Introduction to Junior Secondary
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Welcome to Warwick State High School. I am convinced that you will enjoy the coming years of study at this school. The time spent will bring great benefits to you personally and eventually professionally. Success at Warwick State High School will be enhanced by a daily commitment to:

- learning (Achievement)
- punctuality and attendance (Attendance)
- co-operation and courtesy (Attitude)

In the end, success at study involves hard work and commitment. As Principal of the school, I am committed to developing a first class education system that meets the unique needs of your child/ren. To maximise learning is our school’s central priority. In order to maximise learning, the Warwick State High School environment is characterized by:

- clear standards of academic and social behaviour where teaching and learning rights are protected;
- a flexible, broad and coherently organised curriculum;
- high quality teaching and learning practices matched by high quantity teaching and learning time;
- quality time for teachers to reflect on, evaluate and improve curriculum and teaching;
- literacy and thinking skills as key organising principles for all our programs;
- commitment to developing confident and productive users of new technologies;
- celebrating and rewarding successes and achievement;
- clear communication between home and school;
- positive and caring interpersonal relationships;
- opportunities to further student excellence and personal development above and beyond the classroom;
- alternative learning environments and pathways;
- sharing of P-12 resources across the Warwick cluster of schools.

Students entering Year 7 begin a course of study that assists them in the transition from primary school, to the diversity and scope of secondary school, and from there, on to life beyond the traditional school environment. They are given the best opportunity to acquire the essential knowledge, skills and understanding for future success through comprehensive, flexible and balanced curriculum. The program offered provides variety and rigour and the opportunity for investigation, while still in a protected environment. Staff at the school aim to make the transition as easy as possible.

Year 8 is a twelve-month period when students are introduced to the whole range of subjects. It is a year for students to discover new subjects and take more responsibility. It is a time of great change for our Year 7s and Year 8s and their families. Students entering Year 9 continue a course of study that offers variety, flexibility and choice. At the same time, students continue to develop foundation skills in the areas of English, Maths, Science, Health and Physical Education and History. Year 9 is the time for deeper investigation of subjects, which they may continue to study in Senior Secondary, depending on success and interest. Selection of subjects should be based on students’ needs and ambitions, past achievements and general interests.

We hope that you will find in this booklet the answers to many of your questions about the subjects available in this school for students in Year 7, 8 and 9. By the end of their 3 years of Junior Secondary, students will have been introduced to the whole range of subjects, giving them a taste of what subjects are like in Senior Secondary.

If there is any aspect of a particular subject about which you require further information, appointments can be made with Heads of Departments by contacting the school office. Appointments with the Guidance Officer may also be made through the school office.

We look forward to welcoming you into our school community. We encourage your participation in daily school life and firmly believe that we are in partnership with parents/caregivers aiming to attain the best possible outcomes for your child.

Cheryl Bullion,
Principal
Vision, Mission, Values and Beliefs

**OUR Motto:** We espouse – Virtute et Labore ‘Excellence Through Effort’

**OUR Vision:** We envisage all students becoming clever, skilled and creative global citizens.

**OUR Mission:** We aim to be supportive and caring; to provide opportunities for personal growth; to encourage excellence in the pursuit of educational goals now and into the future.

**OUR Values:** We value –
- Responsibility (teaching and learning)
- Respect (for self, others and property)
- Relationships (safe and supportive)

**OUR Beliefs:** We believe in –
- **Quality Teaching:** Strong pedagogy; teachers as learners; a responsive curriculum; resourcing for achievement and wellbeing; personal accountability.
- **Maximising Achievement:** Active and reflective student participation in school and beyond; life-long learning; a safe, tolerant, disciplined environment catering for individual learning; the right to learn; positive engagement; personal accountability.
- **Valuing School Community:** A safe, tolerant, disciplined environment; positive relationships with other cultures; cooperation with those in authority; respect for property and people; celebrating each person’s contribution; equity for individuals and groups.
- **Communicating:** Open and effective interactions; shared decision making; positive home, school, community partnerships.

**OUR Targets:** We strive for –
- Attendance: every day counts
- Attitude: excellent behavior and effort
- Achievement: personal best and a qualification for every school leaver

**Junior Secondary Curriculum**

At Warwick State High School we have developed our Junior Secondary program (Years 7, 8 and 9) by building on the student’s prior knowledge and skills and creating a rich learning environment. Junior Secondary learning is about understanding and focusing on the needs of adolescents, to achieve educational outcomes through: engagement, relevance, attainment, resilience, leadership, flexibility and relationships. In doing this we have developed a meaningful curriculum which allows students to achieve in diverse ways, cope in complex situations, identify their individual strengths, deal with change and build understanding between each other.

