause and effects of The Age of Exploration on South American civilisations, focusing on the Aztecs. Using evidence from primary and secondary sources, students will develop an understanding about the significance of individuals including, Cortes, Montezuma and Columbus, and how they were influenced by the beliefs and values of their societies. Students will draw comparisons between the Spanish and British colonisation of First Nations peoples to from a wider understanding of the colonial histories and historical perspectives.

How will I be assessed?

The following criteria is used:

- Knowledge and Understanding
- Questioning and research
- Analysis and interpretation
- Communication

Year Level Description and Aims

Year Level Description

Year 8 curriculum provides a framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The key inquiry questions for Year 8 are:

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

Aims

History aims to ensure that students develop:

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

Assessment

A variety of assessment techniques are used including:

- Short answer/response to stimulus
- Written research assignment
- Extended written response to evidence

YEAR 8 HUMANITIES AND SOCIAL SCIENCE – HISTORY

History is a disciplined 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 fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

What is this course about? (Unit description)

Unit 1: Industrial Revolution: Students study the emergence of the modern world by learning about the Industrial revolution. Students analyse primary and secondary sources to learn about the impact of industrial technologies on the way people lived, work and thought.

Unit 2: World War One: Students explore the key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history. Students investigate how rising nationalist sentiment from 1750 to 1918 significant in caused men to enlist to fight in WW1; developments in warfare which were significant in impacting the experiences of soldiers during WW1; why the Gallipoli campaign a significant event in developing the ANZAC legend during WW1 and how the treaty of Versailles was significant in influencing German nationalism after WW1.

How will I be assessed?

The following criteria is used:

- Knowledge and Understanding
- Questioning and research
- Analysis and interpretation
- Communication

Year Level Description and Aims

Year Level Description

Year 9 curriculum provides a framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The key inquiry questions for Year 9 are:

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

Aims

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

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

Assessment

A variety of assessment techniques are used including:

- Written research assignment
- Short answer/response to stimulus test
- Extended written response to evidence

YEAR 9 HUMANITIES AND SOCIAL SCIENCE – HISTORY

As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who can make informed decisions and actively participate in society and the economy as individuals and more broadly as global citizens.

What is this course about? (Unit description)

Unit 1: Australia and Global Economy

Unit 2: Financial risk and reward

Unit 3: Competitive Advantage

Unit 4: Entrepreneurship

How will I be assessed?

The following criteria is used –

- Economics and Business knowledge and understanding
- Economics and Business skills

Year Level Description and Aims

Year Level Description

Year 9 curriculum provides a framework for developing students' economics and business knowledge, understanding and skills at this year level are provided by the following key questions:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- How do you create, promote and sustain a business?
- What are the responsibilities of participants in the workplace and why are these important?

Aims

The Australian Curriculum: Economics and Business aims to aims to ensure students develop:

- 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
- Understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- Understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- Reasoning and interpretation skills to apply economics and business concepts to make informed decisions
- Understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- Understanding that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens

Assessment

A variety of assessment techniques are used including:

- Multimodal presentations
- Examinations
- Business feasibility reports
- Business venture

YEAR 9 BUSINESS AND ECONOMICS

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

What is this course about? (Unit description)

Unit 1: Biomes and Food Security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Unit 2: Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

How will I be assessed?

The following criteria is used:

- Knowledge and Understanding
- Questioning and research
- Analysis and interpretation
- Communication

Year Level Description and Aims

Year Level Description

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Aims

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

Assessment

A variety of assessment techniques are used including:

- Short answer/response to stimulus
- Research task

PHYSICAL EDUCATION

YEAR 7/8/9

- Health and Physical Education

YEAR 10

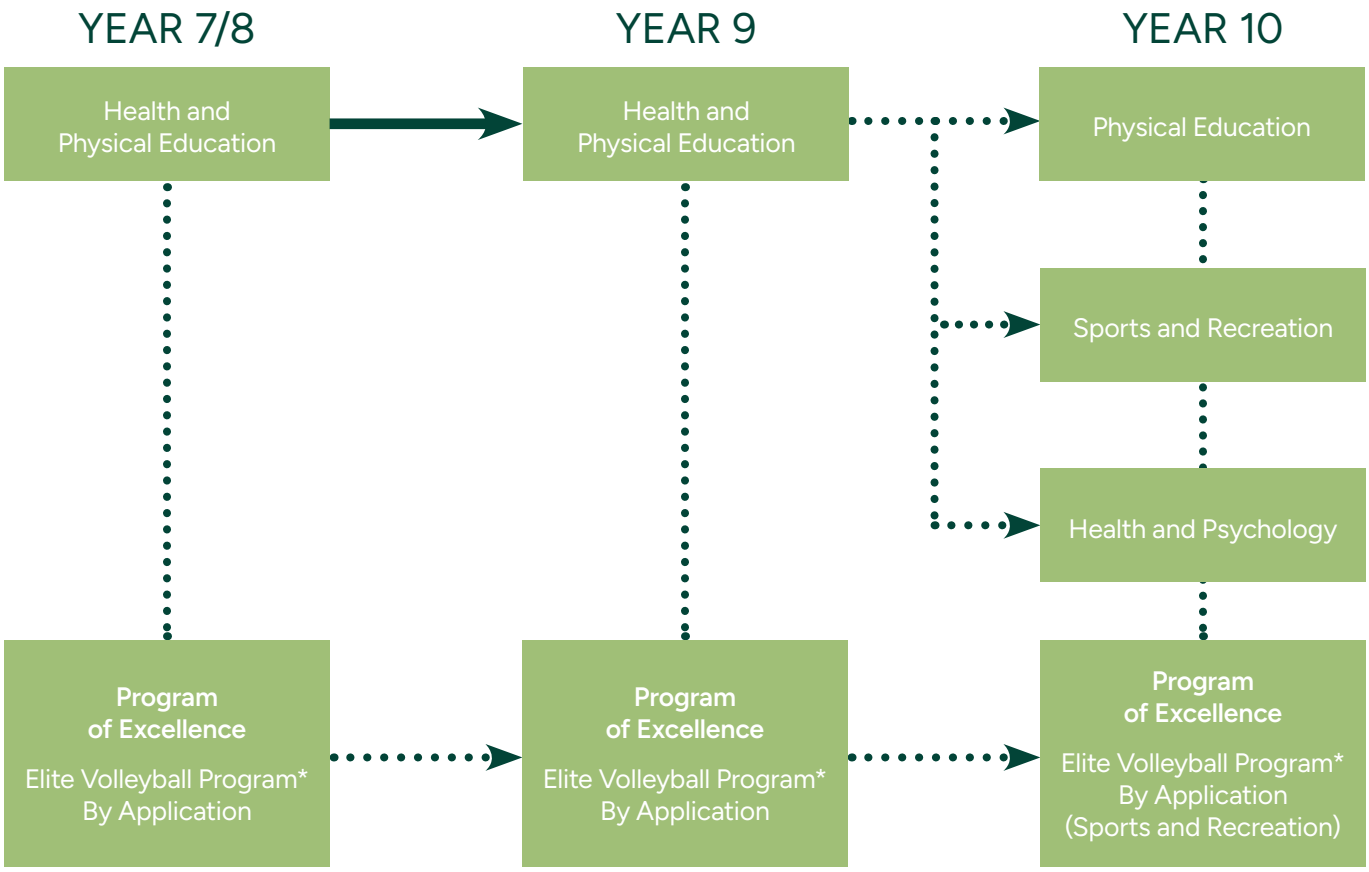
- Physical Education
- Sport and Recreation
- Health and Psychology
- Elite Volleyball Program

