



# ST SAVIOUR'S COLLEGE

2019

## Junior Curriculum Handbook



*Integrity is our strength*

*Empowering young women in a changing world*

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## FROM THE PRINCIPAL

Dear Parents, Carers and Students,

Thank you for continuing to enter into partnership with the College as we work together to best provide for your daughter's future learning pathways.

While Catholic schools are charged with a greater mission pertaining to our Catholic tradition, our first pillar, as recognized by the Diocese of Toowoomba, "is to be an exemplary place of learning where every student experiences academic success".

In response to this, St Saviour's College endeavours to offer all students with a diverse range of learning experiences designed to assist each student reach their personal potential, and achieve academic success.

All learning experiences align with the Australian curriculum and assist with preparation for decisions necessary before embarking on the Senior phase of learning in terms of adopting an academic or vocational / industry based pathway.

Our facilities and our focus on the integration of technology combine to enhance the individual learning experiences of each student.

Our pastoral care program and career support is designed to develop the whole person — emotionally, spiritually, socially and physically. We seek to form young women who are confident, have respect for themselves and others, and are empowered to embrace future challenges.

The co-curricular activities at St Saviour's Catholic College are varied and provide students with the opportunity to experience a range of sporting, cultural, enrichment and service learning programs. In addition, the annual retreats and camps foster positive relationships among students, encouraging them to confront new challenges in order to hone new skills.

I encourage you to explore this booklet as a means of supporting your daughter to choose a course of study which will provide her with a broad, sound and balanced education, catering for her individual interests and abilities. Her chosen course of study should be based upon a pathway that will enable your daughter to develop her full potential.

Thank you for your support and partnership in this important process.

Sincerely

**Sharon Collins – Principal**

*Empowering young women in a changing world*



# ASSESSMENT AND REPORTING

Assessment is designed to provide students and parents with information about student progress. At the end of semester a report on all units will be issued. Levels of achievement of A to E will be given in all units. An Interim report is issued at the end of Terms 1 and 3 that will indicate levels for the learning habits such as Application, Behaviour, Homework , Readiness to Learn and the work progress.

Assessment is an integral part of the learning process, requiring close alignment of teaching and learning. Assessment tasks should therefore be relevant to a student's learning and sufficiently structured to allow students to demonstrate their learning. Assessment tasks might include in-class tests, assignments (essays, research reports), oral presentations, practical experiments and field reports.

Students are expected to complete all assessment during the course of study. Students must take responsibility for their learning so as to complete all class work and assessment according to instruction and by the due dates.

# SUMMARY OF JUNIOR SUBJECTS

ALL Year 9 and 10 students are required to study the following compulsory subjects:

- Religion
- English
- Mathematics
- Science
- History
- Physical Education
- Careers Education

**Two Elective subjects for each semester** can be chosen from the following:

- Business Studies
- Dance
- Drama
- Geography
- Textile Studies
- Information Technology
- Art
- Food Studies

## Subject Description

The Junior Religion Curriculum is mandated by the Catholic Schools Office and involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These are taught in an integrated way to assist students to develop their understanding of the mission of Jesus and the work of the Church, both historically and in the present day. Students are also given opportunities to develop their own personal spirituality through prayer and other faith experiences.

## Course Outline may include:

TOPIC	
<b>YEAR 9</b>	Understanding God Why is Jesus still important today? Good and Evil in the World Challenge and Change
<b>YEAR 10</b>	The Mystery of God Contemporary Church Ecotheology : Caring for Creation Nourishing the Life of Believers

## Possible Learning Experiences:

- Inquiry based investigations
- Film studies and reviews
- Research: individually and in groups
- Class discussion and debates
- Participation in prayer and rituals

## Assessment

A range of assessment tasks will be completed in each unit and may include the following techniques

- Folios of work
- Film reviews and reflections
- Multimodals
- Written tests and exams
- Research assignments
- Field reports
- Ritual design
- Creative responses with written explanations

### Subject Description

English is a course of study for all students in Years 7 to 10. Students use language every day. It is important, however, that they become proficient in effective language use for a wide range of purposes and audiences.

The English curriculum is built around three strands:

Language  
Literature  
Literacy

Together these strands focus on developing a 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 required.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

As students move from Year 7 to Year 10, they will consider themes and issues involving levels of abstraction, higher order reasoning and critical and creative thinking.