This program is based on the Australian Curriculum for English, Mathematics, Science, Humanities and Social Science, Languages other than English (Japanese), Health and Physical Education, The Arts and Technology (including Design and Digital Technologies), which make up the core curriculum being studied by all students in Year 7 and 8. This enables students to have an enriched curriculum by having exposure to such a variety of subjects and to make informed choices for future study. In Year 9 the students will have the opportunity to continue to study the subjects they enjoy by choosing them as electives. The subjects of English, Mathematics, Science, History and Health and Physical Education will continue to be compulsory in Year 9 and 10.

**Foundation Classes**

Foundation classes have been established to provide students with considerable learning difficulties the opportunities to develop and consolidate their skills in the following: English, Mathematics, Humanities and Social Science and Science. Students may be offered a place in the program based on assessment data and interviews with current teachers. Students will access the Australian Curriculum but are generally working at a level below that of their same age peers. Classes are capped at 15 students.

**Academy Classes**

The Academy of Academic Excellence will be available to students who achieve at a very high level across all of the Key Learning Areas of Mathematics, English, Science and Social Science and who have maintained high levels in Behaviour and Effort. Students will be placed in a designated class for all core subjects. Enrolment into the program is by invitation from the school and subsequent acceptance by the parent/caregiver.
English is central to the learning and development of all students and is compulsory in Years 7 - 12. The study of English helps create confident communicators, imaginative thinkers and informed citizens. Students will learn to listen to, read, view, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts. They will develop the skills of language and literacy and develop an appreciation for a wide variety of literature. Students will develop skills of written and spoken communication and learn how to use text structures and language features of English to influence an audience. They will read a variety of texts including novels, television scripts, biographies, letters, song lyrics and personal memoirs.

**Extra-curricular opportunities** – Debating, Toastmasters, Spelling Challenge, Reader’s Challenge

### Year 7

**Key Topics:**
- Was Ned Kelly a hero or a villain?
- Analysing the messages in song lyrics,
- Reading and creating life writing: Biographies
- Interpreting literary texts – letters
- Literary memoirs
- Exploring Poetry

**Assessment:**
Students will complete a range of both written and spoken tasks, including: Multimodal analytical analysis of persuasion in an advertisement, Biography, Reading comprehension test, Literary memoir, Persuasive argument, Panel discussion, Letter to a friend from the future, Personal memoir

### Year 8

**Key Topics:**
- Representation of teens in news media texts
- Teen issues in a novel – Lockie Leonard Scumbuster and Human Torpedo
- Representing Human Experience – Nanberry
- Understanding how values are communicated in a text
- Understanding how meaning is created in a television drama text – Noah and Saskia
- Analysing characters and viewpoints on ethical issues in a drama text
- Creating short stories
- Analysing digital text

**Assessment:**
Students will complete a range of both written and spoken tasks including: Paired oral report, Journal entries, Informative oral, Persuasive oral, 70 minute exam, Blog, Short story, Exams

### Year 9

**Key Topics:**
- Representations of Australia’s Peoples Histories and Cultures
- Exploring Different Perspectives
- Reading and Interpreting Information Texts
- Creating Speculative Fiction
- Exploring Ethical Issues in a Drama Text
- Evaluating Character in a Novel
- Examining Perspectives on Issues in a Text

**Assessment:**
Students will complete a range of both written and spoken tasks, including: Persuasive Oral, Reading Comprehension Exam, Short Story, Written drama script, Aural Comprehension Exam, Written Script, Informative Oral
Mathematics will continue with the Australian Curriculum. The curriculum offers a slightly narrower spread of topics, but encourages greater depth. Students will be assessed on their understanding, fluency, problem solving and reasoning.

*Tutorials:* Free maths tutorials will continue each week where students are strongly encouraged to come and ask questions of maths teachers.

*Homework:* Students are expected to complete approximately 20 minutes of homework and study every night, as this allows students to reflect on learning and practice new skills to ensure long-term retention.

### Year 7

**Key Topics:**
- **Term 1** – Number and place value, Real numbers, Geometric reasoning, Shape – 3D objects, Using units of measurement
- **Term 2** – Patterns and algebra, Linear and non-linear relationships, Real numbers, Chance
- **Term 3** – Money and financial mathematics, Real numbers, Number and Place value, Patterns and algebra
- **Term 4** – Data representation and interpretation, Geometric reasoning, Location and transformation, Patterns and algebra, Linear and non-linear relationships

**Assessment:**
Students will be assessed across the four criteria of understanding, fluency, problem solving and reasoning in exams and extended assignments. Students will be required to undertake NAPLAN testing in Term 2.

### Year 8

**Key Topics:**
- **Term 1** – Integers, Fractions, Decimals, Percentage, Money and Probability
- **Term 2** – Two-dimensional shapes, Rational numbers, Time, Rates and Ratios
- **Term 3** – Three-dimensional shapes, Volume and area, Rational numbers, Variables and Transformations
- **Term 4** – Statistics, Algebraic manipulation and Linear graphs

**Assessment:**
Students will be assessed across the four criteria of understanding, fluency, problem solving and reasoning in exams and extended assignments.