PROGRAM OF EXCELLENCE

- Elite Volleyball Program

PHYSICAL EDUCATION

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 7, 8 AND 9 ELITE VOLLEYBALL PROGRAM

Units of Study:

Unit 1: Fundamental Movements
Unit 2: Fitter, Faster, Stronger
Unit 3: Volleyball Positions
Unit 4: Volleyball Strategy
Unit 5: Beach Volleyball Specialised Movement Sequences
Unit 6: Volleyball Strategy – Rotations and Team Cohesion
Unit 7: Tactical Awareness
Unit 8: Sports Psychology
Unit 9: Volleyball Officiating
Unit 10: Defensive Strategies
Unit 11: Out of the System Offense
Unit 12: Performance Analysis

What is this course about? (Unit description)

Students study:

Volleyball specialised movement sequences – Students will focus on specialised movement sequences to develop their overalls skills of the game.

Tactical awareness – Investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.

Functional movement training – Students develop their understanding of foundational functional movements to allow development in the specialised movement sequences.

Sport psychology – develop and evaluate psychology strategies to assist performance and well-being.

Level 1 Referee course – Student will be given the opportunity to gain the nationally recognised qualification which can be used to gain employment and to further understand intricate details of the sport.

Tournament preparation – A critical element part of the program. Student are given the specific training and knowledge to optimise success.

How will I be assessed?

The following criteria is used:

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

Year Level Description and Aims

Year Level Description

The Year 7-9 Elite Volleyball Program curriculum supports students to:

- Apply, refine and demonstrate specialised movement sequences
- Investigate and apply movement concepts and select strategies to enhance outcomes in volleyball
- Reflect, analyse and evaluate tactical strategies to optimise performance

Students will be supported to demonstrate leadership, fair play and cooperation through the completion of a nationally recognised Level One Referee course, with community awareness strengthened via pre-requisite 'play by the rules' modules of work.

Aims

The development of our Elite Volleyball Program is:

- To foster the holistic athletic development of talented students.
- To promote conduct, knowledge and skills benefiting students in their performance of volleyball and other sports; academic and vocational pursuits; and personal development.
- To develop young people through interactions based on personal challenge, collaborative group work and team dynamics.

Assessment

A variety of assessment techniques are used including:

- Practical demonstration of skills
- Practical application of tactics, sports psychology
- Project based assessment
- Online modules for officiating certificate

YEAR 7 AND 8 HEALTH AND PHYSICAL EDUCATION

In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. It is essential that young people develop their ability to respond to new health issues and evolving activity options.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

What is this course about? (Unit description)

A sample of topics include the following:

- Ultimate disk and student well-being
- Athletics and fitness
- Indigenous games, AFL and nutrition
- Managing adolescence and dance
- Looking after yourself and soccer
- Respectful relationships
- Being an active Aussie
- Inclusion, fair play and collaboration

How will I be assessed?

The following criteria is used:

- Personal, social and community health
- Movement and physical activity

Year Level Description and Aims

Year Level Description

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Aims

Health and Physical Education aims to enable students to:

- Access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- Develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- Engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- Analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

Assessment

A variety of assessment techniques are used including:

- Folio of work
- Examination
- Multi-media presentation
- Report

YEAR 9 HEALTH AND PHYSICAL EDUCATION

In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. It is essential that young people develop their ability to respond to new health issues and evolving activity options.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

What is this course about?

The unit may include the following:

- Equality, Respect, Diversity and Inclusion in Sport
- Adolescent Health

How will I be assessed?

The following criteria is used:

- Personal, social and community health
- Movement and physical activity

Year Level Description and Aims

Year Level Description

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social and movement situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Aims

Health and Physical Education aims to enable students to:

- Access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- Develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- Engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- Analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

Assessment

A variety of assessment techniques are used including:

- Folio of work
- Multi-media presentation
- Journal Article

LANGUAGES

YEAR 7/8

- Chinese (Mandarin)
- German

YEAR 9

- Chinese (Mandarin)
- German

YEAR 10

- Chinese (Mandarin)
- German

LANGUAGES

Education Pathway Chart

KEY

Elective

Recommended Pathway

Available Pathway

YEAR 7 AND 8 CHINESE

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to personal, social, and cultural development. It invites employment opportunities presented by an increasingly interconnected and interdependent world.

What is this course about? (Unit description)

Unit 1-4: Build the foundations of Listening and Speaking

Unit 5-6: Proficency of Chinese language.

The Year 7 and 8 Chinese language program focuses on the acquisition of high-frequency vocabulary and basic language structures using language which students of this age find interesting and useful. Our approach is to teach proficiency through reading and storytelling. This approach is highly engaging as students have control of the story! Often, students forget they're listening to and speaking another language as they are more invested in creating a great story.

The language taught in Year 7 and 8 is included in topics which have been designed to be engaging for young learners. Acquisition of the key structures taught in Year 7 provides the basis for developing proficiency in Years 9 and 10.

