

Atherton State High School



Alis Aquilae - On Eagles' Wings

JUNIOR LEARNING GUIDE

Principal's welcome

For more than sixty years, Atherton State High School has provided opportunities for students to pursue their dreams. Every child's future is unique and the choice of learning pathway in Junior Secondary sets a student on the road to realise these dreams.

Atherton State High School's purpose is to provide an educational service to our community so that students achieve their learning goals and the school achieves its targets. A broad choice of academic, vocational and cultural programs allows every student a chance to pursue individual goals and experience success. In the Junior Secondary phase of schooling, students choose electives after completing introductory rotations in Year 7. The process of considering and selecting a pathway requires every student to access information that enables them to make an informed choice for elective subjects during Years 8, 9 and 10. The guidance provided by staff and the support provided by parents at this time assists every student in making the best possible choices. Building and maintaining these positive partnerships between staff, parents and students maximises the potential for success in a student's junior years of secondary schooling. These partnerships, combined with strong community support for our community's school, provide the strongest possible foundation to deliver a successful schooling experience for every child. I wish every student the best with their Junior Secondary schooling subject selections and reaffirm my staff's commitment to deliver an educational experience that assists them on their pathway to senior.

Regards



Tony Whybird
Principal

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Atherton State High School curriculum structure

Atherton State High School is proud to offer a full and diverse range of subject offerings within its Curriculum Structure. The structure enables students to continue to specialise whilst ensuring nationally mandated curriculum requirements are met.

Beginning in Year 7 students engage in the *Australian Curriculum*, through the core subjects of English, Maths, Science, Humanities and Health and Physical Education and through the rotation subjects of Art, Drama, Music, Information Communication and Technology, Home Economics, Japanese, Digital Studies and Design and Technology.

The focus of the Year 7 Curriculum Structure is to establish familiarity for the students with the more defined identity of curriculum in the secondary context. Rotation subjects are taught by specialist teachers for one term's duration. The rotation ensures students experience a range of discipline areas where students may discover or reinforce areas of interest and talent.

In Year 8, 9 and 10 students take increased ownership of their future pathways by replacing the rotation subjects with elective subjects. Students are able to choose two elective subjects from a range of subject offerings as listed in the learning guide. Ideally students will choose these subjects for one year in Year 8 and the two years in Year 9 and 10 however, knowing that students may find that their interest has changed opportunities exist for subject adjustments using the subject change process. It is best to take some time to choose well in the first instance as classes are structured on the initial student choices and subject changes will only be possible if room exists in the classes that the student wishes to do.

Year 9 and 10 is characterised by students gaining an increased awareness of their future pathways, likes and dislikes, skills and abilities. Subjects continue to specialise including core area subjects. Often in Year 10 some students begin to identify particular future pathways such as traineeships and apprenticeships. In such cases the school, through the Head of Department for Senior Schooling facilitates individualised programs for the student.

In Years 11 and 12 students have the most choice for their learning. In this phase of learning an increased sense of autonomy and ownership of learning is offered. Students in consultation with the school develop pathways that enable them to transition to further training such as University, TAFE, Traineeships, Apprenticeships or to full time employment.

As a regional rural school, we are pleased to offer such an exciting range of choices and opportunities for students to progress through to their future. We look forward to working with you and your child as they build the foundations for future success at Atherton State High School.

Structure of the School Day

Atherton State High School operates five lessons each day with two 40-minute breaks. Seven subjects are studied in any one semester until the completion of Year 10 comprising of the five core subjects and the two electives. In Years 11 and 12 student's study six subjects comprising of the two core subjects (an English and a Mathematics) as well as four elective subjects.

Choosing subjects for my future

Choosing subjects to study at school can be a daunting process, not just for students but for parents as well. By choosing the right subjects, students should remain motivated and obtain access to the pathway that they aspire to undertake in future years.

It's important to choose subjects that:

- Allow you to work from your strengths
- You enjoy studying
- Challenge you and make the most of your capabilities
- Keep in mind your future career and keep your options open
- Offer a range of study that is manageable (i.e. think about choosing a balance between theoretical and practical subjects)
- Are your choice and not the choices of other's

In Junior Secondary you are asked to choose two elective subjects at the end of Year 7 from a range of faculty areas. Each of these elective subjects will be studied for a minimum of one Semester with the expectation that students complete a two-year course of study finalised at the end of Year 10.

Take your time to consider your choices carefully as the choices made during the Subject Selection process will directly influence the final number and type of subjects offered next year. This means that if the student selection numbers in a particular subject offering are so small the subject becomes non-viable, the school reserves the right to withdraw it from the subject offerings. The alternative subject preference indicated during the subject selection process will be used as a replacement subject in this instance. This will be done in consultation with the student and their parents.

It is important to note that if you change your mind, changes to subject choices can only be considered in the first two weeks of a Semester and you will need to complete a consultation process which involves the student, parent and school staff. Subject changes will be considered if they are supported with educationally sound reasoning and discussion.

You should now:

- Read the information supplied in this Learning Guide carefully and discuss with your parents.
- Highlight any elective subjects that may interest you.
- Make notes including questions you may need answers for about each elective. E.g. what is the balance of practical versus theoretical study in the course, do I need to pay an extra subject fee to participate and what does it cover, do I need to complete this in Junior Secondary to choose it in Senior?
- Listen and make notes at the subject selection talks from Heads of Department given to students at school in Term 3.
- Attend the Subject Selection Evening for parents and students to talk with staff about the subjects you are specifically interested in or feel you need more information about.
- Finalise your elective subject choices; remember you need to choose three - your two main choices and a third as a preference.

Remember it is important to make your choices by the closing date or students may be at risk of not getting their preferred elective choices. The final school subject offerings will be developed based on the collective choices made by students rather than mandated by the school.

If you are a new student to Atherton State High School and are enrolling outside of the designated Subject Selection process in Term 3, it is important to note that you will select your subjects in the enrolment interview with the DP SS.

Opportunities for differentiated learning

Differentiated learning at Atherton State High School is organised into two areas – Enrichment and Support. Outside of differentiation in class, other specialised activities and programs are also offered.

Learning Enrichment

There are numerous enrichment opportunities for Junior Secondary students at Atherton State High School. These extra-curricular programs cover both academic and cultural fields and are managed by designated coordinators throughout the school.

There are so many enrichment opportunities at Atherton State High School that we have a separate document to list them all. Please refer to our extra-curricular resource for the enrichment opportunities on offer each year.

Curriculum Differentiation

Junior Secondary students requiring learning support receive this in a variety of ways. Although the support changes regularly in response to student need, classroom teachers are the primary providers of this service. Students operating at a year level differing to their peers may have the opportunity to access curriculum at an appropriate level and be assessed at that particular level. This process will be informed through the collection of a variety of assessment pieces and carried out in consultation with parents and stakeholders through the development of an Individual Curriculum Plan.

Teachers will be responsible for the delivery of modified curriculum to identified students in their class group. The delivery, monitoring and reporting of modified assessment will also be a responsibility of the class teacher ensuring data is maintained to support validation of the outcome of student's goals as per the Personalised Learning Plan.

Additional support is offered by student services staff such as support teachers, Chaplain, Community Education Counsellor (CEC) and Head of Junior Secondary. These dedicated people work with students individually and/or in small groups to offer specialised support and intervention.

Opportunities for students on Individual Curriculum Plans

Atherton State High School delivers quality curriculum to all students including those with verified disabilities. A diverse curriculum is delivered which caters for independent learning needs reflective of the student's Individual Curriculum Plan. Students are each assigned a case manager who will oversee student learning providing assistance to students to reach goals which reflect individual capabilities. Students may access alternative classes provided by specialist teachers delivering modified curriculum or may access the mainstream classroom with support strategies such as modified assessment opportunities.