### Year 9

**Key Topics:**
- **Term 1** – Linear graphs and Rates
- **Term 2** – Algebraic thinking on area, Volume, and Binomials
- **Term 3** – Trigonometry, Statistics and surveys and Probability
- **Term 4** – Proportion, Geometry and trigonometry, Maps and scales

**Assessment:**
Students will be assessed across the four criteria of understanding, fluency, problem solving and reasoning in exams and extended assignments. Students are also required to undertake the NAPLAN testing in Term 2.
In Science, students participate in hands on experiments and activities under teacher supervision to provide opportunities for them to develop an understanding of important concepts and processes. There are strict laboratory rules to ensure safety with chemicals and equipment.

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Science education is organised according to The Australian Curriculum: Science and has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

At Warwick State High School, The Department of Education – State Schools – Curriculum into the Classroom (C2C) is used as the vehicle for delivering the Australian Curriculum. Throughout the year students engage in eight units of work that cover each of the strands mentioned above.

**Costs:** Students may be required to participate in fieldwork or competitions.

### Year 7

**Key Topics:**
- Biological sciences – concerned with understanding living things
- Chemical sciences – concerned with understanding the composition and behaviour of substances
- Earth and space sciences – concerned with Earth’s dynamic structure and its place in the cosmos
- Physical sciences – concerned with understanding the nature of forces and motion, and matter and energy

**Assessment:**
Includes a variety of approaches that allow students to exhibit what they know, understand and can demonstrate. The techniques utilised include: Exam/test; assignment/project; and extended experimental investigation and scientific report.

### Year 8

**Key Topics:**
- Biological sciences – concerned with understanding living things
- Chemical sciences – concerned with understanding the composition and behaviour of substances
- Earth and space sciences – concerned with Earth’s dynamic structure and its place in the cosmos
- Physical sciences – concerned with understanding the nature of forces and motion, and matter and energy

**Assessment:**
Includes a variety of approaches that allow students to exhibit what they know, understand and can demonstrate. The techniques utilised include: Exam/test; assignment/project; and extended experimental investigation and scientific report.

### Year 9

**Key Topics:**
- Biological sciences – concerned with understanding living things
- Chemical sciences – concerned with understanding the composition and behaviour of substances
- Earth and space sciences – concerned with Earth’s dynamic structure and its place in the cosmos
- Physical sciences – concerned with understanding the nature of forces and motion, and matter and energy

**Assessment:**
Includes a wide range of techniques allowing students to demonstrate their attainment of outcomes at the appropriate level. These include written tests, practical reports, research assignments, charts, posters etc.
Through the study of Humanities and Social Sciences, students develop their knowledge about the complex interactions between people, and between people and their environments by investigating historical, geographical, economic, legal and political ideas and issues. They clarify their personal values and acknowledge others’ values and world views in a range of contexts and settings. Humanities and Social Science includes the study of four core subject areas from the Australian Curriculum:

1. **History** - Historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. Thus, History helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

2. **Geography** - Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

3. **Economics and Business** - Economics and Business explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. Students develop consumer and financial literacy skills, enterprising capabilities, and the ability to make responsible and informed decisions.

4. **Civics and Citizenship** - Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia’s democracy. Students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

Therefore, Humanities and Social Sciences provide students with fascinating and challenging units that enable them to: develop valuable research and communication skills; think critically; make informed decisions; and become responsible and active citizens.

**Costs:** Students may be required to participate in fieldwork, excursions and competitions in order to enhance their understanding of the work covered in class.

### Year 7

**Key Topics:**

- **History**
  - Investigating the Ancient Past
  - The Mediterranean World: Egypt, Greece or Rome
  - The Asian World: India or China

- **Geography**
  - Water in the World
  - Place and Liveability

- **Economics and Business**
  - Consumers and Producers in the Market
  - Personal, Organisational and Financial Planning
  - Entrepreneurial Behaviour
  - Types of Work

- **Civics and Citizenship**
  - Australia’s Democratic Government and the Constitution
  - Individual Rights to Justice in Australia
  - Australia as a Diverse and Cohesive Society

**Assessment:** Students will complete a range of both written and spoken tasks, including: short answer/response to stimulus tests, research assignments, reports, practical exercise tests and multi-modal presentations.
# Year 8

**Key Topics:**

**History**
- The Western and Islamic World: Medieval Europe
- The Asia-Pacific World: Japan under the Shoguns
- Expanding Contacts: The Spanish Conquest of the Americas

**Geography**
- Landforms and Landscapes
- Changing Nations

**Economics and Business**
- Markets and Governments
- Rights and Responsibilities of Consumers and Businesses
- Ways People Work (now and into the future)
- Business Responses to Market Opportunities

**Civics and Citizenship**
- Freedoms and Responsibilities in Australia’s Democracy
- Making and Applying Laws in Australia
- Different Perspectives about National Identity

**Assessment:** Students will complete a range of both written and spoken tasks, including: short answer/response to stimulus tests, research assignments, reports, practical exercise tests and multi-modal presentations.