How will I be assessed?

The following criteria is used:

- Communicating meanings in Chinese
- Understanding language and culture

Band Description and Aims

Band Description

The nature of the learners

Students are beginning their study of Chinese and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Chinese. Students' textual knowledge developed through English literacy learning supports their ability to access similar text types in Chinese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- Understand themselves as communicators

Assessment

A variety of assessment techniques are used including:

- Regular feedback on work completed in class, vocabulary tests, and formative comprehension tests using online platforms such as Stile, Quizlet
- Summative listening, reading, speaking and writing tasks

YEAR 9 CHINESE

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to personal, social, and cultural development. It invites employment opportunities presented by an increasingly interconnected and interdependent world.

What is this course about? (Unit description)

Throughout Years 9 and 10, students are exposed to practical language that builds on the foundation of years 7 and 8. The language studied allows students to engage with Chinese-speaking peers, be creative, and enjoy exploring another culture.

Students become more confident communicating through writing and speaking tasks as well as deciphering texts and key vocabulary from reading and listening texts. Students are also exposed to key grammatical points of the language throughout each unit to develop their overall understanding of the language further.

How will I be assessed?

The following criteria is used:

- Communicating meanings in Chinese
- Understanding language and culture

Band Description and Aims

Band Description

The systems of spoken and written language in Chinese are distinct. They are also quite distinct from the English language system. Because of the role of character learning and its impact on reading and writing, learners' spoken language use is more advanced than their written language use; therefore, students will be immersed in the sights and sounds of Chinese. They develop oral language through active listening, observing interactions between native speakers, and using the spoken language for purposes such as socialising, transacting and getting things done, sharing information and engaging in imaginative performance. They are likely to understand more words than they can say or write. They use Pinyin as a resource to support learning, prepare drafts of oral and written texts, and learn new oral vocabulary.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- Understand themselves as communicators

Assessment

A variety of assessment techniques are used including:

- Regular feedback on work completed in class, vocabulary tests, and formative comprehension tests using online platforms such as Stile, Quizlet
- Summative listening, reading, speaking and writing tasks

YEAR 7 AND 8 GERMAN

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to personal, social, and cultural development. It invites employment opportunities presented by an increasingly interconnected and interdependent world.

What is this course about? (Unit description)

The course focuses on developing German competency in topics closely related to students' everyday lives. Units contain topics such as: family, food and drink, school, chores, hobbies/pastimes, and events.

Units are taught through story-telling and story building, which maximises students' exposure to the target language.

By studying German, students gain a very good understanding of cultural nuances and are able to differentiate between exact translation and translation of meaning. They compare and contrast the key structures of the language taught with their native tongue.

How will I be assessed?

The following criteria is used:

- Communicating meaning in German
- Understanding language and culture

Band Description and Aims

Band Description

Students become familiar with the sounds of German, including pronunciation, rhythm, intonation and stress. They recognise similarities with many English words, noting differences in pronunciation. They approximate the pronunciation and phrasing of single words and short phrases, including distinctive sounds, diphthongs, and the impact of the Umlaut. They understand and apply elements of German grammar such as subject-verb-object word order, simple verb forms, and gender and number agreement of nouns and pronouns.

Students understand that language is organised as text and that texts use different structures and language features to achieve different purposes. They create their own short texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- Understand themselves as communicators

Assessment

A variety of assessment techniques are used including:

- Regular feedback on work completed in class, vocabulary tests, and formative comprehension tests using online platforms such as Stile, Quizlet
- Summative listening, reading, speaking and writing tasks

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YEAR 9 GERMAN

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to personal, social, and cultural development. It invites employment opportunities presented by an increasingly interconnected and interdependent world.

What is this course about? (Unit description)

The Year 9 German program builds on the high-frequency vocabulary and basic language structures used during Years 7 and 8. Students begin to focus more on the practical application of the language as well as engage in activities and tasks that develop their communicative abilities for future senior study.

Students become more confident communicating through writing and speaking tasks as well as deciphering texts and key vocabulary from reading and listening texts. Students are also exposed to key grammatical points of the language throughout each unit to develop their overall understanding of the language further.

How will I be assessed?

The following criteria is used:

- Communicating meaning in German
- Understanding language and culture

Band Description and Aims

Band Description

At this level, students bring to their learning existing knowledge of German language and culture and a range of learning strategies and experiences. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including how German could be part of these.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- Understand themselves as communicators

