MIDDLE YEARS CURRICULUM

2016

For students entering Years 7-9 in 2016
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Welcome to The Middle Years Phase of Learning!

At St. Francis College, we believe the Middle Years is an important and significant period of learning and development for students. We recognize and believe that as young adolescents, Middle Years students have their own unique characteristics and needs. Aligned with our College Mission and Vision statements, and our Learning and Teaching Framework, The Middle Years Phase of Learning aims to provide an environment that supports and challenges the students' learning and development within an atmosphere of respect, inclusivity, belonging and high expectations.

The Middle Years teachers work collaboratively to plan and create learning experiences in which students are encouraged and supported to engage with a Growth Mindset and by:

- Working both independently and cooperatively on activities
- Participating in a variety of strategies to develop thinking skills
- Taking time to reflect on their learning and individual learning goals
- Responding to challenges with a positive attitude and perseverance
- Contributing to discussions and class activities in a responsible way
- Making use of resources and technology to assist them in their learning

The Middle Years Curriculum is made up of Core and Elective Subjects. All subjects are based on the Australian Curriculum, except Religious Education which is based on the approved curriculum Religious Education Archdiocese of Brisbane. The Core Subjects include:

- Religious Education
- English
- Mathematics
- Science
- History
- Geography
- Physical Education

In Year 7, Religion, English, History/Geography, Maths and Science will be covered by one teacher, the students' PC teacher.

In Year 8, all teachers teach a minimum of two subjects across the year level.

In Year 9, students are preparing for the Senior Phase of Learning and are likely to have different teachers across subject areas; however they still have a core classroom where most of their learning occurs.

Elective Subjects provide students with the opportunity to experience a range of curriculum areas which can help in subject decision making in following years.

An outline of these Curriculum areas and focus outlines is provided on the following pages. Focus statements for Middle Years:

Year 7 - Growing in Responsibility
Year 8 - Respecting Ourselves and Others
Year 9 - Serving Our Community

Sr Lee Veriga
Assistant Principal - Curriculum P-9
LEARNING AND TEACHING FRAMEWORK

St Francis College is part of the Brisbane Archdiocesan System of Catholic Schools, and as such, plans and develops curriculum in response to the following overarching goal:

*As a Catholic Christian community, we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.*

The vision informs the St Francis College Learning and Teaching Framework and Vision for Learning.

*Together, we value individuals, build relationships and empower learning.*

Our Learning and Teaching Framework, consists of four (4) phases and our goals are to:

1. **Initiate** - to establish meaningful, positive relationships that acknowledge and respect individuals’ stories and reflects our Franciscan ethos. Purposefully create a teaching/learning environment that is inclusive and differentiated, data informed, centred on inquiry based learning and Positive Behaviour for Learning (PB4L) and that actively engages all learners and moves them towards success.

2. **Develop** - to collaboratively plan, develop and implement a teaching-learning programme with clear and visible learning intentions and success criteria that is student centred, uses a common language and provides equity, academic rigour, measurable outcomes and differentiated support.

3. **Empower** - to enable and promote the development of self-directed, resilient, confident, independent and creative learners who seek to contribute responsibly and positively in shaping and enriching our world.

4. **Reflect** - to provide structured and guided opportunities that promote and enable the development of reflective, self-evaluating individuals. Embed a process of informed, regular, personal and collaborative review and evaluation of current programmes, strategies and practices that incorporates a celebration of achievements.
Together, we value individuals, build relationships and empower learning.

Teaching Phase

Initiate
Develop
Empower
Reflect

Learning Phase

Initiate
Develop
Empower
Reflect

Our Franciscan Values are:
Simplicity
Harmony
Compassion
Resilience, Perseverance, Hope
Reconciliation
Service and Stewardship
Prayer and Reflection
### YEAR 7 CORE SUBJECTS: Growing in Responsibility