# Year 9

**Key Topics:**

**History (Core)**
- Making a Better World: The Industrial Revolution
- Australia and Asia: The Making of a Nation
- World War I: An Australian Perspective

**Geography (Elective)**
- Biomes and Food Security
- Geographies of Interconnections

**Economics and Business (Elective)**
- Interactions in the Global Economy
- Managing Financial Risks and Rewards
- Competitive Advantage in Business
- Workplace Responsibilities

**Civics and Citizenship (Elective)**
- Influences on Australia’s Political System
- Australia’s Court System
- Citizen Participation in an Interconnected World

**Assessment:** Students will complete a range of both written and spoken tasks, including: short answer/response to stimulus tests, research assignments, reports, practical exercise tests and multi-modal presentations.
~ HEALTH AND PHYSICAL EDUCATION ~

Head of Department: Mr Scott Thompson

In 2015, the subject will be drawn from the new Australian Curriculum Syllabus in Health & Physical Education.

- There are 2 main strands included in the subject - Personal, social & community health and Movement and physical activity.
- Health and Physical Education is a compulsory subject for years 7, 8 and 9. It will be studied for 3 lessons per week, in conjunction with Wellbeing topics.

The Years 7, 8 and 9 Health and Physical Education Course aims to involve students in regular physical activity each week.

Physical activity is essential for all students. Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals.

Costs: Travel/nominations for sports teams (if involved)

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<th>Year 7, 8 and 9</th>
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**Key Topics:**
- Personal, Social & Community Health
- Movement and Physical Activity
- Alcohol and other drugs
- Challenge and adventure activities
- Food and Nutrition
- Games and sports
- Health benefits of physical activity
- Lifelong Physical activities
- Mental Health and wellbeing
- Rhythmic and expressive movement activities
- Relationships and sexuality
- Safety
- Physical Activity

**Assessment:**
- Health Topics assessed with written assignments and practical projects, as well as written exams.
- Physical Activity units assessed on subjective assessment of skills, participation and effort.

~ LANGUAGES OTHER THAN ENGLISH (JAPANESE) ~

Head of Department: Ms Jacinta Boland

Through the study of Japanese, students will produce formulaic Japanese language and short phrases. They will be exposed to all three scripts, hiragana, katakana and kanji. Students will develop proficiency in reading and writing the hiragana alphabet and will use katakana and high frequency kanji to read and write some words. Students will access information and communications technology (ICT) with QWERTY keywords.

Students will engage in processes such as analysing, comparing and reflecting on aspects of Japanese language and culture and their own. They will question preconceived ideas about Japan and reflect on their experience of learning language to consider the values that connect language and culture.

The LOTE (Japanese) course is developed from the Australian Curriculum. All students will study Japanese in Year 7 and Year 8. Japanese is offered as an elective in Years 9, 10, 11 and 12.

**Extra-curricular opportunities** – Hosting a Japanese student from our sister-school.

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<th>Year 7</th>
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**Key Topics:**
- Hiragana Alphabet
- All About Me
- My Family
- My Friends
- My Town
- My Week
- Pets and Animals

**Assessment:**
Students are assessed in Comprehending (Listening and Reading) and Composing (Speaking and Writing) in Japanese, based on the units selected, in both formal and informal contexts. They will complete 2 pieces of assessment for each unit.
Year 8

**Key Topics:**
- Hiragana Alphabet
- Sports and Hobbies
- Celebrations
- School Life
- School Events
- Daily Routines
- Anime

**Assessment:**
Students are assessed in Comprehending (Listening and Reading) and Composing (Speaking and Writing) in Japanese, based on the units selected, in both formal and informal contexts. They will complete 2 pieces of assessment for each unit.

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Year 9

**Key Topics:**
- Katakana Alphabet
- Self-Introductions
- Dining Out
- Funky Japanese Fashion
- Shopping
- A Trip to Japan
- Homestay in Australia

**Assessment:**
Students are assessed in Comprehending (Listening and Reading) and Composing (Speaking and Writing) in Japanese, based on the units selected, in both formal and informal contexts. They will complete 2 pieces of assessment for each unit.

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~ THE ARTS ~

**Head of Department:** Mr Ian Follett

Essential foundation skills are taught within this subject with students given the opportunity to apply these skills in a creative manner on set tasks. This subject allows each student to find their artistic strength through various two-dimensional, three-dimensional and design-based activities. The students are assessed on their ability to apply knowledge and understanding to the design and creation of pieces, as well as their responses to artworks. The three strands of the Arts offered at Warwick State High School are Drama, Music and Art.