THE ARTS

YEAR 7/8

- Music
- Drama
- Visual Art
- Media Arts

YEAR 9

- Music
- Drama
- Media Arts
- Visual Art
- Visual Design

YEAR 10

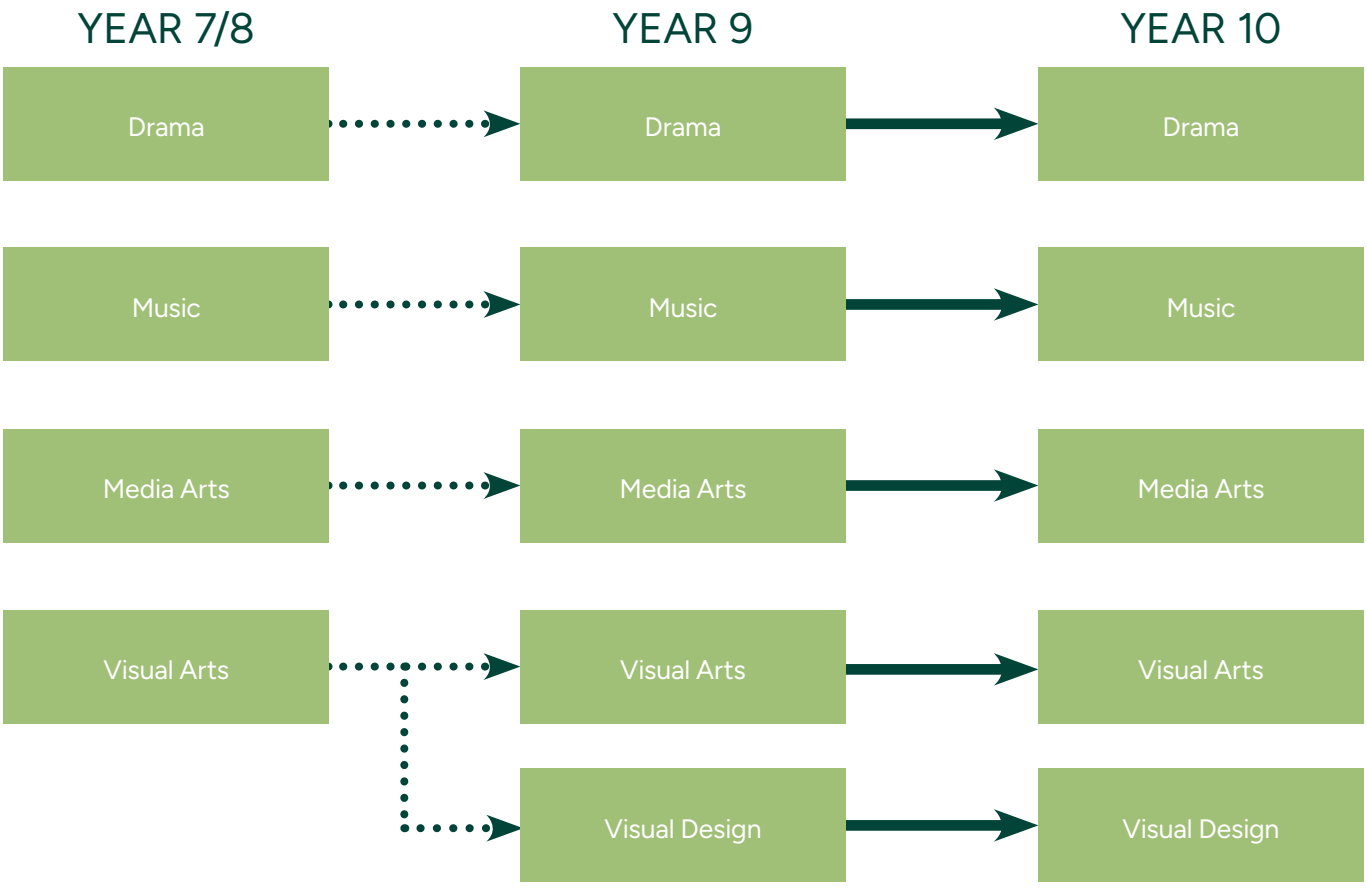
- Music
- Drama
- Media Arts
- Visual Arts
- Visual Design

PROGRAM OF EXCELLENCE

- Accelerated Music (AMPed)

THE ARTS

Education Pathway Chart



Program of Excellence
7 to 11 Accelerated Music (MUS)
By Application

KEY

Elective

Recommended Pathway

Available Pathway

YEAR 7 AND 8 ACCELERATED MUSIC

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social, and personal competencies of students.

What is this course about? (Unit description)

Within the Accelerated Music Program, students in Year 7 will be completing the Year 8 Music curriculum, as well as exploring and consolidating music theory concepts from the AMEB syllabuses Grade 1. Students in Year 8 will complete the Year 9 Music curriculum, and work towards music theory concepts from the AMEB syllabuses Grade 2.

Students will also:

- Sing, play, practice and rehearse a wide range of repertoire in both individual and ensemble settings
- Explore and consolidate music theory concepts from the AMEB syllabuses Grade 1
- Develop technical skills and knowledge on their instrument/voice both as soloists and ensemble members, developing a sense of interpretation and style
- Develop the ability to compose and arrange music is a variety of forms and styles – creating, shaping and refining musical ideas
- Engage with the language of music to enable them to critically analyse, compare and contrast and respond to music

Other relevant considerations and expectations

- Entry is by application with subsequent entrance theory exam and audition
- Students must be a member of one of the co-curricular instrumental or vocal ensembles
- Ability to play an instrument/sing
- Ability to read music fluently
- Singers must be able to read music fluently

How will I be assessed?

The following criteria is used:

Responding:

- Exploring and responding tp music

Making:

- Developing practices and skills - creative and critical
- Composing
- Preforming

Year Level Description and Aims

Year Level Description

In Music, students:

- Continue to develop their aural skills as they build on their understanding and use of the elements of music
- Extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms
- Extend their use of and identification of timbre to discriminate between different instruments and different voice types
- Build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques
- Extend technical and expressive skills in performance from the previous band
- Draw on music from a range of cultures, times and locations as they experience music
- Explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- Describe respectful approaches to composing, performing and/or responding to music

Aims

In addition to the overarching aims of the Australian Curriculum: The Arts, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- The confidence to be creative, innovative, thoughtful, skillful and informed musicians
- Skills to compose, perform, improvise, respond and listen with intent and purpose
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- An understanding of music as an aural art form as they acquire skills to become independent music learners

Assessment

A variety of assessment techniques are used including:

- Performing – solo and in groups
- Composing – individual creation of ensemble music using software
- Written responses

YEAR 9 ACCELERATED MUSIC

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social, and personal competencies of students.

What is this course about? (Unit description)

Within the Accelerated Music Program, students in Year 9 will be completing the Year 10 Music curriculum, as well as exploring and consolidating music theory concepts from the AMEB syllabuses Grade 3.

Students will:

- Demonstrate technical skills
- Explain and use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise and resolve music ideas

How will I be assessed?

The following criteria is used:

Responding:

- Exploring and responding to music

Making:

- Developing practices and skills - creative and critical
- Composing
- Performing

Year Level Description and Aims

Year Level Description

In Music, students:

- Continue to develop their aural skills as they build on their understanding and use of the elements of music
- Extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms
- Extend their use of and identification of timbre to discriminate between different instruments and different voice types
- Build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques
- Extend technical and expressive skills in performance from the previous band
- Draw on music from a range of cultures, times and locations as they experience music
- Explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region

Aims

In addition to the overarching aims of the Australian Curriculum: The Arts, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- The confidence to be creative, innovative, thoughtful, skillful and informed musicians
- Skills to compose, perform, improvise, respond and listen with intent and purpose
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- An understanding of music as an aural art form as they acquire skills to become independent music learners

Assessment

A variety of assessment techniques are used including:

- Performing – solo and in groups
- Composing – individual creation of ensemble music using software
- Written responses

YEAR 7 AND 8 MEDIA ARTS

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas by exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, Media Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

What is this course about? (Unit description)

Media Arts involves creating representations of the world and telling stories through communications technologies such as film, video, television, the internet (including websites and apps) and video games. It enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning.