Atherton State High School is responsive to the Department of Education's commitment to inclusive education which requires a refocus on understandings, relationships, policies and practices at all levels of the system.

Atherton State High School Special Education Program reflects Department of Education's policies which:

- provide high-quality education for all students
- respond constructively to the needs of educationally disadvantaged/marginalised students
- view difference as a resource to support learning
- ensure that all school community members feel safe and free from discrimination, bias and harassment

- promote locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration
- ensure that inclusive education practices are embedded in all state school's policies and initiatives

Quality programs are substantiated through staff accessing quality professional learning opportunities focusing on the recognition of difference and the importance of inclusion. Atherton State High School reflects upon the importance of effective partnerships which are built and maintained within the school community and with all of the agencies responsible for supporting children, young people and their families.

Year 7 to 9 Subjects at Atherton State High School

In Years 7 to 9 students will study the five core subjects of English, Mathematics, Health and Physical Education, Humanities and Science.

Students in Year 7 will rotate through the elective subjects each term.

Students in Years 8 and 9 study two (2) elective subjects from any of the elective subjects in any faculty area.

	Subject area	Core	Electives
	English	English	N/A
	Maths	Maths	N/A
	Science	Science	Agricultural Science
	Health and Physical Education	Health and Physical Education	Health and Physical Education Extension
	Humanities and Languages	Humanities	Japanese
	The Arts	N/A	Drama Music Visual Art
	Technologies	N/A	Food and Fibre Production Digital Technology Technology and Design

The English Department of Atherton State High School is committed to the ongoing delivery of quality education to students and excellence in teaching and learning. Our Junior Secondary School program is informed by the *Australian Curriculum* and C2C units, developed by the Education Queensland's Teaching and Learning Branch, and are adapted to suit the context of our learners.

The study of English helps young people develop the **knowledge, dispositions and skills** needed for education, society, training and the workplace, both now and into the future. It helps them become **ethical, thoughtful, informed and active** members of our local, national and global society.

Pathways

English is a core subject for all students. It is one of the key learning area in the Australian Curriculum.

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.

In our English classes, we also committed to developing a reading culture. This involves reading regularly in class and encouraging a sharing of the types of texts we read.

Course outline and structure

Across all year levels in Junior Secondary, students will work in the three strands of LANGUAGE, LITERATURE and LITERACY.

Language – knowing about the English Language	Literature - understanding, appreciating, responding to, analyzing and creating literature	Literacy – expanding the repertoire of English usage
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

Across the three years from years 7 to 9, students will have learning experiences developed through:

- Engagement in a study of poetry
- In depth study of one complete novel per year
- Working with a range of multi-modal and digital texts including film, television and web-based sources
- Exposure to texts from Australian and non-Australian writers
- A range of productive and receptive tasks

Assessment

This course involves both summative and on-going monitoring tasks. Assessment includes imaginative, persuasive and exposition genres, short answer response and comprehension. English uses and values both written and spoken modes of communication. It is a requirement of this course that students participate in both of these communication forms.

At Atherton State High School, our English Department educates and encourages all students in all year levels to use "The Writing Process" in the development of assessment and time management skills.

With all assessment items, students are provided with a scaffold and a model of the task. Students are also encouraged to seek feedback on a draft. A draft in English is a piece of work that is nearly good enough to be submitted. Students will have engaged in peer and self-editing processes prior to giving it to the teacher for feedback.

Resource Requirements

Access to all novels and other texts studied in the course is provided by Atherton SHS under the Resource Hire Scheme.

Other equipment requirements are included on the ASHS resource list. There is no additional subject fee for the study of this subject.

Health and Physical Education

Core

Year 7-9 Core

In Years 7-8, all students will participate in Health and Physical Education for the duration of the year with two lessons per week. In year 9, all students will complete one semester of HPE with four lessons per week. The HPE courses aim to provide students with a fun; yet challenging learning environment. Through this subject, students will be encouraged to consider how the choices they make affect their health, lifestyle, fitness, physical performance and leisure. Students will engage in activities that allow them to understand how to take positive action to enhance their own and others' health, safety and wellbeing. They will also be encouraged to consider their roles and responsibilities in relation to making choices about their health for the future.

This subject is the only opportunity at Atherton State High School where students actively engage in organised physical lessons in the school. There is no compulsory sport program for junior students.

This course aims to introduce students to a range of individual and team sports and fitness testing protocols; completed in ways where the students engage in and experience a multitude of learning experiences through performances, games and fitness testing sessions.

Pathways

Students will participate in four years of core Health and Physical Education and if they wish to continue their studies in Physical Education, this subject is useful for those students wishing to study Senior Physical Education, Recreational Pursuits or Certificate 3 in Fitness as well as pursuing a career in Health, Education, Sport or Recreation, Fitness and Outdoor industries.

Objectives

As Health and Physical Education is a core subject for years 7-10, students will deepen their level of understanding of what it means to be a healthy member of the community. Health and Physical Education will allow students to explore their interests and participate in lifelong learning opportunities that will enhance their involvement in the wider community.

Structure

Term 1	Term 2	Term 3	Term 4
YEAR 7 Approaching adolescence	YEAR 7 Super snacks	YEAR 7 Building Resilience	YEAR 7 Holistic Wellbeing
YEAR 8 Generations	YEAR 8 Positive and negative risk taking	YEAR 8 My decisions my life – Pingas and Parties	YEAR 8 How culture shaped us
YEAR 9 Respectful relationships	YEAR 9 My healthy mind		
My social responsibility- Alcohol	My social responsibility- Bullying		

Assessment

Throughout the three years of core Health and Physical Education, students will complete a wide range of either individual or group assessment techniques. These types of assessments include research in the forms of assignments, multi modals, reflective journals and case studies.

Health and Physical Education in the core subjects will move away from competitive based activities and focus on the enjoyment and fun that physical activity can bring to young people. Students will participate in minor games, tournament style games, strength and conditioning, athletics, and various striking and ball sports.

Resource Requirements

It is a requirement that students purchase a school bucket hat and a mouthguard due to the new CARA requirements for the practical element of Health and Physical Education. This is to ensure that all students adhere to the school hat policy and risk assessments.

Technology plays a vital role in the theoretical component of this subject and a device is required for either note taking, data analysis and research activities.

Health and Physical Education Extension

Year 8-9 Elective

Elective

Health and Physical Education aims to provide students with a fun yet challenging learning environment and throughout the content of the elective subject in years 8 and 9, it will further develop students' knowledge and understanding of what it means to be a healthy member of the community. The content covered in both years, compliments and validates learning that occurs in the core subject.

The subject rotates through a range of sporting and theoretical topics, completed in ways where the students engage in and experience a multitude of learning experiences through performances, games, training sessions, role-plays and human relationship education. The material covered is aimed at young teenagers with varying physical capabilities.

This subject offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- Promoting the health of individuals and communities;
- Developing concepts and skills for physical activity;
- Enhancing personal growth

Pathways

Through this subject, students will be encouraged to consider the effects of technological changes on their health, lifestyle, relationships, physical performance and leisure. They will also be encouraged to consider their roles and responsibilities in relation to these changes for the future.

The subject is useful for those students wishing to study Physical Education in the Senior School as well as pursuing a career in Health, Education, Sport or Recreation, Fitness and Outdoor Industries.

Objectives

Throughout this subject, students will be encouraged to consider how the choices they make impact their own and others health, lifestyle, fitness, physical performance and leisure. Students will engage in activities that allow them to understand how to take positive action to enhance their own and others' health, safety and wellbeing. They will also be encouraged to consider their roles and responsibilities in relation to how people and communities can influence their participation in physical activity.