**ART**

Art is the study of visual communication and visual expression. The knowledge which is gained provides a foundation for understanding the art forms which students will encounter. Students design and produce their own expressive artworks in a variety of media involving a variety of art processes. Through this they develop skills in visualising and planning work using media and art processes and manipulating two and three dimensional forms.

The course is designed to be a practical subject with corresponding theoretical components.

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Year 7 and 8

**Key Topics:**
The Year 7 and 8 Art course is designed to give students a foundation in both theoretical and practical aspects of art. Students will experience different two-dimensional and three-dimensional media and learn fundamental art theory. Students will create art works that relate to the world they live in. Students will learn aspects of the elements and principles of design and apply them to art work they make and analyse.

**Assessment:** Students are assessed on the following criteria
- **Creating:** Students create art works from a variety of media
- **Presenting:** Students present their artworks in an informal display
### Year 9

**Key Topics:**
Students build on their knowledge gained in years 8 & 9. Students will explore a variety of art materials and processes. In Art students create artworks using two-dimensional, three-dimensional and electronic methods and materials. Students also discuss, analyse and write about their artwork and artwork by other artists. Students look at artworks of different styles and cultural backgrounds. Students will make artworks that reflect themselves and the world they live in using a variety of techniques.

**Assessment:** Students are assessed on the following criteria
- Creating: Students create artworks using a variety of media
- Presenting: Students present their artworks in an informal display

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### DRAMA

In drama, students will explore, depict and celebrate human experience by imagining and representing other people through live enactment. Drama is a collaborative art, combining physical, verbal, visual and aural dimensions. In drama students will experience theatre and develop an understanding of the performer/audience relationship. Learning in drama can be both process and performance. Students will combine the elements of drama to make, present and respond to representations of human situations, characters, behaviour and relationships. They will make drama through dramatic play, role-play and improvisation, structuring the elements into play-building, directing and scriptwriting. In presenting drama they will learn, as actors, to use body and gesture, voice and language, through interpretation and rehearsal processes as well as production and performance. In responding, students will learn about how drama contributes to personal, social and cultural identity. They will study the diversity of purposes, forms and styles in drama and theatre both contemporary and from other times, places and cultural contexts.

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### Year 7 and 8

**Key Topics:** Introduction to the Dramatic Languages and some ‘foundation’ styles of Theatre. Drawing on their existing, basic, popular culture knowledge of drama the course will build on this providing them with a deeper understanding of the subject and prepare them for further study in the area.

Students will learn to apply all the basic elements of drama, including more complex use of dramatic tension and sub-texts. They will make, refine and present student-devised drama, working in groups and as individuals, and experiment with small-scale scriptwriting. They will explore characterisation in scripted text. They will explore characterisation in scripted text. In performance, they will use characterisation and contrast, experiment with design, and develop a performance vocabulary as they learn the basic principles of dramatic production. They will present informal and formal performances. Students will begin to learn about contemporary and historical theatrical movements, local and global. They will experience and respond to a diversity of forms and styles including comedy and tragedy.

**Assessment:**
- Forming - Student-Devised Performance Concept; Presenting – Student-Devised Performance; Responding – Short Response Exam

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### Year 9

**Key Topics:** Extending their foundation knowledge of the Dramatic Languages and styles of Theatre from Year 7/8. Students will explore more styles and develop their understanding of the various aspects and uses of Drama, allowing students to acquire the knowledge and skills for Year 10 and Senior Drama.

Students will use drama for exploring and expressing their individual and social identities. They will learn to use symbols, mood, irony and multiple subtexts in making drama. They will experiment with innovative and hybrid forms and performance styles. They will practise directing and production tasks and responsibilities, and refine and practise for their performances. Students will explore and respond to more complex theatre forms and styles from a range of traditions and movements, and begin to develop and articulate a personal framework for critical study.

**Assessment:**
- Forming – Student-Devised Performance; Presenting - Scripted Performance; Responding – Short Response Exam
In Music, students will listen to, compose and perform music from a diverse range of styles, traditions and contexts. They will create, shape and share sounds in time and space and critically analyse. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

**Year 7 and Year 8**

**Key Topics:** The Year 7 music course is designed to provide a firm base from which students are exposed to the world of music and all it has to offer. Students learning music listen, perform and compose. They will learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills and ear training are the particular listening skills students will develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing. Students will learn to make music using the voice, body, instruments, found sound sources and information and communication technology. Students will learn how music is recorded and communicated as notation through a unique system of symbols and terminology, and as audio recordings using technology. Learning through music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

The Elements of music work together and underpin all musical activity. With increasing experience of the elements of music, students will develop analytical skills and aesthetic understanding.

**Assessment:** There are three Dimensions that are assessed in Music

**Listening:** Students will be exposed to a variety of musical styles and be able to talk and write about musical works using correct vocabulary. Students will also demonstrate aural recognition and discrimination of the concepts of music.

