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Welcome to Warwick State High School. I trust that you will enjoy the coming years of study at this school, a time that will bring great benefits to you personally and eventually professionally. Success at Warwick State High School will be enhanced by a daily commitment to your AAA Rating – Attendance, Attitude and Achievement and a focus on the school’s RRR Values – Respect, Responsibility and Relationships. In the end, success at school 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 all children. To maximise learning is our school’s central priority – EVERY STUDENT SUCCEEDING.

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.

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.

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

Warwick State High School offers a broad curriculum to its students, covering a variety of academic and vocational subjects. All students have the opportunity to be involved in instrumental music programs and a wide range of extra-curricular activities including sporting, cultural and community.

Year 7 – Junior Secondary subjects:
- English
- Humanities and Social Sciences
- Science
- Mathematics
- Language - Japanese
- Health and Physical Education (HPE)
- Wellbeing
- The Arts

Year 8 – Junior Secondary subjects:
- English
- Language – Japanese or Literacy Communication Skills
- Humanities and Social Sciences
- Science
- Mathematics
- Health and Physical Education (HPE)
- Wellbeing
- Technology
- The Arts

Year 9 – Junior Secondary: All Year 9 students study a compulsory curriculum combined with some choices in relation to LOTE, The Arts, Technology and Humanities/Social Science.

Compulsory Subjects
- English
- History
- Science
- Mathematics
- Health and Physical Education

Students will select 2 electives per semester

Languages
- Japanese

The Arts
- Art
- Music
- Drama

Humanities and Social Sciences
- Economics and Business
- Geography and Civics

Technology
- Design Technology - Agriculture
- Design Technology - Construction

Design Technology - Engineering
- Design Technology - Food
- Design Technology - Graphics
- Design Technology - Manufacturing
- Design Technology - Textile
- Digital Technologies
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 in Year 8 and in English, Maths, Science classes in Year 9. Enrolment into the program is by invitation from the school and subsequent acceptance by the parent/carer.

Students will follow the Australian Curriculum for their year level, but may have the opportunity to focus on reading, comprehending and writing more complex texts. A greater emphasis may be placed on higher order thinking skills; problem solving skills and providing different avenues to acquiring content, to processing or making sense of ideas, and to developing products. Students may also be given opportunities to further extend skills in working both collaboratively and individually.

~ English ~

Head of Department: Ms Jacinta Boland

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:
- My Story
- Persuade Me
- Reading and creating life writing: Biographies
- Literary memoirs
- Was Ned Kelly a hero or a villain?
- Exploring Poetry

Assessment: Students will complete a range of both written and spoken tasks, including: Short story, Persuasive speech, biography, Imaginative recount, Persuasive argument (written), Multimodal transformation of a poem.

Reading: All students in Year 7 participate in ability-based reading groups. Students work in small groups with Classroom Teachers, Support Teachers, Teacher Aides and parents, focussing on building reading comprehension skills using a variety literary and non-literary texts.

Year 8

Key Topics:
- Lockie Leonard – Journal entries (life writing)
- Teen issues in a novel – Lockie Leonard Scumbuster and Human Torpedo
- Representing Human Experience
- Understanding how meaning is created in a television drama text – Noah and Saskia
- Analysing characters and viewpoints on ethical issues in a drama text - Noah and Saskia
- Creating short stories

Assessment: Students will complete a range of both written and spoken tasks including: Journal entries, Persuasive oral, Expository oral, 70 minute exam (Comprehension Exam), Blog (Exam conditions), Short story

Year 9

Key Topics:
- Persuasive response to stimulus writing
- Narrative response
- Reading and Interpreting Information Texts
- Representations of Australia's Peoples Histories and Cultures
- 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: Short Story, Persuasive writing, Reading Comprehension Exam, Panel Discussion, Written script, Essay Persuasive speech
~ Mathematics ~

Acting Head of Department:  Mr Darren Shuptrine

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.

Back to Front Mathematics: Student in Year 7 – 9 are participating in a Back to Front Mathematics Program on top of their core curriculum. This program is designed to address underlying misconceptions in numeracy skills and promote problem solving strategies.