### Course Outline may include

TOPIC	
Year 9	<p><b>Semester 1: Viewpoints</b> Persuasive texts and techniques; visual literacy</p> <p><b>Semester 2: Home &amp; Away – What is it to Belong?</b> Memoir writing; Asian and indigenous poetry; classic literature</p>
Year 10	<p><b>Semester 1: Representations of Adolescents</b> Ways of being a teenager in texts; short stories; novel</p> <p><b>Semester 2: Shakespeare &amp; Beyond</b> Romeo &amp; Juliet; issues in the media</p>

### Possible Learning Experiences

- view interviews, persuasive speeches, films, images

- interpret poems, news columns, novels
- produce a digital story, a multimodal presentation, a hybrid text
- create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts for specified purposes
- take part in whole group, small group and individual learning activities
- acquire vocabulary, critical concepts and language skills in context
- select relevant subject matter to advance arguments logically and to persuade others
- use a variety of appropriate punctuation to support meaning in complex sentences
- offer reasoned explanations of the varied impact and influence of language choices in oral and written texts on audience responses
- vary vocabulary choices and sentence structures for impact, purpose and audience

## Assessment

The assessment program is developed to ensure a range and balance of the assessment categories:

- written
- spoken
- multimodal

Assessment techniques for English that uses to collect evidence of student learning include:

- imaginative texts e.g. memoir, short story and eulogy
- informative texts e.g. short response exams, poetry scrapbook and multimodal exposition
- persuasive texts e.g. persuasive speech, essay and media column

Students demonstrate evidence of their learning over time in relation to the Australian Curriculum achievement dimensions:

- Understanding and Skills in receptive modes (reading, viewing, listening)
- Understanding and Skills in productive modes (writing, speaking)



## Subject Description

Mathematics is a course of study for all students in Years 9 and 10. Students use mathematics every day and learning mathematics creates opportunities for all Australians.

The Australian Curriculum Mathematics provides students with essential mathematical skills and knowledge in three Content Strands:

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

Together these strands develop the numeracy capabilities that all students need in their personal, work and civic life, and provide the fundamentals on which mathematical specialties and professional applications of mathematics are built.

All Years 9 and 10 students will study Mathematics for six semesters comprising of two semesters in Year 7 and 8, two semesters in Year 9 and two semesters in Year 10. Within the Mathematics courses adjustments are made for different learners.

## Course Outline may include

TOPIC Year 9
<p><b>Term 1: Money, Pythagoras &amp; Algebra</b></p> <p>Students solve problems involving percentages, earning an income and simple interest. They investigate Pythagoras' theorem and its application to triangles. Students will also explore the index laws, scientific notation rearranging formula, expanding brackets and factorisation.</p>
<p><b>Term 2: Measurement &amp; Geometry</b></p> <p>Students will calculate perimeter, area, surface area and volume of shapes. They will be introduced to trigonometry and its connection to right angled triangles. Students will also expand on their geometry knowledge, exploring congruency and similarity of triangles.</p>
<p><b>Term 3: Algebra &amp; Relationships</b></p> <p>Students will learn to solve linear equations and apply them to real life problems. They will investigate the distance and midpoint formula and learn to plot and sketch linear graphs. Students will expand on their relationships knowledge to include quadratics, circles and exponentials. They will also explore direct proportion relationships.</p>
<p><b>Term 4: Statistics &amp; Probability</b></p> <p>Students will investigate and interpret data, develop statistics from grouped data and compare data sets. Students will also investigate probability and its representation in real life events.</p>

## Topic Year 10

### Term 1: Money & Algebra

Students connect the compound interest to simple interest using technology. Students will also continue to build on their algebra skills through factorisation, expansion and solving for unknowns.

In addition, some students will define rational and irrational numbers and use the logarithms and apply logarithm laws and solve exponential equations.

### Term 2: Measurement & Geometry

Students solve problems involving surface area and volume of a range of solids. They will formulate proofs involving congruent triangles and apply logical reasoning to numerical exercises involving plane shapes. Students will solve right angled problems including those involving direction and angles of elevation and depression.

In addition, some students will do investigations into Pythagoras' theorem and trigonometry and its connection to three dimensional problems. Students will solve problems involving surface area of right cones and spheres. Students will sketch a range of curves and describe and interpret parabolas, hyperbolas, circles and exponential functions. Students will factorise quadratics and solve a wide range of quadratic equations.

### Term 3: Algebra & relationships

Students will solve problems involving linear equations including those derived from formulas. Simultaneous equations will be solved using both algebraic and graphical techniques and students will develop an understanding of linear graphs and their associated properties.

In addition, some students prove and apply chord properties of circles, establish the sine and cosine are rules for triangles and use the unit circles to define trigonometric functions.

### Term 4: Statistics & Probability

Students determine quartile and interquartile ranges, and then construct box plots and use them to compare data sets. They investigate the use of scatterplots and make comments on relationships between two variables. Students describe the results of two and three step chance outcomes and determine probabilities of events.

In addition, some students calculate and interpret mean and standard deviation and use these to compare data sets. Students will use technology to investigate bivariate data and where appropriate use a straight line to describe the relationship.

### Possible Learning Experiences

In Years 9 and 10, Mathematics aims to instill in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies facilitate the expansion of ideas and provides access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills.