**Composing:** Students will develop knowledge of the skills and techniques necessary for the writing of musical works and the communication of thoughts and ideas to others. Students will compose music for the instruments available in the classroom.

**Performing:** Students will demonstrate an understanding of basic musical notation, and manipulate musical elements by performing on various classroom instruments in small groups.

**Year 9**

**Key Topics:** Extending their foundation knowledge of the elements and concepts of music from year 7/8, students will explore a wide variety of musical styles. In Music, students’ exploration and understanding of the elements of music, musical conventions, styles and forms expands with their continued active engagement with music.

In listening to, performing and composing music from a broad range of styles, practices, traditions and contexts, students learn to recognise their subjective preferences and consider diverse perspectives of music. This, in turn, informs the way in which they interpret music as performers and how they respond to the music they listen to. Additionally, students develop their own voice as composers and their style as musicians.

The Elements of music work together and underpin all musical activity. With increasing experience of the elements of music, students will develop analytical skills and aesthetic understanding.

**Assessment:** There are three Dimensions that are assessed in Music

**Listening:** Listening tests focusing on aural skills and identifying the elements of music. Students will demonstrate aural recognition and discrimination of the concepts of music. A Knowledge written exam at the end of the unit will focus on visual identification of the musical elements and some music theory.

**Composing:** Students will develop knowledge of the skills and techniques necessary for the writing of musical works and the communication of thoughts and ideas to others. Students will compose music for the instruments available in the classroom.

**Performing:** Students will demonstrate an understanding of basic musical notation, and manipulate musical elements by performing in small groups on various classroom instruments including Keyboard, Guitar, Voice, Tuned Percussion, or students own choice.
This subject has been developed using the Digital Technology Strand of the Australian Curriculum for Technology. Year 8 Digital Technology is studied for two lessons per week over a term. Year 9 Digital Technology is studied for three lessons per week over a semester. It can be studied in much greater depth in Years 9 through 12.

Costs: Nil. The school does not make the assumption that students will have access to a computer at home, although this is useful and desirable. There is no requirement for the purchase of any particular software for home use.

Digital Technology is integrated across the curriculum in Year 7.

### Year 8

**Key Topics:** Digital Technology is organised around the following topics:
- Knowledge and understanding of the components of digital systems: hardware, software and networks and their use.
- Knowledge and understanding of how data are represented and structured symbolically.
- Planning digital solutions through collecting, managing and analysing data.
- Creating digital solutions independently and collaboratively managing digital technologies.

Students will engage in the above topics through a selection of tasks including:
- Networking
- Binary Number System and Image Manipulation
- Acquiring Data
- Excel/Access
- Environmental Considerations
- Game Design
- Algorithms
- Robotics
- Web Design

**Assessment:** Students will be required to provide evidence of what they are learning in a variety of forms. These may include practical tasks, project/design folios, computer generated presentations, peer and self-reflection.

### Year 9

**Key Topics:** Digital Technology is organised around the following topics:
- Knowledge and understanding of the components of digital systems: hardware, software and networks and their use.
- Knowledge and understanding of how data are represented and structured symbolically.
- Planning digital solutions through collecting, managing and analysing data.
- Creating digital solutions independently and collaboratively managing digital technologies.

Students will engage in the above topics through a selection of tasks including:
- Programming
- Operating Systems
- File Compression
- Data Collection
- Advanced Excel and Access
- Information Systems

**Assessment:** Students will be required to provide evidence of what they are learning in a variety of forms. These may include practical tasks, project/design folios, written tasks, multimedia presentations incorporating oral presentations, computer generated presentations, peer and self-reflection.
In Agriculture, students use agricultural practice to design, plan, implement and evaluate agricultural enterprises, activities and equipment. Courses of study in Agricultural Education include learning activities related to enterprises such as grain, beef and dairy production, as well as hydroponics, goat meat production, aquaculture, vermi-culture and amenities horticulture.

In Junior Secondary, Agriculture will take the form of a course designed to awaken and develop students’ interests and skills in the study of both crop plants and farm animals. The emphasis is on involvement, with theory sessions supporting the practical components. It is envisaged that students will also develop a broad appreciation of the primary producer’s role in society. Students will be involved in preparing a vegetable garden. Specific crops and cropping practices will also be studied, using the school’s lucerne enterprise as an example.

### Year 7 and 8

**Key Topics:**
- Introduction to Agriculture
- Planting and growing crops
- Basic animal physiology
- Soils
- Environmental studies

**Assessment:**
Includes a variety of approaches including short answer test and practical tasks.

### Year 9

**Key Topics:**
- Agricultural systems
- Agriculture and society
- Agricultural mechanics and construction

**Assessment:**
Includes a variety of approaches including practical tasks, oral tasks, project folios, diary, written tasks – reports and short and extended response.