How will I be assessed?

The following criteria is used:

- Responding:
- Exporing and responding to media arts works, practices and context

Making:

- Developing practices and skills - creative and critical
- Creating (producing) media arts works
- Presenting/screening/distributing media arts works

Year Level Description and Aims

Year level description

In Media Arts, students:

- Build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks
- Build on their understanding and use of time, space, sound, movement, lighting and technologies
- Examine the ways in which audiences make meaning and how different audiences engage with and share media artworks
- Draw on media arts from a range of cultures, times and locations as they experience media arts
- Explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region
- Describe respectful approaches to creating and/or responding to media arts works

Aims

In addition to the overarching aims for the Australian Curriculum: The Arts, media arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- Creative and critical thinking, and exploring perspectives in media as producers and consumers
- Aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- Knowledge and understanding of their active participation in existing and evolving local and global media cultures

Assessment

A variety of assessment techniques are used including:

- Folio of experimental media artworks
- Resolved media artworks
- Folio of analysis, evaluation and identification texts

YEAR 9 MEDIA ARTS

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas by exploring concepts and viewpoints through the creative use of materials and technologies.

What is this course about? (Unit description)

Media Arts involves creating representations of the world and telling stories through communications technologies such as film, video, television, the internet (including websites and apps) and video games. It enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning.

- Cross-platform problem solving for authentic 2D animation, magazine and advertisement design and production.
- The ability to critically examine the impact of media technology and representations.

How will I be assessed?

The following criteria is used:

Responding:

- Exporing and responding to media arts works, practices and context

Making:

- Developing practices and skills - creative and critical
- Creating (producing) media arts works
- Presenting/screening/distributing media arts works

Year Level Description and Aims

Year level description

In Media Arts, students:

- Refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions
- Extend the use of time, space, sound, movement and lighting as they use technologies
- Analyse the way in which audiences make meaning and how audiences interact with and share media artworks
- Draw on media arts from a range of cultures, times and locations as they experience media arts
- Explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region

Aims

In addition to the overarching aims for the Australian Curriculum: The Arts, media arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- Creative and critical thinking, and exploring perspectives in media as producers and consumers
- Aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- Knowledge and understanding of their active participation in existing and evolving local and global media cultures

Assessment

A variety of assessment techniques are used including:

- Folio of experimental media artworks
- Resolved media artworks
- Folio of analysis, evaluation and identification texts

YEAR 7 AND 8 DRAMA

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, Drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

What is this course about? (Unit description)

Drama is an art form which can provide every student with knowledge and skills that are transferable to a variety of artistic, social and work-related contexts. The course includes a wide variety of challenging experiences such as improvisation, acting, directing, creating and performing theatre styles, film, drama and workshops which develop voice and movement skills.

Drama enables students to develop group communication skills as well as the techniques of negotiating, problem solving, and decision-making, researching and interpreting.

Drama challenges students to explore their own identities and culture and extends their understanding of historical and contemporary drama in other cultures.

How will I be assessed?

The following criteria is used:

Responding:

- Exporing and responding to drama works, practices and context

Making:

- Developing practices and skills - creative and critical
- Creating drama
- Presenting and performing drama

Year Level Description and Aims

Year Level Description

In Drama, students:

- Build on their understanding of role, character and relationships
- Use voice and movement to sustain character and situation
- Use focus, tension, space and time to enhance drama
- Incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance
- Shape drama for audiences using narrative and non-narrative dramatic forms and production elements
- Draw on drama from a range of cultures, times and locations as they experience drama
- Explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- Describe respectful approaches to creating, performing and/or responding to drama

Aims

In addition to the overarching aims of the Australian Curriculum: The Arts, drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- A sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- Knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences

Assessment

A variety of assessment techniques are used including:

- Scriptwriting – monologue task
- Performing – group scene (scripted)
- Written response to live theatre

YEAR 9 DRAMA

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, Drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

What is this course about? (Unit description)

Drama is an art form which can provide every student with knowledge and skills that are transferable to a variety of artistic, social and work-related contexts. The course includes a wide variety of challenging experiences such as improvisation, acting, directing, creating and performing theatre styles, film, drama and workshops which develop voice and movement skills.

How will I be assessed?

The following criteria is used:

Responding:

- Exporing and responding to drama works, performances, practices and contexts

Making:

- Developing practices and skills - creative and critical
- Creating drama
- Presenting and performing drama

Year Level Description and Aims

Year Level Description

- Refine and extend their understanding and use of role, character, relationships and situation
- Extend the use of voice and movement to sustain belief in character
- Maintain focus and manipulate space and time, language, ideas and dramatic action
- Experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences
- Draw on drama from a range of cultures, times and locations as they experience drama
- Explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region

Aims

In addition to the overarching aims of the Australian Curriculum: The Arts, drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- A sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- Knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences

Assessment

A variety of assessment techniques are used including:

- Performing – devised and scripted dramatic and comedic scenes
- Forming – improvisation; scriptwriting and devising
- Written response to live or recorded theatre

YEAR 7 AND 8 MUSIC

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

What is this course about? (Unit description)

Within the Junior Music Program, students will be creating music using computers and improvising; performing in large and small ensemble groups as well as solo presentations; studying the language of music and exploring the various styles of music throughout history to the present.

How will I be assessed?

The following criteria is used:

Responding:

- Exporing and responding to music

Making:

- Developing practices and skills - creative and critical
- Creating drama
- Performing

Year Level Description and Aims

Year Level Description

In Music, students:

- Aurally identify layers within a texture
- Sing and play independent parts against contrasting parts
- Recognise rhythmic, melodic and harmonic patterns and beat groupings
- Understand their role within an ensemble and control tone and volume
- Perform with expression and technical control.
- Identify a variety of audiences for which music is made
- Draw on music from a range of cultures, times and locations as they experience music
- Explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region

Aims

In addition to the overarching aims of the Australian Curriculum: The Arts, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- The confidence to be creative, innovative, thoughtful, skillful and informed musicians
- Skills to compose, perform, improvise, respond and listen with intent and purpose
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- An understanding of music as an aural art form as they acquire skills to become independent music learners

Assessment

A variety of assessment techniques are used including:

- Composition
- Film music composition using Garageband software
- Performing – individual keyboard and guitar skills and rock band ensemble
- Folio of written responses

YEAR 9 MUSIC

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

What is this course about? (Unit description)

Within the Junior Music Program, students will be creating music using computers and improvising; performing in large and small ensemble groups as well as solo presentations; studying the language of music and exploring the various styles of music throughout history to the present.