These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students will benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with a carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

### Assessment

Teachers collect student responses to individual assessments for each learning area to promote and improve learning. The assessment program is developed to ensure a range and balance of the assessment categories:

- Supervised Assessment
- Modelling and Problem Solving Task
- Mathematical Investigation
- Observation Record

Students demonstrate evidence of their learning over time in relation to the Australian Curriculum achievement standards. These are an **expectation of the depth of understanding, the extent of knowledge and the sophistication of skills** that students should typically demonstrate at the end of a teaching and learning year. (See each year level for the achievement standard). Standards are developed in the following categories:

- Understanding
- Skills

### Subject Description

Science provides an experimental way of answering interesting and important questions about the biological, chemical, physical and technological world. 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 aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

### Course Outline may include

Topic	
Year 9	<p><b>The Chemistry of Life:</b> Students are introduced to atomic theory and uses the model to distinguish between subatomic particles, atoms, ions, isotopes, metals, non-metals, acid and bases, nuclear decay and nanoparticles.</p> <p><b>Energy:</b> Students focus on a range of different energy forms, such as heat, light and sound and investigate how energy cannot be created or destroyed but is transferred from one form to another.</p> <p><b>Body Systems and Disease:</b> Students examine body systems and how they interact together to maintain homeostasis in the human body. They also learn about the body's response to disease and how this can affect one or more of these body systems thus resulting in a loss of homeostatic control in the body.</p> <p><b>The Environment and Plate Tectonics:</b> Students investigate interactions between organisms and their environment, looking at the flow of energy through different environments. They also examine the impacts humankind is having on these environments.</p>
Year 10	<p><b>It's a Chemical World:</b> Students investigate how the electronic structure of an atom determines its position on the periodic table and how groups of atoms have similar physical properties. Students use their knowledge of atoms to write and describe chemical formula.</p> <p><b>Action Balance:</b> Students investigate the relationship between motion and energy by considering and analyzing, distance, speed, acceleration and Newton's laws.</p> <p><b>Who are We?</b> Students investigate the role of DNA, genes and chromosomes to describe patterns on inheritance. They also examine how gene technologies, mutations and genetic engineering have influenced society. Students also look at evolution, natural selection and speciation.</p> <p><b>Global Systems and The Universe:</b> Students learn about global systems and weather patterns and look at cycles that recycle valuable elements throughout Earth. They also examine how the increase in the Earth's population and the continued use of fossil fuels and other resources is impacting upon these systems. Students also examine the universe, how it began, the formation of galaxies, solar systems, suns, planets and meteors are formed.</p>

### Possible Learning Experiences

The science curriculum promotes **six overarching ideas** that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy. In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience **the joy of scientific discovery** and nurture their natural curiosity about the world around them. In doing this, they develop **critical and creative thinking** skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “**scientific literacy**” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

### Assessment

Teachers collect student responses to individual assessments for each learning area to promote and improve learning. The assessment program is developed to ensure a range and balance of the assessment categories:

- Supervised assessment (Examinations) including data tests
- Research (Extended Response Task)
- Experimental Investigation (Practical activities and reports)

Students demonstrate evidence of their learning over time in relation to the Australian Curriculum achievement standards. These are an **expectation of the depth of understanding, the extent of knowledge and the sophistication of skills** that students should typically demonstrate at the end of a teaching and learning year. (See each year level for the achievement standard). Standards are developed in the following categories:

- Understanding Dimension
- Skills Dimension

### Subject Description

History is a disciplined process of inquiry into the past which endeavours to help students appreciate how the world and its people have changed. It also looks at the impact of such changes and how they have shaped the modern world. History is organised into two interrelated strands:

- Historical Knowledge
- Understanding and Historical Skills

### Course Outline may include

TOPIC	
<b>Year 9</b>	Making a Better World: The Movement of Peoples Australia and Asia: Making a Nation World War I
<b>Year 10</b>	World War II The Globalising World: Migration Experience Rights and Freedoms

### Possible Learning Experiences

- Chronological sequencing and timelines
- Using key terminology
- Use of the Historical Inquiry model to undertake individual and group investigations
- Research
- Analysis of primary and secondary sources
- Discussion and debates

### Assessment

Assessment instruments are developed from the following assessment techniques:

- Responding to Historical Sources
- Extended Historical Writing
- Written and Oral Historical Reports
- Multimodals
- Written examinations

# Health and Physical Education

## Core

### Subject Description

The Health and Physical Education curriculum is informed by a strengths-based approach. This affirms that all children and young people, and their communities, have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity. The Health and Physical Education curriculum encourages positive expectations of all young people as learners and assumes that all students are able to learn, develop, and succeed.