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This subject has been developed using the Design and Technology Strand of the Australian Curriculum for Technology. Year 9 Design and Technology (Construction) is studied for three lessons per week over a semester. Design and Technology courses can be studied in much greater depth in Years 10 through 12.

Design and Technology (Building and Construction) focuses on the knowledge and understanding, and processes and production skills required to manage Building and Construction projects independently and collaboratively from conception to realisation. They apply design and systems thinking, and design processes, to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions.

*Not studied in Year 7 or Year 8*

### Year 9

**Key Topics:** Design and Technology (Building and Construction) is organised around the following topics:
- Knowledge and understanding of the design process.
- Knowledge and understanding of industrial materials.
- Selecting techniques and tools manipulate or process materials to detailed specifications and predetermined standards of production.
- Safety in the workshop environment

Students will engage in the above topics through units such as:
- CO2 Dragster Competition
- Basic woodworking

**Assessment:** Students will be required to provide evidence of what they are learning in a variety of forms. These may include practical tasks, project/design folios, written tasks, computer generated presentations, peer and self-reflection.
~ DESIGN TECHNOLOGY (ENGINEERING) ~

Head of Department: Mr Wayne Hoger

This subject has been developed using the Design and Technology Strand of the Australian Curriculum for Technology. Year 9 Design and Technology (Engineering) is studied for three lessons per week over a semester. Design and Technology courses can be studied in much greater depth in Years 10 through 12.

Design and Technology (Engineering) focusses on the knowledge and understanding, and processes and production skills required to manage Engineering projects independently and collaboratively from conception to realisation. They apply design and systems thinking, and design processes, to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions.

Not studied in Year 7 or Year 8

<table>
<thead>
<tr>
<th>Year 9</th>
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<tbody>
<tr>
<td><strong>Key Topics:</strong> Design and Technology (Engineering) is organised around the following topics:</td>
</tr>
<tr>
<td>• Knowledge and understanding of the design process.</td>
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<tr>
<td>• Knowledge and understanding of industrial materials.</td>
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<tr>
<td>• Selecting techniques and tools manipulate or process materials to detailed specifications and predetermined standards of production.</td>
</tr>
<tr>
<td>• Safety in the workshop environment</td>
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<tr>
<td>Students will engage in the above topics through units such as:</td>
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<tr>
<td>• Sheet metal fabrication and fitting</td>
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<tr>
<td>• Basic metal machining</td>
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<tr>
<td><strong>Assessment:</strong> Students will be required to provide evidence of what they are learning in a variety of forms. These may include practical tasks, project/design folios, written tasks, computer generated presentations, peer and self-reflection.</td>
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~ DESIGN TECHNOLOGY (FOOD) ~

Head of Department: Mr Scott Thompson

The primary focus of this practical subject is to promote health and wellbeing. Students will develop an awareness of healthy living practices. Practical application of food, cooking and health knowledge will form the basis of this subject.

**Costs:** Students will be expected to bring ingredients from home each week.

Not studied in Year 7

<table>
<thead>
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<th>Year 8</th>
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<tbody>
<tr>
<td><strong>Key Topics:</strong></td>
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<tr>
<td>• Introduction to Food Technology</td>
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<td>• Basic cooking</td>
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<table>
<thead>
<tr>
<th>Year 9</th>
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<tbody>
<tr>
<td><strong>Key Topics:</strong></td>
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<tr>
<td>• Healthy food choices</td>
</tr>
<tr>
<td>• Practical cookery skills</td>
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**Assessment:**
• Theory tests
• Assignment
• Practical cooking
This subject has been developed using the Design and Technology Strand of the Australian Curriculum for Technology. Year 8 Design and Technology (Graphics) is studied for two lessons per week over a term. Year 9 Design and Technology (Graphics) is studied for three lessons per week over a semester. It can be studied in much greater depth in Years 10 through 12.

Year 9 Graphics is an ideal lead into the Year 10 Graphics course, which in turn opens into Senior Graphics (an OP eligible subject) or Industrial Graphics Studies (a non OP subject).

Design and Technology (Graphics) focusses on the knowledge and understanding, and processes and production skills required to manage graphical representations independently and collaboratively from conception to realisation. They apply design and systems thinking, and design processes, to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions.

Not studied in Year 7

### Year 8

**Key Topics:** Design and Technology (Graphics) is organised around the following topics:
- Knowledge and understanding of the design process.
- Knowledge and understanding of graphical representations.
- Selecting techniques and equipment to generate graphical representations to detailed specifications and predetermined standards of production.

Students will engage in the above topics using a Computer Aided Drafting (CAD) package called AUTODESK Inventor. CAD skills will be developed through the completion of:
- 3 dimensional digital models
- 2 dimensional orthographic and pictorial drawings
- Rendered artist impressions using Inventor Studio.