How will I be assessed?

The following criteria is used:

Responding:

- Exploring and responding to music

Making:

- Developing practices and skills - creative and critical
- Creating drama
- Performing

Year Level Description and Aims

Year Level Description

In Music, students:

- Continue to develop their aural skills as they build on their understanding and use of the elements of music
- Extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms
- Extend their use of and identification of timbre to discriminate between different instruments and different voice types
- Build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques
- Extend technical and expressive skills in performance from the previous band
- Draw on music from a range of cultures, times and locations as they experience music
- Explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region

Aims

The Arts, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- The confidence to be creative, innovative, thoughtful, skillful and informed musicians
- Skills to compose, perform, improvise, respond and listen with intent and purpose
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- An understanding of music as an aural art form as they acquire skills to become independent music learners

Assessment

A variety of assessment techniques are used including:

- Performing – solo and in groups; selected and own choice repertoire; core instruments (keyboard and guitar) and own instruments
- Composing – individual creation of ensemble music using music software (Garageband, Sibelius) for score creation, recording and playback
- Responding - written responses to repertoire analysing and evaluating the use of the music elements

YEAR 7 AND 8 VISUAL ARTS

Visual arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

What is this course about? (Unit description)

Art has existed since the beginning of civilisation and predates language in the written form as a means of communication. Art is one of the most important means by which human beings can express their innate creativity and communicate visually their ideas and feelings. Art should be seen as an important part of the development of all students as this subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions.

How will I be assessed?

The following criteria is used:

Responding:

- Exploring and responding to arworks and visual art practices

Making:

- Developing practices and skills - creative and critical
- Creating artworks in 2D, 3D and/or 4D and/or multi-disciplinary forms
- Presenting artworks to audiences

Year Level Description and Aims

Year Level Description

In Visual Arts, students:

- Extend their thinking, understanding and use of perceptual and conceptual skills
- Continue to use and apply appropriate visual language and visual conventions with increasing complexity
- Consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks
- Consider society and ethics, and economic, environmental and social factors
- Exhibit their artworks individually or collaboratively, basing the selection on a concept or theme
- Document the evolution of selected art styles and associated theories and/or ideologies
- Reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks.
- Explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- Describe respectful approaches to composing, performing and/or responding to artworks

Aims

The Arts, visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes
- Visual arts techniques, materials, processes and technologies
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- Confidence, curiosity, imagination and enjoyment

Assessment

A variety of assessment techniques are used including:

- Folio of experimental artworks
- Resolved artwork
- Folio of analysis, evaluation and explanation texts

YEAR 9 VISUAL ARTS

Visual arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

What is this course about? (Unit description)

Art has existed since the beginning of civilisation and predates language in the written form as a means of communication. Art is one of the most important means by which human beings can express their innate creativity and communicate visually their ideas and feelings.

How will I be assessed?

The following criteria is used:

Responding:

- Exploring and responding to arworks and visual art practices

Making:

- Developing practices and skills - creative and critical
- Creating artworks in 2D, 3D and/or 4D and/or multi-disciplinary forms
- Presenting artworks to audiences

Year Level Description and Aims

Year Level Description

In Visual Art, students:

- Refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
- Identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints
- Research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints
- Adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form
- Draw on artworks from a range of cultures, times and locations as they experience visual arts
- Explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region.

Aims

The Arts, visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes
- Visual arts techniques, materials, processes and technologies
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- Confidence, curiosity, imagination and enjoyment

Assessment

A variety of assessment techniques are used including:

- Folio of experimental artworks
- Resolved artwork
- Folios of analysis, evaluation and identification texts

YEAR 9 VISUAL DESIGN

Visual Design is a branch of Visual Arts and includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as designer and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, Visual Design has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

What is this course about? (Unit description)

'Everything that is not part of the natural world has been made by people. Some things are made by people to be used, that is to serve a function, or to function. We call these things design. The process of making design is very similar to the process of making art – however, art and design are made for very different reasons. People make art to communicate. People design things to function.' Year 9 and 10 Design text "Artifacts" R. Davenport, p. 25

How will I be assessed?

The following criteria is used:

Responding:

- Exploring and responding to arworks and visual art practices

Making:

- Developing practices and skills - creative and critical
- Creating artworks in 2D, 3D and/or 4D and/or multi-disciplinary forms
- Presenting artworks to audiences

Year Level Description and Aims

Year Level Description

In Visual Design, students:

- Refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
- Identify and explain, using appropriate visual language, how designers and audiences interpret designs through explorations of different viewpoints
- Research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints
- Adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual designs that are cross-media or cross-form
- Draw on designs from a range of cultures, times and locations as they experience visual design.
- Explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region

Aims

The Arts, visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes
- Visual arts techniques, materials, processes and technologies
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- Confidence, curiosity, imagination and enjoyment

Assessment

A variety of assessment techniques are used including:

- Folio of experimental artworks
- Resolved artwork
- Folios of analysis, evaluation and identification texts

DIGITAL TECHNOLOGIES

YEAR 7/8

- Digital Technologies

YEAR 9

- Digital Technologies

YEAR 10

- Digital Solutions

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems and how to create effective digital solutions.

DIGITAL TECHNOLOGIES

Education Pathway Chart

KEY

Elective

Recommended Pathway

Available Pathway

YEAR 7 AND 8 DIGITAL TECHNOLOGIES

What is this course about? (Unit description)

Students can choose one Semester of Digital Technologies in either Year 7 or 8. The course introduces students to fundamental coding and web design skills and principles. No prior experience in Coding is assumed however we differentiate for those advanced & self-taught students. Students in Year 7 are also supported to develop ICT General skills which are applicable across all subject areas.