The curriculum is based on the following principles, which recognise that although young people have varying access to personal and community resources, they have the capacity to:

- be healthy, safe and active and move with competence and confidence
- enhance their own and others' health and wellbeing and physical activity participation
- enrich and sustain healthy and active communities.

The three principles outlined above guide the content in each of the two strands (Personal, social and community health; and Movement and physical activity). In doing so, both strands aim to build the skills, capacities, and resources of all students to lead healthy, safe, and active lives. The curriculum recognises the unique interrelationship between movement and health. Movement and physical activity promotes wellbeing across the multiple dimensions of health and provides an important medium for learning within, and across, the two strands.

### Course Outline may include

TOPIC	
<b>Year 9</b>	Lifelong Physical Activities Food and Nutrition Safety Challenge and Adventure Activities Physical Movement
<b>Year 10</b>	Health Benefits of Physical Activity Relationships and sexuality Alcohol and other drugs Mental Health and Wellbeing Physical Movement

## Possible Learning Experiences

The Years 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook when making decisions and practise skills for maintaining respectful relationships and evaluating behavioral expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining a healthy and active lifestyle. They also experience different roles that contribute to successful participation in physical activity by all. Students propose strategies that support the development of preventive health practices that build and optimise the health and wellbeing of their communities.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments. They also are provided with opportunities to use a range of concepts to evaluate and refine their own and others' movement performances. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership and collaboration in a range of physical activities.

In Years 9 and 10, students explore questions such as:

- how can I maintain a healthy, active, and safe lifestyle as I get older?
- what factors influence the challenges and decisions I may face in the future and how can I respond effectively to these challenges and decisions?
- how can I access strategies or resources to support me to make health decisions that are in the best interest of others and me?
- how do I support and contribute to community health and wellbeing?
- how can I improve my movement performances and those of others?
- how do meanings of health and physical activity change across communities and cultures?
- how can my behaviours and actions when participating in physical activities affect and influence the experience of others who are also participating?

The health contexts to be explored in Years 9 to 10 include, but are not limited to, alcohol and drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality and safety. The movement and physical activity contexts to be explored in Years 9 to 10 include, but are not limited to, challenge and adventure, games and sports, health-related and rhythmic and expressive movement activities.

## Assessment

Students demonstrate evidence of their learning over time in relation to a range of assessable elements, such as:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting

Possible assessment tasks include: exams, research reports, essays, assignments and multi modal presentations. Students will also be assessed on their skill and strategy in their practical performance.