**Assessment:** Students will be required to provide evidence of what they are learning in a variety of forms. These will include formal tests, folio drawings, and workbook solutions.

### Year 9

**Key Topics:**

Design and Technology (Graphics) is organised around the following topics:
- Knowledge and understanding of the design process.
- Knowledge and understanding of graphical representations.
- Selecting techniques and equipment to generate graphical representations to detailed specifications and predetermined standards of production.

Students will engage in the above topics through a selection of tasks using a number of packages including Autodesk Inventor, Autodesk Revit, MS Word, MS Excel, MS Publisher, MS PowerPoint, and Paint. The tasks may include:
- Orthographic component drawings, open and in-line for assembly, sectioned assemblies, assembled pictorials, simulations, rendered artist impressions, and instructional diagrams.
- Site plans, landscape plans, electrical and lighting plans, building elevations, building sections, footing sections, rendered artist impressions, sun studies, and fly-through animations.
- Corporate image, logos, packaging, stationery, advertising, 3D digital models, animations, promotional material, and charts and graphs.

**Assessment:** Students will be required to provide evidence of what they are learning in a variety of forms. These may include formal tests, context-based folios, classwork folio drawings, and workbook solutions.
This subject has been developed using the Design and Technology Strand of the Australian Curriculum for Technology. Year 8 Design and Technology (Manufacturing) is studied for two lessons per week over a term. Design and Technology courses can be studied in much greater depth in Years 9 through 12; however students will have the opportunity to select from a broader range of contexts more suited to their needs. Possible contexts may include Engineering, Building and Construction, Plastics, and Industrial Design.

Design and Technology (Manufacturing) focusses on the knowledge and understanding, and processes and production skills required to manage manufacturing projects independently and collaboratively from conception to realisation. They apply design and systems thinking, and design processes, to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions.

Year 8

**Key Topics:** Design and Technology (Manufacturing) is organised around the following topics:

- Knowledge and understanding of the design process.
- Knowledge and understanding of industrial materials.
- Selecting techniques and tools manipulate or process materials to detailed specifications and predeter molded standards of production.
- Safety in the workshop environment

Students will engage in the above topics through the designing and manufacturing of simple wood, metal and plastic products.

**Assessment:** Students will be required to provide evidence of what they are learning in a variety of forms. These may include practical tasks, project/design folios, written tasks, computer generated presentations, peer and self-reflection.

~ DESIGN TECHNOLOGY  (TEXTILES) ~

The primary focus of this practical subject is to explore textiles. Students will investigate and produce textile items using a range of tools and technologies. Imagination and creativity will be used to practically apply textile knowledge.

**Costs:** Students may be expected to bring textiles resources to complete individual projects.

Year 8

**Key Topics:**

- Introduction to Textiles
- Basic sewing techniques

Year 9

**Key Topics:**

- Practical and creative textiles
- Textile technology

**Assessment:**

- Theory test
- Assignment
- Practical textile items
Language and Communication Skills is an intensive literacy support program. It is offered in consultation with the Support Teacher of Literacy and Numeracy and requires supporting documentation prior to enrolment. The course offers introductory level spelling grammar, punctuation and delivers reading and numeracy support. Suitability for this course is determined by Year 5 and 7 NAPLAN results and school applied standardised texts.

### Year 7

**Key Topics:**
- Literacy Skills
- Reading Comprehension

**Assessment:**
- Reading Comprehension exam, Class Booklets

### Year 8

**Key Topics:**
- Oral and Visual Literacy
- Elements of Creative Writing

**Assessment:**
- Portfolio of tasks, multimodal presentation

~ SPECIAL EDUCATION PROGRAM (SEP) ~

Assisting students with disabilities to achieve meaningful learning

Support groups offered to students with disabilities

**Access to SEP**

Students with a recognised disability receive support within the Special Education Program. These students may have:
- vision impairment
- hearing impairment
- physical impairment
- intellectual impairment
- speech language impairment
- autistic spectrum disorder

**Provision of support includes:**
- working closely with parents, students and teachers (Case Management)
- accessing the support process developed by the school. For example:
  - in-class support
  - transition to post-school options
  - work skilling
  - assistance with assignments/assessment
  - social and emotional skilling and personal and living dimensions
  - leisure and recreation access
  - curriculum/assessment modification
  - access to literacy/numeracy classes
~ LEARNING DIFFICULTIES SUPPORT ~

- Assisting students to achieve meaningful learning
- Supporting students underachieving in literacy and numeracy

Access to Support

Students experiencing learning difficulties receive assistance through the school’s learning support program after being identified through testing/recommendations in:

- literacy
- numeracy
- learning how to learn

Provision of support includes:

- working closely with parents, students and teachers (Case Management)
- accessing the support process developed by the school. For example:
  - curriculum access modification
  - differentiation of pedagogy to match student learning needs
  - assessment assistance/scaffolding
  - in-class support
  - exam support