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** – Whole numbers, Geometry, Number Properties and Patterns
- **Term 2** – Fractions and Percentages, Algebra and Decimals
- **Term 3** – Negative Numbers, Statistics and Probability, Polygons, Solids and Transformations
- **Term 4** – Algebraic Equations and Measurement

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, Decimals and Fractions
- **Term 2** – Lines, Shapes and Measurement
- **Term 3** – Algebra, Ratios, Rates and Equations
- **Term 4** – Statistics, Straight-line Algebra and Transformations

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** – Number, Financial Maths and Equations
- **Term 2** – Trigonometry and Linear Equations
- **Term 3** – Measurement, Indices and Geometry
- **Term 4** – Algebra, Probability and Statistics

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.

~ Science ~

Head of Department:  Mr David Coates

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.

~ Humanities and Social Science ~

Head of Department: Mrs Leisa Betts

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.

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.

HISTORY AND JUNIOR PROGRAM (CORE) Year 9

Key Topics:
- Pre-Industrial World: Renaissance, Enlightenment and Revolutions
- Making a Better World: The Industrial Revolution
- Australia and Asia: The Making of a Nation
- World War I: An Australian Perspective

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.

GEOGRAPHY AND CIVICS

Year 9

Key Topics
- Biomes and Food Security
- Geographies of Interconnections
- 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.

ECONOMICS AND BUSINESS

Year 9

Key Topics
- Accounting Basics
- Interactions in the Global Economy
- Managing Financial Risks and Rewards
- Competitive Advantage in Business
- Workplace Responsibilities

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 2017, the subject will be drawn from the Australian Curriculum Syllabus in Health and Physical Education.

- There are 2 main strands included in the subject - **Personal, social and community health** and **Movement and physical activity**.
- Health and Physical Education is compulsory for years 7, 8 and 9. It will be timetabled as Physical Activity for 2 lessons per week in conjunction with Health and Wellbeing. (1 lesson per week).

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 academic goals.

**Costs:** Cost of elective activities eg. Wall climbing at WIRAC.

### Year 7, 8 and 9

**Key Topics:**

**Personal, Social and Community Health**
- Alcohol and other drugs
- Food and Nutrition
- Health benefits of physical activity
- Mental Health and wellbeing
- Relationships and sexuality
- Safety

**Movement and Physical Activity**
- Challenge and adventure activities
- Games and sports
- Lifelong Physical activities
- Rhythmic and expressive movement activities

**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 develop proficiency in reading and writing the **hiragana alphabet**. Students will engage in processes such as analyzing, comparing and reflecting on aspects of Japanese language and cultural and their own. 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.

### Year 7

**Key Topics:** **Students will work through a variety of topics which might include:**
- Hiragana Alphabet
- All About Me
- My Family and friends
- A School 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:** **Students will work through a variety of topics which might include:**
- Hiragana Alphabet
- Sports and Hobbies
- Celebrations
- Around my town
- 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.
Year 9

Topics: *Students will work through a variety of topics which might include:*
- Katakana Alphabet
- Self-Introductions
- Dining Out
- Funky Japanese Fashion
- Visit to the Doctor
- 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.

~ 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. 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. Students design and produce their own expressive artworks in a variety of media and art processes. Through this they develop skills in visualising and planning work and manipulating two and three dimensional forms.

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

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
- Making: Students create art works from a variety of media and present their artworks in an informal display.
- Responding: Students respond in a short response exam to the artworks of others

Year 9

Key Topics: Students build on their knowledge gained in years 7 and 8. Students will explore a variety of art materials and processes. Students create artworks using two-dimensional, three-dimensional and electronic methods. Students also discuss, analyse and write about their artwork and art 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
- Making: Students create art works using a variety of media
- Responding: Students analyse an artwork using an art format and related terminology.

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. 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, in responding, students will learn about how drama contributes to personal, social and cultural identity.
Year 7 and 8

**Key Topics:** Introduction to the Dramatic Languages and some 'foundation' styles of Theatre. Drawing on their existing, popular culture knowledge of drama the course will provide 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. In performance, they will use characterisation, 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. They will experience and respond to a diversity of forms and styles including comedy and tragedy.

**Assessment:** Students are assessed on the following criteria
- **Making:** Student-Devised Performance Concept and Presenting – Student-Devised Performance
- **Responding:** Short Response Exam

Year 9

**Key Topics:** Extending their foundation knowledge of the Dramatic Languages and styles of Theatre from Year 7 and 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.