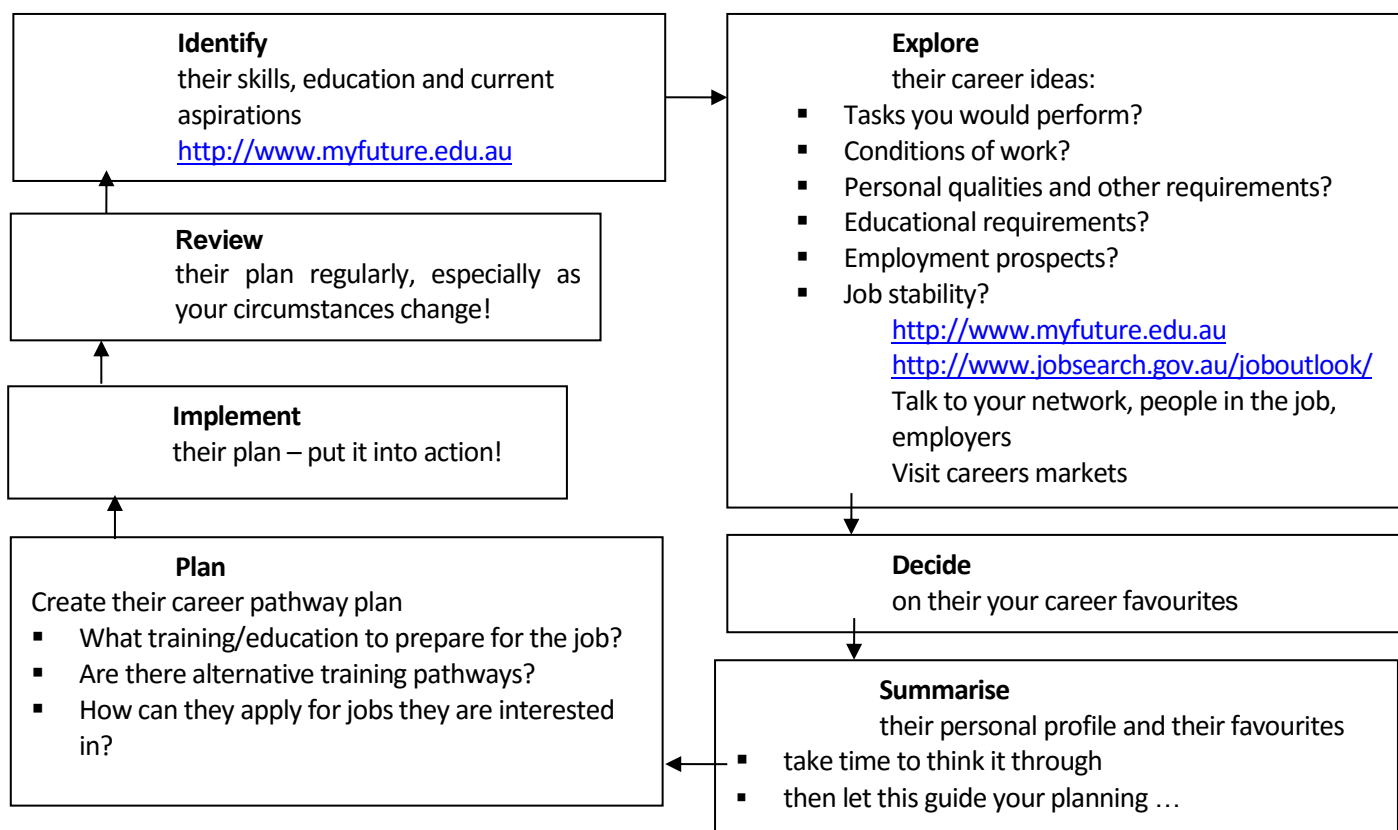
# Understanding Career Pathways

## Core

Careers education in Years 9 and 10 is predominantly designed to provide knowledge, skills, information and processes that will enable students to plan for their future career in the workforce.

- Year 9 will focus on exploring “The Individual”; their strengths, weaknesses, personalities and possible suitable career options based on their interests and aspirations. Students will complete a range of tasks and activities in class that will help them to establish who they are and what potential career options may be suited to their profile as an individual. It is important that students reflect and revise their profiles and workbooks as they progress through the year.
- Year 10 is aimed at reflecting, refining and redefining their goals and objectives as they progress into senior studies. This will include planning, applying for, and participating in a 2 day work experience. Students will be responsible for the process of identifying and applying for this work placement in Year 10. They will also be involved in the creation of a Student Education Training Plan (SET Plan) that will help to establish more closely their aims and objectives post-secondary schooling. Subject selections for Year 11/12 are a significant decision that will be explored in order to help support the decisions they make in regard to their chosen possible career pathways and their skills and abilities.

### Flowchart to show steps students may take to develop their career plan



Minimum “C” Standard is recommended in Year 10 for entry to Senior Accounting

## Subject Description

Maximising wealth and planning for future economic well-being is an essential part of life. In this unit, students examine the different types of investment, the taxation system of Australia, the impact of globalisation and the basics of accounting. Integrated into this unit will be the computer skills of graphing, writing formal reports in Word, spreadsheet use in a business environment and the impact of the internet and social media on business. This unit forms part of the teaching and learning of Consumer and Financial Literacy (as per National Guidelines).

## Course Outline

	TOPIC
Year A	Financial risk and rewards in the current Australian landscape Global economies - Australia as a trading nation within Asia The nature of innovation and how business can maintain a competitive advantage Business organisations and marketing Stock exchange – basics of trading Accounting basics – transaction analysis, journal, ledger, trial balance, income statement, balance sheet, ratio analysis
Year B	Source documents Petty Cash Cash receipts and payments journals and Bank reconciliation Social media use in the business environment Accounting basics – transaction analysis, journal, ledger, trial balance, income statement, balance sheet, ratio analysis

### Possible Learning Experiences

- Conduct investigations of past, present and future business activities using valid strategies, procedures and processes.
- Analyse and interpret business data, financial information and evidence to solve problems
- Devise and justify recommendations and decisions to business issues and problems at local, national and global levels
- Select and apply procedures, business technology and communication tools to present information to a business standard that suits the context and audience
- Identify, describe and explain accounting terminology, concepts and procedures in relation to relevant accounting practices
- Apply fundamental accounting concepts to record and process accounting data and transactions in routine situations
- Select and organise data to prepare accounting reports
- Analyse accounting data and/or information
- Develop reasoned arguments to justify conclusions, decisions, judgments and recommendations
- Communicate accounting information using appropriate modes for a variety of purposes

### Assessment

During the semester, students may be assessed in a variety of techniques including knowledge and practical tests, oral presentations, teacher observations of practical skills, practical assignments, case studies, industry exercises and folios of work. The assessable elements will be knowledge, understanding, investigating and reflecting.

In Year A, students are required to run their own business venture.

# Dance

# Elective

## Subject Description

Through dance students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts. They enhance their aesthetic understandings of dance elements and languages. They create their own dance works and present and respond to their own and others' dance works, considering specific audiences and specific purposes. They recognise that dance provides career opportunities and develop skills that will help them to lead fulfilling recreational and working lives.