Structure

Term 1	Term 2	Term 3	Term 4
YEAR 8 Body Image	YEAR 8 Alcohol and Drug Awareness in Sport	YEAR 8 Respectful Relationships	YEAR 8 Fitness for Life
YEAR 9 Anatomy	YEAR 9 Training Methods	YEAR 9 Sensationalised Reporting	YEAR 9 Skill acquisition

Assessment

In the elective Health and Physical Education subjects, a number of different types of assessments are completed either individually or in groups. These include research in the forms of assignments, multi modals, reflective journals and case studies.

A proportion of assessment in the junior secondary elective program is practical in nature; this includes performance of skills, tactics and game play. To ensure all outcomes are attempted over the course it is essential for students to participate in of all practical lessons.

Resource Requirements

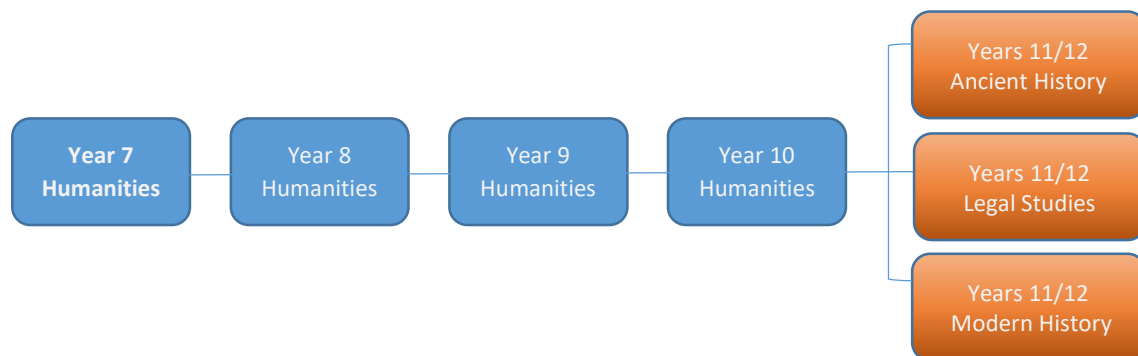
An additional fee will be charged for this specialist subject to cover the cost of extended learning activities. It is also a requirement that students purchase a school bucket hat and mouthguard for the practical element of Health and Physical Education. This is to ensure that all students adhere to the school hat policy.

Technology plays a vital role in the theoretical component of this subject and a device is required for either note taking, data analysis and research activities.

In 2022, Atherton State High School will be continuing to implement the *Australian Curriculum: Humanities and Social Science*, encompassing two terms of **History** and two terms of **Geography** in Years 7, 8 and 9.

Pathways

The Atherton High School Year 10 Humanities program develops the content, concepts, skills and attitudes students will apply and continue developing throughout their senior years. Development of the skills covered by Common Curriculum Elements (CCEs) is a core focus of the Year 10 Humanities course. All assessment techniques use the cognitive verbs required for studying general subjects.



Objectives

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

- Interest in and enjoyment of historical and 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, perspectives, empathy, significance and contestability
- Capacity to undertake critical historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

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

- Knowledge, understanding and appreciation of the spatial and ecological dimensions which focus on where things are, why they are there and how humans interact with their environments
- Interest in and enjoyment of a geographical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens

Structure

Year 7

Sem 1		Sem 2	
Unit 1 History Investigating the Ancient Past	Unit 2 Geography Water in the World	Unit 3 History The Asian and Mediterranean Worlds	Unit 4 Geography Place and Liveability

Year 8

Sem 1		Sem 2	
Unit 1 History The Ancient to Medieval World (Overview)	Unit 2 History The Ancient to Medieval World (Expanding contacts)	Unit 3 Geography Landforms and Landscapes	Unit 4 Geography Changing Nations

Year 9

Sem 1			Sem 2	
Unit 1 History Movement of peoples (1750 – 1901)	Unit 2 History Making a Nation	Unit 3 History World War I	Unit 3 Geography Biomes and Food Security	Unit 4 Geography Geographies of Interconnection

Assessment

Students will complete a variety of assessment pieces and these will vary according to the topic and delivery situations. However, across all Humanities areas, students are expected to demonstrate that they are competent in conducting an inquiry approach to learning. The continued study of Humanities provides continuous and practical preparation for the skills students will need to demonstrate in the senior school.

Assessment techniques include:

- Short Response Tests
- Response to Stimulus Tests
- Practical Tests
- Multimodal presentations
- Analytical Essays
- Reports
- Projects
- Source Analyses

Resource Requirements

As History and Geography are inquiry-based subjects, students studying the Humanities will need frequent access to the Internet both at home and at school to fully participate in the course. Therefore, it is highly desirable that students bring a laptop to their Humanities classes. The Junior Humanities courses use a wide range of text types including digital and hard copy texts. The Pearson, Macmillan and Heinemann History textbooks are the primary textbooks used. These texts will be provided by the school for students participating in the ASHS Resource Hire Scheme.

Japanese

Elective

Year 7 Rotation, Year 8 -9 Elective

The study of a language other than English (LOTE) is very valuable to young people. Not only does it provide a strong foundation in language experiences and acquisition, it broadens students' thinking and understanding of their place in the world, and of Australia's relationships with other people and countries. Language studies focus on developing language proficiency and promote intercultural understanding. Studying a language better equips students to engage with others and participate fully in an increasingly globalised world.

At Atherton State High School, the LOTE program is Japanese. Atherton High works closely with the primary schools and our Year 7 course builds on the language experiences, which students have begun in earlier years. The Year 8 and 9 Japanese programs build on the language experiences students have gained in Year 7 and aim to develop students reading, writing, speaking and listening skills as well as their cultural understandings. Atherton State High School also hosts many overseas tour groups and looks to utilise opportunities for our students to have contact with the visiting international students from Fukushima and Nagoya.

Pathways

Successful completion of the Japanese course of study to Year 12 gives students an increased range of employment and future study options in such fields as tourism and hospitality, translation, international business, environmental engineering, teaching, international law, finance and trade.

Objectives

The course aims to foster awareness of Japanese culture and traditional customs. The Year 7 program builds on the beginner level experiences students develop at the primary school.

Students who select to continue their study of Japanese in Year 8 and 9 will move to the Elementary level. Students build on their ability to communicate ideas about every experiences and relationships through written and spoken language. Students' progress from using romaji and hiragana through to katakana and kanji to represent and compose the language experiences.

Structure

Year 7: Rotational unit – Travel Japan

Year 8

Term 1	Term 2	Term 3	Term 4
Hiragana Daily routines	School	Animal presentations	Katakana Something to wear

Year 9

Term 1	Term 2	Term 3	Term 4
Celebration and Mile Stones	Japan Trip	Fast Food	Part time Jobs

Please note: The year 9 and 10 course is currently a composite class and units will rotate over a two year period.

Assessment

Students work individually or in small groups to demonstrate their knowledge and understanding through four assessment forms:

- Speaking and performing tasks – in class participation and role play
- Writing tasks – communicating in Japanese romaji, hiragana, katakana, kanji
- Listening tasks – comprehension of spoken Japanese text
- Reading tasks – comprehension of written Japanese text

Resource Requirements

Access to all texts studied in the course is provided by Atherton State High School for students participating in the Resource Hire Scheme. Other equipment requirements are included on the Atherton State High School resource list. There is no additional subject fee for this course.