Unit 1: Algorithms and Coding (Python)

Unit 2: HTML, CSS and JavaScript

Unit 3: Robotics (Non-assessed)

How will I be assessed?

- Knowledge and Understanding
- Processes and Production Skills

Year Level Description and Aims

Year Level Description

In Year 7 and 8 students are introduced to web design and coding with Python, HMTL & CSS.

In Digital Technologies, students:

- Develop understanding and skills in computational thinking such as decomposing problems and prototyping
- Engage with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities

Aims

In addition to the overarching aims for the Australian Curriculum: Technologies, Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments

Assessment

A variety of assessment techniques are used including:

- Web Page Folio
- Coding Portfolio

YEAR 9 DIGITAL TECHNOLOGIES

What is this course about? (Unit description)

Year 9 Digital Technologies develops a deeper focus on the key areas of the Australian Curriculum as well as an introduction to a project methodology: EDGE – Explore, Develop, Generate, Evaluate.

Unit 1: Web Design: UI (user interface) and UX (user experience)

Unit 2: Data Collection with Sensor based hardware

Unit 3: Digital Systems

Unit 4: Web Design: Interactivity

How will I be assessed?

- Knowledge and Understanding
- Processes and Production Skills

Year Level Description and Aims

Year Level Description

In Year 9 and 10, students learn in depth coding in the digital solution project cycle.

In Digital Technologies, students:

- Focus on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions
- Engage with specialised learning in preparation for learning in the senior secondary years

Aims

Technologies, Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences

Assessment

A variety of assessment techniques are used including:

- Web Design: Project
- Data Collection: Folio
- Digital Systems: Knowledge Test

DESIGN TECHNOLOGIES

YEAR 7/8

- Food Technologies
- Industrial Technologies

YEAR 9

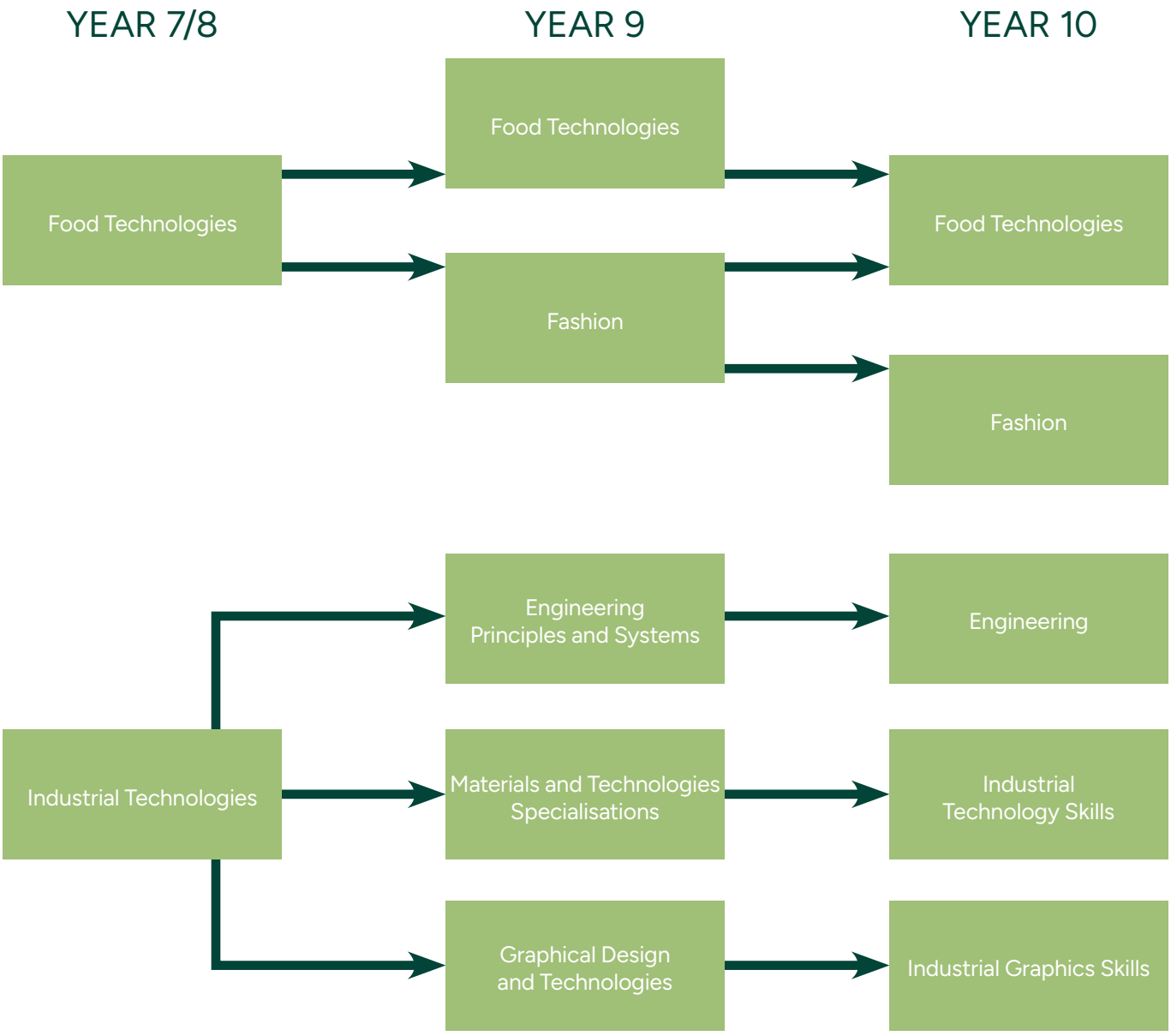
- Food Technologies
- Fashion
- Engineering Principles and Systems
- Graphical Design and Technologies
- Materials and Technologies Specialisations

YEAR 10

- Food Technologies
- Engineering
- Industrial Technology Skills
- Industrial Graphics Skills
- Fashion

DESIGN TECHNOLOGIES

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 7 AND 8 FOOD TECHNOLOGIES

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

What is this course about? (Unit description)

The focus of Food Technology is the wellbeing of the individual within their personal, family and community roles. Food Technology is an interdisciplinary subject drawing on the fields of nutrition, consumerism and management. It focuses on the challenges faced by individuals, families and communities in contemporary society, including aspects such as:

- Selecting and preparing nutritious foods from complex and changing food markets.
- Making informed, responsible and ethical consumer decisions related to new products and reflecting changing technologies and lifestyles.
- Taking control of health and developing health promoting behaviours.
- Investigating local and global issues related to the provision of food
- Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating

Unit 1: Kitchen Concepts

Unit 2: Healthy Tuckshop

Unit 3: Healthy Food Truck

How will I be assessed?