## Course Outline may include

TOPIC	
<b>YEAR A</b>	Why Do They Dance? Contemporary Dance
<b>YEAR B</b>	Give 'Em the Old Razzle Dazzle Community Dance

## Possible Learning Experiences

- appreciation of live performance
- external workshops
- public performance
- make decisions about dance elements, languages and cultural protocols
- modify and refine genre-specific dance works
- reflect on learning, apply new understandings and justify future applications

## Assessment

- Performance and Choreography
- Appreciation and Reflection

# Drama

# Elective

## Subject Description

Drama is a powerful and creative way of exploring the world; it is not just about learning to act. The students will have opportunities to create, perform and appreciate drama. Through drama you can become anyone, anywhere, at any time. By understanding drama you can learn to understand anyone, anywhere anytime. Students recognise that Drama provides career opportunities and develop skills that will help them to lead fulfilling recreational and working lives.

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

Students understand that diverse individual and communal expressions of Australia's past, present and future are represented through dramatic works, including those created by Aboriginal people and Torres Strait Islander people.

## Course Outline may include

TOPIC	
<b>Year A</b>	Building on the Basics: Child's Play  Dramatic Design: Elements of Design and Tech-effects
<b>Year B</b>	Body Works: Physical Theatre and Mask  From Page to Stage : Get Presenting in a Realistic Style

## Possible Learning Experiences

- make decisions about drama elements, languages and cultural protocols in relation to specific style, function, audience and purpose of drama works
- create and shape drama works by manipulating drama elements to express meaning in different contexts
- modify and refine genre-specific drama works, using interpretive and technical skills
- present drama works to particular audiences for a specific purpose, style and function, using genre-specific drama techniques, skills, processes and cultural protocols
- identify risks and devise and apply safe practices
- respond by deconstructing drama works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using drama elements and languages
- reflect on learning, apply new understandings and justify future applications

## Assessment

Assessment will include both written and practical. Students will be assessed individually or as a group, depending on the specific task. Practical assessment tasks may include:

- students participating in the planning, rehearsal, and performance of a dramatic work
- improvisation
- playbuilding
- performance of student devised and scripted drama

Written assessment may include:

- script analysis
- directorial design concepts
- set, costumes and lighting designs
- reflecting on workshops and their own creative processes
- character analysis
- responding to and reflecting on live theatre performances

# Geography

# Elective

## Subject Description

Geography helps students to understand the world in which we live using the concepts of place, space, environment, interconnection, sustainability, scale and change. It uses an inquiry approach to encourage students to be informed, active and responsible citizens who can contribute to an environmentally and economically sustainable world. Geography takes students out of the classroom and applies the core content to the real world through fieldwork investigations where applicable.

## Course Outline May Include

TOPIC
<p>Human Geography Focus:</p> <ul style="list-style-type: none"> <li>• Geographies of Interconnection. We live in a global economy and are connected to others in a wide variety of ways. Investigations could include transport systems, technology connections, e-waste, and music tours.</li> <li>• Geographies of Human Wellbeing. Differences in wellbeing across the globe will be investigated, along with the different ways of measuring wellbeing. Solutions to closing the gap between the rich and the poor will be investigated.</li> </ul>
<p>Physical Geography Focus:</p> <ul style="list-style-type: none"> <li>• Biomes and Food Security. This unit looks at biodiversity, the environment and world food production. It also looks at how food is distributed throughout the world and the increasing use of genetically modified foods.</li> <li>• Environmental Change and Management. An in-depth study of a specific environment such as coasts is the basis of this unit. Influences on this environment will be investigated and the various ways change can be managed will be evaluated.</li> </ul>

**Possible Learning Experiences**

- Communicating in written, visual and oral formats
- Field work
- Sketching, mapping and graphing
- Researching and analysing data from primary and secondary sources
- Decision-making and justifying
- Discussion and debates
- Viewing of audio –visual presentations

**Assessment**

Assessment tasks will be developed using a range of the following techniques:

- Multimodals
- Field Reports
- Content and Skills Tests
- Research assignments using the Geographical Inquiry Method
- Homework folios



# Food and Textile Studies

# Elective

## Subject Description

Food and fibre are the resources used to directly sustain human life. Challenges for world food and fibre production include an increasing world population, an uncertain climate, and competition for resources e.g. water. Students need to understand and engage in finding solutions to these challenges.

This subject will increase students understanding of the processes of food and fibre production, in addition to investigating innovative and sustainable ways of supplying agriculturally produced food and fibre resources for the future. *Food Studies* includes the importance of producing quality foods, following sound nutritional principles, preparing food safely and developing food preparation skills to better prepare students for a healthy life.