Elective Eligibility

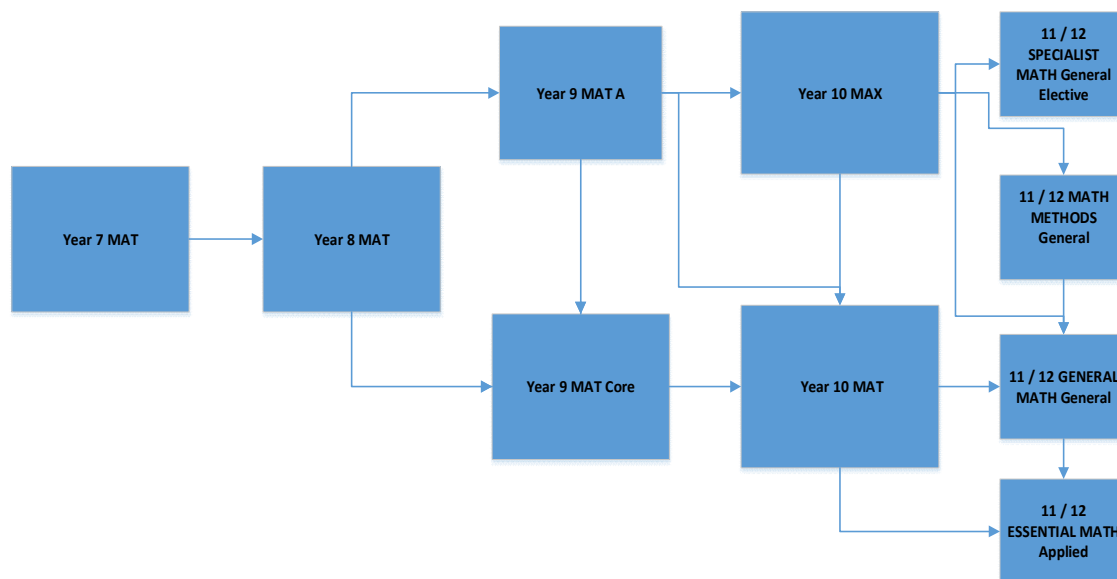
The Japanese language program is designed for students to develop language skills from Elementary level to Intermediate level. Year 7 is a mandatory course for one term. Students interested in continuing their Japanese studies can elect this subject in Year 8. The requirement for year 9 and 10 Japanese is the completion of the Year 8 Japanese course or demonstrated at-level language proficiency.

Year 7-9 Core

Atherton State High School mathematics courses are designed to provide our students with the skills required to achieve the aims of the Australian Curriculum. In Years 7 -9 students all study the same concepts. At the beginning of Year 10, an advanced strand (MAX) becomes available and the extent to which each of the topics covered may vary. In senior, Students who wish to study Math Methods and/or Specialist Math should choose the 10 Mathematics Advanced (MAX) strand. The core course does not provide sufficient focus on the more complex algebraic concepts required for success in Mathematical Methods and/or Specialist Mathematics.

Pathways

The diagram below shows secondary school mathematics pathways available at Atherton State High School.



Aims

The Australian Curriculum: Mathematics aims to ensure that students:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Year 7 Number and place value index notation, square roots, square numbers Integers (+, -) Data representation and interpretation Geometric reasoning -parallel lines	Year 7 Real numbers – fractions (equivalence) fraction operations (+ & -) Units of measurement – area of rectangles Chance – sample space for single-step events	Year 7 Real numbers – decimals Money and financial math Patterns and algebra – variables and patterns Geometric reasoning – triangles, quadrilaterals and types of angles	Year 7 Linear and non-linear – cartesian plane Patterns & algebra – formulas between 2 variables Location & transformation – translations, reflections & rotations Shape – 3D shapes Units of measurement – Volume
Year 8 Number and place value a. Integers b. index notation and laws Geometric reasoning –angles and congruency Data representation and interpretation	Year 8 Number and place value – 4 operations to rational numbers Real numbers – percentages, fractions and decimals Units of measurement – perimeter and area of parallelograms, triangles, rhombuses, kites, trapeziums and circles	Year 8 Patterns and algebra – expand and factorise Linear and non-linear - linear equations and cartesian plane Chance- probability of and, or, not events Using units of measurement – time	Year 8 Linear & non-linear – proportion Units of measurement - volume & capacity of rectangular and triangular prisms Geometric reasoning – congruent figures
Year 9 Money and financial Math Real numbers – index notation and laws Using units of measurement - time	Year 9 Geometric reasoning – similarity Patterns and algebra – expand and factorise algebraic expressions Pythagoras and trigonometry	Year 9 Data representation and interpretation Real numbers – scientific notation Patterns and algebra – distributive law Real numbers - rates	Year 9 Linear & non-linear – gradient, distance between 2 points Chance – 2 step chance Linear & non-linear – relationships between variables Units of measurement – area of composite shapes, surface area and volume of right prisms and cylinders

Assessment

At this year level, students are assessed in two criteria:

- Understanding and Fluency
- Problem Solving and Reasoning

Assessment practices utilize a variety of strategies and may include:

- Written tests
- Investigations and/or Extended assignments
- Computer based activities
- Group work

Resource Requirements

Students studying mathematics require a scientific calculator. A drawing compass and protractor are also recommended. The textbooks used are: Year 7, 8 and 9 MAT use 'Nelson QMaths 7, 8 or 9 for the Australian Curriculum.

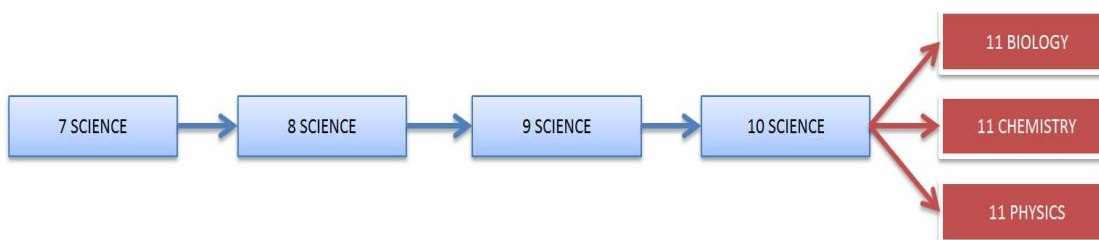
Science

Core

Year 7-9 Core

Science is the concerted human effort to understand, or to understand better, the history of the natural world and how the natural world works, with observable physical evidence as the basis of that understanding. It is done through observation of natural phenomena, and/or through experimentation that tries to simulate natural processes under controlled conditions.

Pathways



Objectives

Science students at ASHS will:

- Acquire a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences
- Gain an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods
- Learn to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate scientific arguments and claims
- Develop their ability to solve problems and make informed, evidence-based decisions

Structure and Assessment

Year 7

Term 1	Term 2	Term 3	Term 4
Earth Science (+ Chemistry elements) <ul style="list-style-type: none"> • Experimental Investigation Report • Written Multimodal Research Report 	Physics <ul style="list-style-type: none"> • Investigative report • Exam 	Ag Science/ Space <ul style="list-style-type: none"> • Exam • Ag Multimodal Presentation 	Biology <ul style="list-style-type: none"> • Data test (formative) • Exam •

Year 8

Term 1	Term 2	Term 3	Term 4
Earth Science <ul style="list-style-type: none"> • Research Report – written multimodal 	Physics <ul style="list-style-type: none"> • Data test • Experimental Investigation report 	Chemistry <ul style="list-style-type: none"> • Investigative report presentation – spoken, multimodal, group • Chemistry Exam 	Biology <ul style="list-style-type: none"> • Biology Exam including Science inquiry and response to stimulus

Year 9

Term 1	Term 2	Term 3	Term 4
Physics <ul style="list-style-type: none"> • Investigative Report –written 	Earth Science (+ Chemistry) <ul style="list-style-type: none"> • Earth Science Exam • Chemistry Exam 	Biology <ul style="list-style-type: none"> • Expository oral presentation (TED talk) • Biology exam 	Chemistry <ul style="list-style-type: none"> • Data test • Chemistry Exam

Assessment

Students will complete a variety of assessment pieces, and these will vary according to the topic and delivery situation. Students will be expected to demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understanding and skills. In doing so, students will experience the regular techniques they will encounter in the senior school.