**Assessment:** Students are assessed on the following criteria
- **Making:** Student-Devised Performance
- **Making:** Scripted Performance
- **Responding:** Short Response Exam

**MUSIC**

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 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. 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. Students will learn to make music using the voice, body, instruments, found sound sources and information and communication technology.

**Assessment:** Students are assessed on the following criteria
- **Making:** Students will compose music for the instruments available in the classroom and will demonstrate an understanding of basic musical notation and manipulation of musical elements by performing on various classroom instruments in small groups.
- **Responding:** Students will be exposed to a variety of music 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.
**Subject Description:** Music is widely recognised as a powerful educative tool that contributes to the development of an individual. As one of the Arts, Music makes a profound contribution to personal, social and cultural identity. Studies in Music offer a unique form of self-expression and communication.

The music course is developmental in nature. Students will acquire and develop musical skills, and then be able to apply these in a wide range of contexts. Three (3) main focus areas are: Performing, Composing and Musicology.

The Year 9 Music course assists students to enjoy, appreciate and make music. It does this by developing an awareness of sound as well as developing skills in practical music production and composition.

Students do not need to own a musical instrument nor do they need to be able to play one as the development of correct musical notation is part of the theory of this course. Students must have good listening skills and a commitment to involvement in practical music making situations.

**Key Topics:** A wide variety of musical styles and forms are studied. Students listen to and analyse music, compose, perform, play, arrange and learn about the musical history for a variety of different styles. Units studied are:

- Rock Music
- The Musical

**Assessment:**

- **Making Tasks:** students compose music for the instrument available in the classroom and demonstrate an understanding of basic notation and the manipulation of musical elements.
- **Responding Task:** students are required to write and talk about music works using the correct vocabulary. Students will demonstrate aural recognition and discrimination of the elements and concept of music.

**Costs:** possible excursions to attend live music performances (prices dependent on location of event).

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**~ Digital Technology ~**

**Head of Department:** Mr Wayne Hoger

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 8 through to 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.

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**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.

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**~ Design Technology (Agriculture) ~**

**Head of Department:** Mr David Coates

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 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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**~ Design Technology (Construction) ~**

**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 (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) focusses 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.*

### 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*

### Year 8

**Key Topics:**
- Introduction to Food Technology
- Basic cooking

**Assessment:**
- Theory test
- Weekly cooking

### Year 9

**Key Topics:**
- Healthy food choices
- Practical cookery skills
- Design Process

**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 term. 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) focuses 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.

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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) focuses 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.

Not studied in Year 7.
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 predetermined 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) ~

Head of Department: Mr Scott Thompson

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.

Not studied in Year 7

Year 8

Key Topics:
- Introduction to Textiles
- Basic sewing techniques

Assessment:
- Theory test
- Practical sewing project

Year 9

Key Topics:
- Practical and creative textiles
- Textile technology
- Design Process

Assessment:
- Theory test
- Assignment
- Practical textile items

~ Language and Communication Skills ~

Head of Department: Ms Jacinta Boland

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
The Special Education Program assists students with disabilities to access the curriculum and meet their full potential in the school setting.

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 disability
- 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
  - development of Individual Curriculum Plans

Learning Support at Warwick State High School focuses on addressing the learning needs of all students who have a learning difficulty, disability, are gifted and/or talented or are falling below national and regional benchmarks in literacy and numeracy.

Diagnostic/standardised tests and level of achievement data are used to track student needs as well as their development over time. The focus is on supporting students in the classroom to enhance their learning opportunities. Our inclusive approach to support means working with teachers, parents and other professionals to facilitate development of a student’s academic program at the appropriate level.

Additional support provisions:
- Differentiated curriculum and pedagogy
- Support Teachers of Literacy and Numeracy (Targeted teaching)
- In class support (Integrated Support Teachers, teacher aides)
- Intensive teaching - Literacy and Communication Skills – alternative to Japanese. This subject has been especially designed to cater for sequential mastery of basic concepts, skills and knowledge in literacy for Year 7 and 8 students.
- Assignment and exam assistance
WARWICK STATE HIGH SCHOOL

2017 STATIONERY LIST - YEAR 7

This list includes subject-specific items required in addition to general multi-purpose items such as: blue and red pens, HB pencils, scissors, highlighter pens, pencil sharpener, white plastic eraser, ruler, coloured pencils, felt pens, small stapler, glue stick, pencil case and an 8GB USB memory stick.