## Course Outline

Years 9 and 10	
Semester 1	Semester 2
<p>Wool, an Australian Industry:</p> <ul style="list-style-type: none"> <li>• Australia's textile history</li> <li>• wool production in Australia</li> <li>• sustainability</li> <li>• jobs in the rural sector</li> <li>• ethical understanding of wool production</li> <li>• practical production (implementing The Design Process)</li> <li>• literacy and numeracy</li> <li>• Excursion – Jondaryan Woolshed</li> </ul>	<p>Multi-culturalism and Food:</p> <ul style="list-style-type: none"> <li>• intercultural understanding - Asian Focus</li> <li>• nutrition</li> <li>• health and wellbeing</li> <li>• practical production</li> <li>• literacy and numeracy</li> <li>• Excursion – Food Court</li> </ul>
<p>Vintage Clothing:</p> <ul style="list-style-type: none"> <li>• history of clothing in Australia including Aboriginal and Torres Strait Islander peoples' traditional dress</li> <li>• upcycling</li> <li>• fashion and design</li> <li>• critical and creative thinking</li> <li>• practical production (expanding The Design Process)</li> <li>• literacy and numeracy.</li> </ul>	<p>Hospitality – Food Spoilage:</p> <ul style="list-style-type: none"> <li>• food contamination</li> <li>• food spoilage</li> <li>• workforce needs</li> <li>• practical production</li> <li>• literacy and numeracy</li> <li>• personal and social capability.</li> </ul>

Years 9 and 10	
Semester 1	Semester 2
<b>The Footprint of Cotton:</b> <ul style="list-style-type: none"> <li>• history of Aboriginal and Torres Strait Islander textiles</li> <li>• current growing of cotton in Australia</li> <li>• sustainability</li> <li>• cotton growing in India</li> <li>• practical production (implementing The Design Process)</li> <li>• literacy and numeracy.</li> </ul>	<b>Fast Food and Nutrition:</b> <ul style="list-style-type: none"> <li>• changing lifestyles</li> <li>• nutrition, health and wellbeing</li> <li>• the Australian take-away food industry</li> <li>• local food suppliers</li> <li>• practical production</li> <li>• literacy and numeracy</li> <li>• job opportunities.</li> </ul>
<b>Farm, Factory, Fashion:</b> <ul style="list-style-type: none"> <li>• local cotton production</li> <li>• clothing and textile production</li> <li>• ethical understanding of textile and clothing factories</li> <li>• practical production (expanding The Design Process)</li> <li>• literacy and numeracy.</li> <li>• employment opportunities</li> <li>• Excursion – Cotton Farm and Cotton Gin</li> <li>• rural production</li> <li>• sustainability</li> </ul>	<b>Hospitality – Commercial Cooking:</b> <ul style="list-style-type: none"> <li>• kitchen types and layouts</li> <li>• maintenance</li> <li>• OH&amp;S</li> <li>• workforce needs</li> <li>• measuring and calculations</li> <li>• practical production</li> <li>• literacy and numeracy</li> <li>• personal and social capability.</li> </ul>

Food and Textiles Studies aims to develop the knowledge, understanding and skills to ensure that students are able to:

- demonstrate self-management, in addition to increasing their confidence
- investigate, generate and critique innovative and ethical ideas
- consider a sustainable future
- generate design ideas and be able to communicate these ideas to others
- construct products competently and safely
- manage time, resources and costs
- evaluate processes and quality of products
- understand the roles and responsibilities of people in the rural sector, food industry and textile occupations, as well as how they contribute to society.

**How will students be assessed?**

Students demonstrate evidence of their learning in relation to:

- knowledge and understanding of design, food concepts, and production steps
- investigation and analysis of information to generate ideas
- implementation of production processes to make products e.g. clothing, food items
- evaluation of the processes and quality of products
- reflection on their learning.

**What are the course requirements?**

Students are required to bring all items necessary for their practical lessons.

**What can students transfer to other areas of their life?**

Students will develop an understanding about Australia's global participation in the textile industry, as well as developing a knowledge and respect for farmers and their contribution to the food and fibre products in our lives. Local job opportunities will be highlighted.

# Information Technology

# Elective

## Subject Description

In today's technological society, it is essential for students to be proficient in the manipulation of information and the use of technology. It is true that every citizen is affected either directly or indirectly by technology and the ability to manipulate information is a necessary skill. As technology advances, the impact on the individual can only increase. It is vital therefore, that all students be given the opportunity to acquire the necessary skills to function effectively.

The teaching of Information Technology is embedded throughout every subject taught at the College; however, in Years 9 and 10 there are opportunities to select specific IT units.