Assessment techniques may include but are not limited to:

- Multiple-choice /Short Response Tests
- Response to Stimulus Tests
- Practical Tests
- Multimodal presentations
- Experimental Reports
- A collection of work
- Projects
- Orals or Debates

Resource Requirements

Grades 7 to 9 Science have an additional subject fee subject fee to cover the cost of additional learning materials. All chemicals and other practical specific equipment are provided. Scientific textbooks (Pearson) will be provided by the school for students participating in the ASHS Resource Hire Scheme. Eye protection and protective aprons are provided for all practicals. Fully covered leather/vinyl footwear is required for most practicals in this subject.

Agricultural Science

Year 8-9 Elective

Elective

Agricultural Science explores the ways people sustainably manage natural resources such as plants, animals, climate, soil and water to meet their basic needs. These management practices derive from current understandings about science, food production systems, sustainable farming practices, agricultural technologies, consumer-driven economics and effective product marketing.

Because of the fundamental importance of agriculture to humans, this subject is relevant to all students, not just those from a rural background.

Agricultural Science provides students with the opportunity to acquire *knowledge* and to develop *problem solving* and *communication* skills within this stimulating and dynamic context involving living plants and animals with all their attendant needs. The investigative, practical, hands-on approach to learning promoted in this course.

Pathways

Agricultural Science gives students the basis to move into one of the Agribusiness Pathway options offered to senior students. Progression is possible in careers as diverse as veterinary science, agronomy, food technology, journalism, equine industries, teaching and education, research and development, and marketing.

Objectives

Within agricultural contexts, students should:

- Develop a knowledge and understanding of a wide range of concepts and principles underlying agricultural systems
- Develop an understanding of, and sensitivity to, sustainable agricultural systems within the environment
- Develop the ability to plan, organise, interpret, analyse, synthesise and evaluate diverse information from a range of sources to solve problems
- Apply a range of technologies, including ICTs
- Communicate effectively
- Appreciate the indispensable role that agriculture plays in Australian society
- Appreciate the rich cultural heritage of agriculture as a field of human endeavour
- Develop confidence, commitment, independent learning, and teamwork skills, all of which are transferable to a range of work options and life paths

Structure

	Term 1	Term 2	Term 3	Term 4
Year 8	Animal Production Report Test	Aquaculture, Aquaponics and Hydroponics Test	Poultry and Egg Production Test	Insects and Agriculture Insect collection Exam
Year 9	A study of Goats Goat Health Report Test	Preparing for Shows Plant Production Assignment Practical Skills	Caring for a Variety of Pets Test	Bees and Honey Production Assignment Test

Assessment

A range of assessment instruments are used throughout the course on a unit /theme basis. These include: practical and theoretical tests, research and field trip reports, experimental trials and reports, computer work tasks, orals, etc.

Resource Requirements

An additional subject fee will be charged for this specialist subject to cover the cost of additional learning materials. Fully covered leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject.

Year 7 Rotation

In Year 7 all students must complete an introductory course. This course aims to introduce aspects of Art to the student as well as build a foundation for future studies in Art. It is a predominately practical, media-based subject with a focus on the acquisition of the basic skills necessary for successful Art practice. Art aims to provide students with an environment in which to express creativity and individuality.

Pathways

The knowledge gained and the skills developed by the students may be the basis for continuing study in Art. This study may lead to either vocational training or to higher levels of education.

Objectives

In addition to the overarching aims of the Australian Curriculum: 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
- a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Structure

Unit 1 – A Plethora of Patterns

Within this unit you are to design an original abstract motif which represents a chosen emotion. You will then produce a lino print of your motif, that when systematically repeated creates an interesting pattern. Your finished print will be presented as part of our lunchtime gallery for other students' appreciation.

The main aims of this unit are to build your observational skills, introduce a range of printmaking techniques, particularly focussing on relief printing. This unit will expand on your understanding of the Elements of Art and Principles of Design, and has an emphasis on colour theory, the development of pattern and representation of an emotion.

Assessment

Assessment this term will consist of Visual Diary work and a practical piece of artwork.

Resource Requirements

An additional subject fee of \$5 will be charged for this specialist subject to cover the cost of materials required to complete artworks. Students may also elect to personally purchase extra non-essential materials to enhance their artworks. Fully covered leather/vinyl footwear is required in this subject.

Year 8 Art aims to introduce all aspects of Art to the student as well as build a foundation for future studies in Art. It is a predominately practical, media-based subject with a focus on the acquisition of the basic skills necessary for successful art practice. Through both practical and theoretical tasks, students are introduced to the importance of the basic building blocks of Visual Art, the Elements of Art. Art aims to provide students with an environment in which to express creativity and individuality.

Pathways

The knowledge gained and the skills developed by the students may be the basis for continuing study in the Senior School and may lead to either vocational training or to higher levels of education.

Objectives

In addition to the overarching aims of the Australian Curriculum: 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
- a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Structure

Term 1		Term 2	
<p>Looking Into the Palm of Your Hand You are to design a concept which incorporates objects (minimum 3) that share a connection with each other and to you personally. You will then create an artwork which incorporates rendered drawings of these objects, and mixed media collage.</p>	<p>Looking Through the Microscope You are to design a vessel inspired by microscopic imagery. You will create the base form of the artwork in clay using hand building techniques. The treatment of the clay surface will determine the final appearance of the work.</p>	<p>Looking Into the Eyes of the Beast You will design a composition that represents the dominant characteristic of a chosen Australian animal. You will then create an etching of your design. The resulting print will be enhanced using watercolour pencils.</p>	
Term 3		Term 4	
<p>Outside Ourselves Looking In You are to design a mask that reflects an aspect of your own personality. You will create the base form of the art work using plaster bandage. You will then use mixed media and various sculptural techniques to enhance the surface of the work.</p>	<p>Looking Through the Portal You are to design a scape that represents your 'vision of another world'. You will then realize this design in an artwork which demonstrates your painting techniques and knowledge of tone.</p>		

Assessment

Semester 1 will consist of Visual Diary work, four (3) practical pieces, while Semester 2 will consist of Visual Diary work, and two (2) practical pieces. This subject requires a substantial amount of effort. It is expected that students will spend extra time at school and home completing set work.

Resource Requirements

An additional subject fee of \$55 will be charged for this specialist subject to cover the cost of materials required to complete artworks. Students may also elect to personally purchase extra non-essential materials to enhance their artworks. Fully covered leather/vinyl footwear is required in this subject.

Year 9 Art aims to introduce all aspects of Art to the student as well as build a foundation for future studies in art. It is a predominately practical, media-based subject with a focus on the acquisition of the basic skills necessary for successful art practice. Through both practical and theoretical tasks, students are introduced to the importance of the basic building blocks of Visual Art, the Elements of Art and the Principles of Design. Art aims to provide students with an environment in which to express creativity and individuality.

Pathways

The knowledge gained and the skills developed by the students may be the basis for continuing study in the Senior School. This study may lead to either vocational training or to higher levels of education.