The following criteria is used:

- Knowledge and understanding
- Processes and production skills
- Investigation Assessment
- Design Folio Assessment

Year Level Description and Aims

Year Level Description

Learning in Food Technology builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Year 8 students will have had the opportunity to create designed solutions in Food Design.

In Year 7 and 8 students investigate and select from a range of technologies – ingredients, utensils and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

Aims

Technologies, Design and Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society

Assessment

- Investigation Assessment
- Design Folio Assessment

YEAR 7 AND 8 INDUSTRIAL TECHNOLOGIES

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

What is this course about? (Unit description)

The focus of Industrial Technology is the knowledge, understanding design and the production of artefacts to meet the needs and wants of an individual and community.

Unit 1 LED Lamp. During year 7 or 8 students will identify opportunities, ideate solutions, produce 2D/3D graphical representations and manage resources to manufacture a LED Lamp for a chosen environment.

It focuses on the challenges faced by individuals, families and communities in contemporary society, including aspects such as:

- Workplace health and safety
- Industrial literacies and communications
- Sustainable selection of materials and processes
- Engaging with emerging technologies
- Working creatively within constraints
- Developing criteria for success
- Developing design ideas
- Graphical representation techniques
- Competing design factors
- How to justify choices
- How motion force and energy are used control systems
- Project management process
- Production of designed solutions

How will I be assessed?

The following criteria is used:

- Knowledge and understanding
- Processes and production skills
- Investigation Assessment
- Design Folio Assessment

Year Level Description and Aims

Year Level Description

Learning in Design and Technology builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

In Year 7 and 8 students investigate and select from a range of technologies – materials, tools and machinery. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

Aims

In addition to the overarching aims for the Australian Curriculum: Technologies, Design and Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations.
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society

Assessment

- Investigation Assessment
- Design Folio Assessment

YEAR 9 ENGINEERING PRINCIPLES AND SYSTEMS

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

What is this course about? (Unit description)

This subject focuses on organising components into systems so that they work together to achieve a specific purpose or goal. Students will develop the skills to control everyday systems in a range of ways. This subject will prepare students to participate in our rapidly changing, technological world.

Students will solve design problems by employing a design process. This includes communicating design strategies, justifying decisions, building a practical product and appraising the final product against success criteria.

Unit 1: Downhill Racer

Unit 2: Electrical Foundations

Unit 3: Catapult Design

How will I be assessed?

The following criteria is used:

- Knowledge and understanding
- Processes and production skills
- Investigation Assessment
- Design Folio Assessment

Year Level Description and Aims

Year Level Description

By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focused on engineering principles. Students should have opportunities to experience creating designed solutions for products, services and environments. In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Aims

Technologies, Design and Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society

Assessment

- Investigation Assessment
- Design Folio Assessment

YEAR 9 FOOD TECHNOLOGIES

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

What is this course about? (Unit description)

The focus of Food Technology is the wellbeing of the individual within their personal, family and community roles. The role of Design Technology is to encourage and promote student's personal independence and effective living within society.

Food Technology is an interdisciplinary subject drawing on the fields of nutrition, consumerism and management. It focuses on the challenges faced by individuals, families and communities in contemporary society, including aspects such as:

Selecting and preparing nutritious foods from complex and changing food markets.

Making informed, responsible and ethical consumer decisions related to new products and reflecting changing technologies and lifestyles.

Unit 1: Practical skills

Unit 2: Management

Unit 3: Consumerism

Unit 4: Healthy snacks

How will I be assessed?

The following criteria is used:

- Knowledge and understanding
- Processes and production skills
- Investigation Assessment
- Design Folio Assessment

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Assessment

- Investigation Assessment
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YEAR 9 FASHION

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

What is this course about? (Unit description)

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts. Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

How will I be assessed?

The following criteria is used:

- Knowledge and understanding
- Processes and production skills
- Investigation Assessment
- Design Folio Assessment

Year Level Description and Aims

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YEAR 9 GRAPHICAL DESIGN AND TECHNOLOGIES

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What is this course about? (Unit description)

Graphical Design and Technologies (GDT) engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

Students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically

Across this course students will focus upon two design areas

Unit 1: Industrial Design

Unit 2: Built Environment Design

Unit Titles: Toy Design, Corporate Gift and Packaging Design, Tiny House Design.

How will I be assessed?

The following criteria is used:

- Knowledge and understanding
- Processes and production skills

Year Level Description and Aims

Year Level Description

By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focused on graphical design and technologies. Students will have opportunities to experience creating designed solutions for products, services and environments.

In Year 9 and 10 students use design and technologies should have opportunities to experience creating designed solutions for products, services and environments. In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively.

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YEAR 9 MATERIALS AND TECHNOLOGIES SPECIALISATIONS

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

What is this course about? (Unit description)

Through Materials and Technologies Specialisation, our students can become discriminating, informed, innovative users and evaluators of products. They have the opportunity to work with and develop an understanding of the environment in which they interact daily. The knowledge gained provides them with the potential to create products to meet technological needs.

This course has been designed to provide students with knowledge about the characteristics of working methods, ideas, tools and materials. Useful life skills are developed throughout this subject.

Materials and Technologies Specialisation is also a good skill development subject towards an apprenticeship or other technical type vocational pathways. Students will solve design problems by employing a design process. This includes communicating design strategies, justifying decisions, building a practical product and appraising the final product against design criteria.

Unit 1: CO2 Dragsters

Unit 2: Memphis Design Pencil Case

Unit 3: Money Box Design

Unit 4: Time Device

How will I be assessed?

The following criteria is used:

- Knowledge and understanding
- Processes and production skills

Year Level Description and Aims

Year Level Description

By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focused on Materials and Technology Specialisations. Students will have opportunities to experience creating designed solutions for products, services and environments.

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STATE HIGH SCHOOL

Learners *Who* Flourish