## Course Outline May Include

TOPIC
<p><b>Semester 1: Developing and Designing Websites</b></p> <p>This unit introduces students to a range of areas related to design and use of the internet. Students will develop an understanding of one language of webpages (HTML). They will study and observe the basic structure of a webpage and create a basic webpage. They will then learn to embed multimedia content and integrate web 2.0 features.</p>
<p><b>Semester 2: Game Programming</b></p> <p>Students will be introduced to computer programming using a range of platforms, but not limited to, two dimensional and three dimensional platforms. The problem-solving and logical processes that will be developed will be of benefit to students in many areas of their future study.</p>
<p><b>Semester 1: Introduction to Animation and Multimedia</b></p> <p>In this unit students will learn how to combine a range of skills to create a multimedia end-product. Students will learn how to create and manipulate digital images and will develop their skills in the creation of a computer based animation and engineered still images.</p>
<p><b>Semester 2: 3D Modelling and Audio and Visual Editing</b></p> <p>Students will develop skills in three dimensional (3D) modeling and animation. They will also develop skills in audio and video editing to design and develop video clips for a variety of purposes and contexts.</p>
<p><b>Extension: Major Project</b></p> <p>Upon consultation and approval from the class teacher, students may take on the challenge of a major project in one of the above semester units. The project will include planning, designing, construction and reflection. An example of this could include the use of a small onboard computer, for example a Raspberry Pi, in a High Altitude Balloon, to gather scientific data.</p>

### **Possible Learning Experiences**

The purpose of technology education in schools is to enable students to use technology successfully, responsibly and creatively. By working technologically, students develop knowledge and understanding and ways of working to expand their capabilities as confident, critical and creative designers and users of technology. Students are challenged to extend their technological literacy when they:

- Design technology solutions (products, processes and services)
- Use resources (information, materials and systems)
- Manage technological processes (efficiently, appropriately and safely)
- Evaluate the appropriateness of solutions (aesthetic, cultural, economic, environmental, ethical, functional and social).

### **Assessment**

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and Understanding
- Investigating and Designing
- Producing
- Evaluating
- Reflecting

## Subject Description

Music is exploring, performing, creating, listening and responding to sound and silence. In music, students engage with music from diverse cultures and places. Through this practice they construct and communicate ideas, meanings and values about their personal, social and cultural worlds. Like all art forms music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

## Course Outline may include

TOPIC
<b>Time Warp</b> – a look at music throughout history from the middle ages to today
<b>And All That Jazz</b> – a study of popular genres from jazz to contemporary music
<b>If This Was a Movie</b> – a look at music that has been made popular from films
<b>Take A Bow</b> – a study of popular genres for the stage, including musicals and rock music

## Possible Learning Experiences

*Making* in Music involves singing, playing available instruments, improvising, composing, arranging, listening, recording, performing and using available technologies and musicianship skills. Individually, and in groups students create and perform music in traditional, contemporary and hybrid forms and use music to investigate concepts and ideas from other Arts subjects and learning areas.

*Responding* in Music involves students listening, using musicianship skills, analysing and responding to their own and others' works, performances and music practices.

## Assessment Items and Criteria

- Making
- Responding

## Subject Description

Visual Art involves manipulating the visual art elements and principles, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audiences and specific purposes, through images and objects. In a nut shell, it is about Visual Communication which is the greatest form of communication used in today's society.

Through Art students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts. They enhance their aesthetic understandings of Art elements and languages. They create their own artworks and present and respond to their own and others' artworks, considering specific audiences and specific purposes. They recognise that Art provides career opportunities and develop skills that will help them to lead fulfilling recreational and working lives.

## Course Outline may include

TOPIC	
<b>YEAR A</b>	<p><u>Making a Mark</u> This unit of work focuses on the use of line and tone in all aspects of Art Making. Students will learn how to manipulate different mediums and techniques to creatively express their ideas.</p> <p><u>Artistic Space in our time and Place</u> This unit of work focuses on the use of space, perspective overlapping and positive and negative use of space in art making and appraising.</p>
<b>YEAR B</b>	<p><u>Art shapes and colours our World</u> This unit of work focuses on Shape and Colour in art. It focuses on why colour matters in all aspects of creative expression and shape in both two and three dimension art making.</p> <p><u>Artistic layers of altered art</u> This unit of work focuses on the deconstructing, reconstructing and making new meanings on both new and used surfaces focusing on the creative and expressive communication of images and ideas.</p>

## Possible Learning Experiences

Drawing, painting, sculpture, photographic manipulation, performance art (movie making), Printmaking, Ephemeral art, environmental art

## Assessment

Art assessment is both practical and written.

The practical tasks are called Making Tasks and this also involves written Visual Journal work this is called Visual Literacy. The practical portion of this subject incorporates students actively engaging in creating and making their own artworks and learning new ways to apply mediums to individual ideas development and teacher devised activities.

The written tasks are called Appraising tasks and they involve responding to the theory and analysis of Art history and Artworks. The written portion includes reviewing artworks from established artists or student devised works, including their own or other student's work. Analysing skills are developed through writing essays using art specific vocabulary.