Objectives

In addition to the overarching aims of the Australian Curriculum: 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
- a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Structure

Term 1	Term 2	Term 3	Term 4
<p>Cubist Pattern Portrait You will design a portrait that is stylistically reminiscent of Cubism. This image should incorporate symbolic patterns that represent the character of the subject. You will then create an artwork using a combination of drawing media which demonstrates your understanding of tone.</p>	<p>Mortals, Gods & Monsters You will design a figurine of a mortal, god or monster of an imaginary society. You will then create this character using air-dry clay for the base form and adorn with mixed media.</p>	<p>My Street Life You will design a composition that depicts a streetscape, real or imagined. The viewpoint will be from ground level using one point perspective. You will then create a low relief mixed media collage of your design.</p>	<p>A Novel Idea You will design a composition which depicts an image suitable for the cover of a novel (chosen from a supplied list of titles). You will then create this artwork demonstrating your knowledge of painting techniques, composition and tone.</p>

Assessment

Each semester will consist of Visual Diary work and two (2) practical pieces. This subject requires a substantial amount of effort. It is expected that students will spend extra time at school and home completing set work.

Resource Requirements

An additional subject fee of \$55 will be charged for this specialist subject to cover the cost of materials required to complete artworks. Students may also elect to personally purchase extra non-essential materials to enhance their artworks. Fully covered leather/vinyl footwear is required in this subject.

Music

Year 7 Rotation

Elective

In Year 7 all students must complete an introductory course. This course aims to introduce students to the study of Music. Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance students' enjoyment of music and "The Arts", develop their practical and creative potential and allow them to contribute to the community's cultural life.

Pathways

Students may elect to study Music purely for their own enjoyment and knowledge, or for future career prospects. It should be noted that Music is a very accessible commodity in our culture and as such, this subject has a particular contribution towards enhancing the quality of students' lives.

Objectives

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, skilful 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

Structure

Unit 1 – My Generation

Popular music is rich with meaningful stories. Stories can be based on real life experiences or figures of imagination. Stories by youth relating to the youth. You as today's youth can add to these stories.

Assessment

Student's assessment will consist of:

One (1) Creating and Presenting a Pop Song, and two (2) Knowledge & Understanding Notation Exam.

Resource Requirements

Fully covered leather/vinyl footwear is required in this subject.

An additional subject fee of \$5 will be charged for this specialist subject to cover the cost of musical equipment, recording facilities and requirements for other extended learning activities.

Music

Year 8 Elective

Elective

This subject aims to introduce students to the study of Music. Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance students' enjoyment of music and "The Arts", develop their practical and creative potential, and allow them to contribute to the community's cultural life.

Pathways

Students may elect to study Music purely for their own enjoyment and knowledge, or choose to continue their studies into the senior school and beyond to tertiary institutions and/or the work force. It should be noted that music is a very accessible commodity in our culture and as such this subject has a particular contribution towards enhancing the quality of students' lives.

Objectives

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, skilful 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

Structure

Term 1	Term 2	Term 3	Term 4
<p>Pioneers of Rock Rock music is considered an important part of teenage life. Musical content relates to teenagers' social issues. Music as personal expression.</p> <p>Responding to Rock Individual Practice Task</p>	<p>Music in the Media Music has a key role in advertising. Music has the ability to create a desired mood or atmosphere for a target audience.</p> <p>Jingle Composition Individual Practice Task</p>	<p>I Never Knew I Was Techno Fan By arranging loops and pre-recorded sounds you can tell a story or set a mood/atmosphere for a target audience.</p> <p>Recording Composition Individual Practice Task Theory Exam</p>	<p>Pride and Protest "Protest" music is viewed as a medium for communicating "Protest" views and opinions for young people. It has the power to bring people together to make change.</p> <p>Protest Composition Composition Booklet</p>

Assessment

Students will be assessed in all four content areas using the following three criteria:

1. Knowledge and Understanding of Music
2. Creating Music Composition
3. Practical Performance

Resource Requirements

An additional subject fee of \$50 will be charged for this specialist subject to cover the cost of musical equipment, recording facilities and requirements for other extended learning activities.

Music

Year 9 Elective

Elective

This subject aims to introduce students to the study of Music. Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance students' enjoyment of music and "The Arts", develop their practical and creative potential, and allow them to contribute to the community's cultural life.

Pathways

Students may elect to study Music purely for their own enjoyment and knowledge, or choose to continue their studies into the senior school and beyond to tertiary institutions and/or the work force. It should be noted that music is a very accessible commodity in our culture and as such this subject has a particular contribution towards enhancing the quality of students' lives.

Objectives

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, skilful 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

Structure

Term 1	Term 2	Term 3	Term 4
Australian Legends Of Rock This unit will explore Australian identity through music. The aural identification of musical elements such as melody helps us identify the story being told. Theory Folio Task Performance Folio Practice	My Anthem (How to Make a Pop Hit) Music is a way of getting your voice heard in a media savvy world. Music gives you a platform to express yourself. Pop Music Composition Performance Folio Practice Composition Booklet	Heroes and Villains The exploration and application of styles and genres that enhance characters within film and/or musical theatre. Character Theme Composition Performance Folio Practice Composition Booklet	Uptown Funk! Funk music is all about that bass! Its influence across contemporary music is far and wide. Funk has paved the way for the music you know and love today. Improvisation Performance Analysis Response to Studied Repertoire

Assessment

Students will be assessed in all four content areas using the following three criteria:

1. Knowledge and Understanding of Music
2. Creating Music Composition
3. Practical Performance

Resource Requirements

An additional subject fee of \$50 will be charged for this specialist subject to cover the cost of musical equipment, recording facilities and requirements for other extended learning activities.

Drama

Year 7 Rotation

Elective

The aim of this course is to introduce students to the basic elements of drama through the style of melodrama. Students will develop their confidence in acting on stage, building imagination and development of stories. Studying Drama is not just an opportunity to learn about acting, it also presents opportunities to learn about life and the world around us. It teaches important life skills which will help with students' personal development and self-confidence.

Pathways

This introduction to drama will allow students to make an informed choice about continuing drama as a subject option in future years.

Objectives

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.

Structure

Unit 1 - Melodrama

Throughout the unit students will examine the history of the style melodrama and its evolution over time. This will be achieved through exploring the codes and conventions of the style with both practical and theoretical activities and viewing professional and student performances. Students will devise their own melodrama performance, perform their performance in front of a live audience and reflect on their work.

Assessment

There are three pieces of assessment within this unit:

1. Group Forming - Students create a script suitable for the style melodrama
2. Group Presenting - In an ensemble, students present their performance to a live audience
3. Reflective Folio - Throughout the term students complete reflective worksheets which will be collected into a reflective folio.

Resource Requirements

Students may be invited to attend live performances. If students wish to participate in these enhanced learning opportunities there will be a charge for each performance.

Drama

Year 8 Elective

Elective

The subject of Drama is an exploration of the way that human beings think, feel and communicate. It teaches us better ways to understand ourselves and other people. It is a unique learning experience, allowing us to explore many situations and emotions first-hand. The use of imagination allows us to become different people in different situations. Through Drama we share experiences we might not otherwise have and gain a perception of the world through the eyes of someone else. Studying Drama is not just an opportunity to learn about acting, it also presents opportunities to learn about life and the world around us. It teaches important life skills which will help with students' personal development and self-confidence. Thus, at the core of Atherton State High School's Drama program, lies the belief that students may be empowered individually, culturally and socially through the study of Drama.

Pathways

The Drama course would be an advantage if you intend studying Drama in Years 11 and 12.

Objectives

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.

Structure

Term 1	Term 2	Term 3	Term 4
Acting for the Moment Improvisational theatre, often called improv or impro, is a form of theatre where most or all of what is performed is created at the moment it is performed. This unit aims to build student's confidence in stage presentation.	Acting for Script This unit will focus on students bringing a greater fidelity of real life to texts and performances. They will explore traditional acting methods, stage craft and group collaboration.	Acting for Film Students will explore the difference between acting on stage and acting on film. They will develop skills for film production and design.	Acting for Change Collage Drama strives to educate, enlighten, and enhance audiences' understandings by highlighting important issues within the community.