Students are NOT to bring the following items to school:

- Steel rulers - use plastic or wood
- Large “Nikko” type marking pens (if these are needed they will be supplied by the subject area)
- Liquid correction fluid

<table>
<thead>
<tr>
<th>Subject</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>5 x A4 64 page ruled exercise books, 1 display folder, 1 whiteboard marker (for individual student use)</td>
</tr>
<tr>
<td>HEALTH AND WELLBEING</td>
<td>1 x 48 page exercise book</td>
</tr>
<tr>
<td>HUMANITIES &amp; SOCIAL SCIENCE</td>
<td>1 x A4 display book (20 pages), 1 x 128 page exercise book (separate to other subjects), 1 x USB memory stick</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>2 x A4 96 page ruled exercise book, 1 display folder</td>
</tr>
<tr>
<td>LITERACY &amp; COMMUNICATIONS SKILLS</td>
<td>1 x A4 exercise book, 1 x A4 botany book, 1 display book</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Preferred scientific calculator: TI 30XB calculator from Texas Instruments, 3 x 128 page notebooks (1 for good notes, 1 for numeracy skills practice/homework and the other for practice), Mechanical pencils recommended for graphing, 15 cm ruler (30 cm flexible)</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>1 x 96 page exercise book, glue stick, scissors, pencils, eraser, USB stick, 1 x 48 page exercise book, Scientific calculator (same as Maths calculator)</td>
</tr>
<tr>
<td>THE ARTS</td>
<td>1 x A4 notebook (for music) that can be handed in separately from other subjects</td>
</tr>
</tbody>
</table>

PLEASE NAME ALL PROPERTY CLEARLY AT THE START OF THE YEAR

“It is much easier to return named property to the rightful owner”
This list includes subject-specific items required in addition to general multi-purpose items such as: blue and red pens, HB pencils, scissors, highlighter pens, pencil sharpener, white plastic eraser, ruler, coloured pencils, felt pens, small stapler, glue stick, pencil case and a 8GB USB stick.

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<tr>
<td><strong>GRAPHICS</strong></td>
<td>USB memory stick (4GB or greater)</td>
</tr>
<tr>
<td><strong>HUMANITIES AND SOCIAL SCIENCE</strong></td>
<td>1 x A4 display book (20 pages), 1 x 128 page exercise book(Separate to other subjects), 1 x USB memory stick</td>
</tr>
<tr>
<td><strong>HEALTH AND WELLBEING</strong></td>
<td>1 x 48 page exercise book</td>
</tr>
<tr>
<td><strong>HOME ECONOMICS</strong></td>
<td>1 plastic sheet protector, Ingredients will need to be purchased, 12 cup muffin pan/pizza tray/cake tin will be required to use throughout the term, Shoes with impervious uppers will be required to be worn</td>
</tr>
<tr>
<td><strong>DIGITAL TECHNOLOGY – FOOD AND TEXTILES</strong></td>
<td>Ingredients will need to be purchased, 12 cup muffin pan/pizza tray/cake tin will be required to use throughout the term, 1 plastic sheet protector, Shoes with impervious uppers will be required to be worn</td>
</tr>
<tr>
<td><strong>JAPANESE</strong></td>
<td>2 x A4 96 page ruled exercise book, 1 display folder</td>
</tr>
<tr>
<td><strong>LITERACY &amp; COMMUNICATIONS SKILLS</strong></td>
<td>1 x A4 exercise book, 1 x A4 botany book, 1 display book</td>
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<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Preferred scientific calculator: TI 30XB calculator from Texas Instruments, 3 x 128 page notebooks ((1 for good notes, 1 for numeracy skills practice/homework and the other for practice), Mechanical pencils recommended for graphing, 15 cm ruler (30 cm flexible)</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>1 x 96 page exercise book, 1 x 48 page exercise book, Scientific calculator (same as Maths calculator)</td>
</tr>
<tr>
<td><strong>DESIGN TECHNOLOGY - MANUFACTURING AND DIGITAL TECHNOLOGY</strong></td>
<td>Apron, hairnet, leather upper shoes (no joggers with mesh uppers), 1 box of pencils, NB: Nothing required for Digital Technology</td>
</tr>
<tr>
<td><strong>THE ARTS</strong></td>
<td>1 x A4 notebook (for music) that can be handed in separately from other subjects</td>
</tr>
</tbody>
</table>

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“It is much easier to return named property to the rightful owner”
This list includes subject-specific items required in addition to general multi-purpose items such as: 8 GB USB memory stick, blue and red pens, HB pencils, scissors, pencil sharpener, white plastic eraser, ruler, coloured pencils, felt pens, small stapler, highlighter pens, glue stick, pencil case.