Assessment

Students will be assessed against forming, presenting, responding and/or reflecting criteria within each unit of study.

Resource Requirements

Throughout the year, students may be invited to attend live performances. If students wish to participate in these enhanced learning opportunities there will be a charge for each performance. An additional subject fee of \$10 will be charged for this specialist subject to cover the cost of resources needed throughout the year.

Drama

Year 9 Elective

Elective

The subject of Drama is an exploration of the way that human beings think, feel and communicate. It teaches us better ways to understand ourselves and other people. It is a unique learning experience, allowing us to explore many situations and emotions first-hand. The use of imagination allows us to become different people in different situations. Through Drama, we share experiences we might not otherwise have and gain a perception of the world through the eyes of someone else. Studying Drama is not just an opportunity to learn about acting, it also presents opportunities to learn about life and the world around us. It teaches important life skills, which will help with students' personal development and self-confidence. Thus, at the core of Atherton State High School's Drama program, lies the belief that students may be empowered individually, culturally and socially through the study of Drama.

Pathways

The Drama course would be an advantage if you intend studying Drama in Year Eleven and Twelve.

Objectives

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.

Structure

2022 Program

Term 1	Term 2	Term 3 & Term 4
<p>Life</p> <p>Puppetry is the manipulation of inanimate objects and is still a popular style of theatre especially in Asian Pacific Countries. Students will explore the range of difference conventions and styles of puppetry while exploring the history of the art form. Students will develop their own puppetry performance and learn how to document their forming process.</p>	<p>Stories</p> <p>Australian Gothic Theatre is a very popular style exploring Australia's history. Students will engage with Indigenous perspectives and the perspective of the forgotten Australians. Within this unit, students will enhance their skills of transforming text into stage performances.</p>	<p>Broadway</p> <p>Musical Theatre is an increasingly relevant performing art form for Australian audiences. In this unit, students will analyse the practical and technical skills used within Musical Theatre performances. Students will develop their skills in performance, staging, and production. They will view musical numbers and analyse the conventions used within this genre, then produce their own cinematic musical performance.</p>

2023 Program

Term 1	Term 2	Term 3	Term 4
<p>Identity</p> <p>Within this unit, students will explore the work of Stanislavski and the acting method he developed to create naturalistic/realistic characters. Students will participate within a number of practical and theoretical workshops to develop their skills which will then be illustrated in a realistic performance.</p>	<p>Cinematic</p> <p>Within this unit, students will explore cinematic theatre and how the inclusion of film has enhanced performance. Students will examine and investigate how theatre has adapted to this style and its impact on both actors and audiences. Students will be given an insight into filmmaking production and how to creatively use film to enrich their own performances.</p>	<p>Revival</p> <p>Within this unit, students will investigate the impact Shakespeare made on literature and how the themes and issues he explored within his texts are transcendent to audiences today. Students will view and evaluate different transformations and will devise one of their own which they will have the opportunity to perform to an audience.</p>	<p>Time</p> <p>Within this unit, students will investigate how theatre can be used to make social change through the examination of the style Documentary Drama. Students will devise and perform a performance that uses the conventions of Documentary Drama to educate their audience about a chosen topic.</p>

Assessment

Students will be assessed against forming, presenting, responding and/or reflecting criteria within each unit of study.

Resource Requirements

Throughout the year, students may be invited to attend live performances. If students wish to participate in these enhanced learning opportunities there will be a charge for each performance. An additional subject fee of \$10 will be charged for this specialist subject to cover the cost of resources needed throughout the year.

Year 7 Rotation, Year 8 & 9 Elective

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking. Students will learn about networked systems, how data is stored and transmitted in digital systems, the security and privacy of data and techniques to compress data. They will decompose problems, design algorithms and program solutions to real-world problems using a general-purpose programming language incorporating modularity. Other solutions may include spreadsheets, graphs, information systems, digital graphics, animations and websites.

Pathways

The introductory Technologies course in Year 7 will enable students to make an informed choice about choosing Digital Technology as an elective in Year 8. Students can continue their studies in this area into Year 9 to 12 and beyond to tertiary institutions and the workforce. Digital Technology has been identified as a growth and priority area across the world. An increasing proportion of tomorrow's jobs will emerge from the diverse digital technologies field. This subject can also be studied purely for personal enjoyment and knowledge of digital technology techniques that are commonly encountered in everyday life.

Objectives

By the end of Year 8, students should be able to:

- Distinguish between different types of networks and defined purposes
- Explain how text, image and audio data can be represented, secured and presented in digital systems
- Plan and manage digital projects to create interactive information
- Define and decompose problems in terms of functional requirements and constraints
- Design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions
- Evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability
- Analyse and evaluate data from a range of sources to model and create solutions
- Use appropriate protocols when communicating and collaborating online.

By the end of Year 10, students should be able to:

- Explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users
- Explain simple data compression, and why content data are separated from presentation
- Plan and manage digital projects using an iterative approach
- Define and decompose complex problems in terms of functional and non-functional requirements
- Design and evaluate user experiences and algorithms
- Design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities
- Take account of privacy and security requirements when selecting and validating data
- Test and predict results and implement digital solutions
- Evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise
- Share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

Structure

Year 7 Unit 1
<p>Serious Games</p> <ul style="list-style-type: none"> • Different types of networks and their purposes. • Design and development of a serious game. • Investigate how text and images can be represented in binary code. • Collection of work

Digital Technology is studied by all students for the equivalent of one term in Year 7.

Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 8 Term 4
<p>Retro Games</p> <ul style="list-style-type: none"> • Explore the history of retro games. • Design and develop a retro game with Scratch. • Program external hardware to control a game. • Design Project 	<p>Code Adventures</p> <ul style="list-style-type: none"> • Program microbits to send messages over a network. • Develop Python code to automate processes in Minecraft Education Edition. • Program a Sphero robot to complete an obstacle course. • Examination 	<p>3D Modelling and Design</p> <ul style="list-style-type: none"> • Use software to create 3D models of real life objects • Create a scale model of a famous landmark in Minecraft Education Edition • Design and print simple 3D objects in Tinkercad • Design Project 	<p>Digital Media</p> <ul style="list-style-type: none"> • Edit and optimise video for the internet. • collaborate to create an instructional or informative YouTube video, adhering to online community guidelines. • Investigation

Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 9 Term 4
<p>Advanced Data Solutions</p> <p>Spreadsheets are used in many everyday applications. Understanding how to create algorithms will make using spreadsheets a breeze. In this unit, students will develop spreadsheets that are useful and interesting.</p>	<p>Webpage Development</p> <p>Behind every Webpage there is code. HTML and CSS are used to design and build webpages. In this unit, students will learn the basics of webpage design and will have the opportunity to create their own webpage.</p>	<p>Code with Python</p> <p>In this unit students will learn to code with the computer language Python. Python has many applications and is very simple to learn and apply. Students will use Python to create simple programmes on Micro:bit and Turtle.</p>	<p>Automate this!</p> <p>In this unit students will have the opportunity to code microprocessors and use electronic components to solve problems that have real-world applications.</p>

Assessment

Assessment throughout the course will comprise supervised assessments, design projects and collections of work where students design user experiences, implement and then evaluate solutions against criteria.

Resource Requirements

Students are required to have a USB memory stick with at least 8GB of RAM.

Year 7 Rotation, Year 8 & 9 Elective

Design and Technology is based on the Design and Technologies Australian Curriculum. Students study units based on plastic, wood and metal technologies. They will use a variety of graphical representation techniques to generate ideas and design solutions and use a wide range of components, tools and equipment to complete design tasks.

Pathways

The introductory course in Year 7 will enable students to make an informed choice about choosing Design and Technology as an elective in Year 8. Students can continue their studies in this area into Years 9 and 10. In Years 11 and 12 students can choose Engineering Skills, Construction Skills or Furnishing Skills. The knowledge and skills gained will prove invaluable if students wish to pursue further vocational training or a trade apprenticeship.

Objectives

By the end of Year 8, students should be able to:

- Explain factors that influence the design of products, services and environments to meet present and future needs
- Explain the contribution of design and technology innovations and enterprise to society
- Explain how the features of technologies impact on designed solutions and influence design decisions
- Create designed solutions based on an evaluation of needs or opportunities
- Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes
- Create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques
- Apply project management skills to document and use project plans to manage production processes
- Independently and safely produce effective designed solutions for the intended purpose.

By the end of Year 10, students should be able to:

- Explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments
- Identify the changes necessary to designed solutions to realise preferred futures they have described
- When producing designed solutions for identified needs or opportunities, evaluate the features of technologies and their appropriateness for purpose
- Create designed solutions based on a critical evaluation of needs or opportunities
- Establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes
- Create and connect design ideas and processes of increasing complexity and justify decisions
- Communicate and document projects, including marketing for a range of audiences
- Independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary
- Select and use appropriate technologies skilfully and safely to produce high quality designed solutions suitable for the intended purpose.

Structure

Year 7 Unit 1	Year 7 Unit 2
Key Tag <ul style="list-style-type: none"> An introduction to plastics and the tools and techniques to work with this material 	Skills Game <ul style="list-style-type: none"> Design task using timber and acrylic material, introducing timber skills and processes

ITD is studied by all students for the equivalent of one term in Year 7.

Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 8 Term 4
Pencil Case & Key Rack <ul style="list-style-type: none"> Focus on wood technology, tools, processes and production skills Construction tasks to specification 	Spice Rack <ul style="list-style-type: none"> Design and construction task, application of timber skills and processes, introduction to CAD 	Sliding Bevel & Metal Box <ul style="list-style-type: none"> Focus on metal technology, tools, processes and production skills Construction tasks to specification 	CO2 Car <ul style="list-style-type: none"> Investigate, design and construct a CO2 car using timber materials and use 3D CAD modelling skills

Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 9 Term 4
<ul style="list-style-type: none"> Battery Powered Vehicle Investigate, design and construction task using multiple materials Use 3D CAD skills to design components 	Folding Camp Stool <ul style="list-style-type: none"> Follow technical drawings to create a camping stool to specifications Recreate stool using CAD skills and techniques 	Toy Making <ul style="list-style-type: none"> Investigate, design and construct a toy using a range of materials 	Metal Garden tool <ul style="list-style-type: none"> Follow technical drawings to create a metal garden tool. Design and make a wooden handle for garden tool using wood turning techniques

Assessment

In Year 7, students complete a theory booklet with design and evaluation tasks along with their practical products. In Year 8 and 9, all assessment is project based where students complete design folios along with their practical products. Some tasks will also have CAD elements.

Resource Requirements

An additional subject fee will be charged for this specialist subject to contribute to the cost and maintenance of a wide range of machines, equipment and other resources in our workshops and the consumable materials used in student projects. The subject fee is \$5 in year 7, \$45 in Year 8 and \$80 in Year 9.

To meet the School's Workplace Health and Safety requirements and for their own protection, students who choose to study ITD must provide their own:

- Sturdy footwear with uppers made predominantly from leather or strong vinyl
- Students are welcome and encouraged to provide their own clear, untinted safety glasses, although these will also be available in workshops as class sets
- Students will be required to abide by a Workplace Health and Safety agreement and to adhere to all Workplace Health and Safety procedures set out by their teacher.

Food and Fibre Production

Elective

Year 7 Rotation, Year 8 & 9 Elective

Food and Fibre Production is based on the Design and Technologies Australian Curriculum. Students study units based on food and nutrition and textiles that provide opportunities for the students to discover and develop critical and creative capabilities that enhance individual and family wellbeing.

Pathways

The introductory Food and Fibre Production course in Year 7 will enable students to make an informed choice about choosing this subject as an elective in Year 8. Students can continue their studies in this area into Years 9 and 10. In Years 11 and 12 students can choose Food and Nutrition or Fashion. A study of Food and Fibre Production may lead to career opportunities in government, community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles. Food and Fibre Production can also be used in their personal lives, informing future lifestyle decisions and actions.

Objectives

By the end of Year 8, students should be able to:

- Explain factors that influence the design of products, services and environments to meet present and future needs
- Explain the contribution of design and technology innovations and enterprise to society
- Explain how the features of technologies impact on designed solutions and influence design decisions
- Create designed solutions based on an evaluation of needs or opportunities
- Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes
- Create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques
- Apply project management skills to document and use project plans to manage production processes
- Independently and safely produce effective designed solutions for the intended purpose.

By the end of Year 10, students should be able to:

- Explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments
- Identify the changes necessary to designed solutions to realise preferred futures they have described
- When producing designed solutions for identified needs or opportunities, evaluate the features of technologies and their appropriateness for purpose
- Create designed solutions based on a critical evaluation of needs or opportunities
- Establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes
- Create and connect design ideas and processes of increasing complexity and justify decisions
- Communicate and document projects, including marketing for a range of audiences
- Independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary
- Select and use appropriate technologies skilfully and safely to produce high quality designed solutions suitable for the intended purpose.

Structure

Year 7 Unit 1	Year 7 Unit 2
An Introduction to Textiles <ul style="list-style-type: none"> An introduction to fabrics and product design and construction 	An Introduction to Cooking <ul style="list-style-type: none"> An introduction to food preparation and basic cooking techniques

Food and Fibre Production is studied by all students for the equivalent of one term in Year 7.

Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 8 Term 4
Fusion Foods <ul style="list-style-type: none"> A study of the history of Australian cuisine and its future Designing and cooking a fusion meal 	Protect It <ul style="list-style-type: none"> Design and construction of a textiles product that will protect an item of value 	Food with Integrity – Tuckshop Food Design <ul style="list-style-type: none"> Design and production of healthy meals that appeal to teens 	<ul style="list-style-type: none"> Eat Street Designing, producing and running a food stall at our 'Eat Street Extravaganza'

Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 9 Term 4
Re-use, Re-think - Upcycling Textiles <ul style="list-style-type: none"> Design and construction of an upcycled textiles product 	Nailed It - Investigating Processed Foods <ul style="list-style-type: none"> Examining the environmental, social, and nutritional implications of eating processed foods & developing home-made bakery items from scratch 	Foods for Special Needs <ul style="list-style-type: none"> Developing menus that meet special dietary requirements & designing and producing Grazing Platters for customers 	Hello World - Multicultural Menus <ul style="list-style-type: none"> Menu planning and design considerations to prepare and present meals from various cultures around the world

Assessment

In Year 7, students complete a practical sewing task with design folio and a practical cooking task with evaluative paragraph. In Year 8 and 9, students complete practical sewing and cooking tasks as well as written design and evaluative tasks such as feature articles, business plans, menu cards and project folios.

Resource Requirements

An additional subject fee of \$10 for year 7, and \$50 in years 8 and 9 will be charged for this specialist subject to cover the cost of ingredients and consumable supplies for group cooking demonstrations and group assessment tasks, for sewing supplies, patterns and fabrics for learning activities, and to contribute towards the maintenance of kitchen and sewing equipment and resources.

Students will be required to supply some ingredients and fabric from home for the production of their own design products. They will be participating in practical cooking and sewing lessons throughout the course and must adhere to the Workplace Health and Safety procedures set out by their teacher.