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- Liquid correction fluid

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<tr>
<td>ART</td>
<td>1 x A4 plastic sleeve display book</td>
</tr>
<tr>
<td></td>
<td>1 each x HB, 2B, 4B, 6B pencils</td>
</tr>
<tr>
<td>DESIGN TECHNOLOGY - AGRICULTURE</td>
<td>1 x 96 page exercise book or hole punched folder booklet that is separate to other subjects</td>
</tr>
<tr>
<td>DESIGN TECHNOLOGY - CONSTRUCTION AND ENGINEERING</td>
<td>Apron, hairnet</td>
</tr>
<tr>
<td></td>
<td>1 x box of pencils</td>
</tr>
<tr>
<td>DESIGN TECHNOLOGY - FOOD</td>
<td>1 x plastic sheet protector</td>
</tr>
<tr>
<td></td>
<td>12 cup muffin pan and a slice tin will be required as these will be used regularly</td>
</tr>
<tr>
<td></td>
<td>Ingredients will need to be purchased</td>
</tr>
<tr>
<td></td>
<td>Shoes with impervious uppers</td>
</tr>
<tr>
<td>DESIGN TECHNOLOGY - GRAPHICS</td>
<td>USB memory stick (4GB)</td>
</tr>
<tr>
<td>DESIGN TECHNOLOGY - TEXTILES</td>
<td>Fabric will need to be purchased during the semester as advised by teacher</td>
</tr>
<tr>
<td>DIGITAL TECHNOLOGY</td>
<td>USB memory stick (1GB) – would be beneficial</td>
</tr>
<tr>
<td>DRAMA</td>
<td>1 x A4 notebook that can be handed in separately from other subjects</td>
</tr>
<tr>
<td>ECONOMICS AND BUSINESS</td>
<td>1 x A4 display book (20 pages)</td>
</tr>
<tr>
<td></td>
<td>1 x 128 page A4 book that is separate to other subjects</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>5 x A4 64 page ruled exercise books</td>
</tr>
<tr>
<td></td>
<td>1 display folder</td>
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<tr>
<td></td>
<td>1 whiteboard marker (for individual student use)</td>
</tr>
<tr>
<td>GEOGRAPHY AND CIVICS</td>
<td>1 x A4 display book (20 pages)</td>
</tr>
<tr>
<td></td>
<td>1 x 64 page A4 book that is separate to other subjects</td>
</tr>
<tr>
<td>HEALTH AND WELLBEING</td>
<td>1 x 48 page exercise book</td>
</tr>
<tr>
<td>HISTORY AND JUNIOR PROGRAM (HJP)</td>
<td>1 x A4 display book (20 pages)</td>
</tr>
<tr>
<td></td>
<td>1 x 128 page A4 book that is separate to other subjects</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>2 x A4 96 Page ruled exercise book</td>
</tr>
<tr>
<td></td>
<td>1 display folder</td>
</tr>
<tr>
<td></td>
<td>1 x 48 page grid book 10mm</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Preferred scientific calculator: TI 30XB calculator from Texas Instruments</td>
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<tr>
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<td>3 x 128 page notebooks (1 for good notes, 1 for numeracy skills practice/homework and the other for practice)</td>
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<td>Mechanical Pencils recommended for graphing</td>
</tr>
<tr>
<td></td>
<td>15 cm ruler (30 cm flexible)</td>
</tr>
<tr>
<td>MUSIC</td>
<td>2 x 64 page exercise books or 1 x A4 96 page exercise book</td>
</tr>
<tr>
<td></td>
<td>1 fine point black pen</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>1 x 96 page exercise book, glue stick, scissors, pencils, eraser, USB stick</td>
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<td>1 scientific calculator</td>
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