<table>
<thead>
<tr>
<th>Core</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>Religious Education</td>
<td>Where it all began Fertile Question: Who was St Francis and who are we? Charter of Belonging and an introduction to St Francis.</td>
<td>The Power of Words Fertile Question: How can something written so long ago matter today? The nature of truth and the Creeds.</td>
<td>Doing good Fertile question: What’s so good about being good? A study of the Decalogue and what guides us to be good.</td>
<td>Sacraments and Sacramentality Fertile Question: How do we celebrate our most significant moments? The Sacraments and meditative prayer.</td>
</tr>
<tr>
<td>English</td>
<td>Visual Literacy Examining how signs, symbols, pictures and images can tell a story.</td>
<td>Diaries, Biographies and Life Writing Investigating the stories of real and imaginary people to entertain, thrill, inform, delight, horrify and surprise us.</td>
<td>Consumer Culture Using critical literacy skills to explore consumer culture and the world of advertising.</td>
<td>Australian Literature Examining representations of Australia and Australians in literature.</td>
</tr>
<tr>
<td>History Geography</td>
<td>History Unit One Overview of the Ancient World (3 weeks)</td>
<td>History Unit Three Ancient Greece (6 weeks)</td>
<td>Geography Unit One Place and Liveability (10 weeks)</td>
<td>Geography Unit Two Water in the World (9 weeks)</td>
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<td>History Unit Two Investigating Ancient Australia (6 weeks)</td>
<td>History Unit Four Ancient India (5 weeks)</td>
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<tr>
<td>Maths</td>
<td>Number Skills &amp; Probability</td>
<td>Fractions and Percentages Students develop their skills in using fractions and learn how to use percentages. They connect fractions, decimals and percentages and do simple conversions. They use percentages, rates and ratios to investigate financial concepts such as best buys.</td>
<td>Measurement &amp; Geometry Students learn how to calculate areas and volumes of simple shapes. They investigate methods for drawing 3D shapes on a 2D page. They learn geometrical rules for angles, triangles and quadrilaterals and use these rules to solve problems.</td>
<td>Algebra Students are introduced to the concept of variables. They create algebraic expressions and learn to substitute and solve simple linear equations.</td>
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<td>Students review the use of the four operations using the distributive, associative and commutative laws. They represent numbers using integers, index notation and square roots. Students represent data mean, using tables and graphs then calculate median, mode and range.</td>
<td>Students develop their skills in using fractions and learn how to use percentages. They connect fractions, decimals and percentages and do simple conversions. They use percentages, rates and ratios to investigate financial concepts such as best buys.</td>
<td>Students learn how to calculate areas and volumes of simple shapes. They investigate methods for drawing 3D shapes on a 2D page. They learn geometrical rules for angles, triangles and quadrilaterals and use these rules to solve problems.</td>
<td>Students are introduced to the concept of variables. They create algebraic expressions and learn to substitute and solve simple linear equations.</td>
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<td>Science</td>
<td>Welcome to Science - Chemistry Students begin by learning how to name and safely use various pieces of equipment. They then go on to learn about pure substances and mixture, and various techniques for separating mixtures.</td>
<td>Force be With You-Physics Students learn about how gravity pulls things to the centre of the Earth, and how unbalanced forces can change the motion of an object. They create a project such as kite or parachute.</td>
<td>Out of this World- Earth &amp; Space Science Students investigate the Earth and its relationship to other bodies in the universe, developing an understanding of the seasons, tides and eclipses.</td>
<td>Sort it Out- Biology Students learn how to classify and name living things. Students will then investigate the web of life and the importance of managing our resources responsibly.</td>
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<td>Students investigate the impact of transition and change on identities and evaluate strategies to manage personal and social changes.</td>
<td>Students identify the substances that are bad for their body and understand the consequences that these substances have on their health.</td>
<td>Students will investigate and select strategies to promote health, safety and wellbeing. They will use health practices, behaviours &amp; resources to enhance the safety and wellbeing of their communities</td>
<td>Students will plan and implement strategies for connecting; to promote the health &amp; wellbeing of themselves and their community. They will examine the benefits of valuing diversity &amp; promoting inclusivity.</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>Body Development</td>
<td>Bad Body Substances Students will identify the substances that are bad for their body and understand the consequences that these substances have on their health.</td>
<td>Eat well, Play well Students will investigate and select strategies to promote health, safety and wellbeing. They will use health practices, behaviours &amp; resources to enhance the safety and wellbeing of their communities</td>
<td>Bullying and Belonging Students will plan and implement strategies for connecting; to promote the health &amp; wellbeing of themselves and their community. They will examine the benefits of valuing diversity &amp; promoting inclusivity.</td>
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# YEAR 8 CORE SUBJECTS: Respecting Ourselves and Others

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<tr>
<td><strong>English</strong></td>
<td>The impact of media Analysing representations of family in film, television and new media texts.</td>
<td>Appreciating Fiction Engaging our imaginations in fantastic tales.</td>
<td>Personal Stories Examining, analysing and creating a range of media texts including newspapers, magazines and digital texts.</td>
<td>Literature that influences Interpreting poems and short stories from a range of cultures.</td>
</tr>
<tr>
<td><strong>History Geography</strong></td>
<td>History Unit One: Medieval Europe (c.590 – c.1500)</td>
<td>History Unit Two: Japan under the Shoguns (c.794 – 1867)</td>
<td>History Unit Three: The Spanish conquest of the Americas (c.1492 – c.1872)</td>
<td>Geography Unit One Landforms and Landscapes Geography Unit Two Changing Nations</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td>Number Skills Students practise using integers and index notation. They learn about the index laws. Students investigate irrational numbers and then learn to use percentages for profit, loss and discount. They solve a range of problems involving rates and ratios.</td>
<td>Statistics &amp; Probability Students analyse the difference between means and medians. They understand different sampling techniques, and can identify outliers and determine whether data is biased. They develop skills in working with probabilities.</td>
<td>Algebra Students learn to expand, factorise and simplify algebraic expressions. They extend their knowledge of algebra by graphing and solving linear equations. They use substitution and inverse operations to solve problems.</td>
<td>Measurement and Geometry Students calculate perimeters, areas and volumes of simple shapes. They investigate π and solve problems using circles. They also use angle rules, transformations and properties of congruent shapes to solve problems.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>What's the Matter? Chemistry Students learn about particles and how they behave in solids, liquids and gases. They find out the difference between chemical and physical changes and can give examples of each. They learn about the structure of the atom and how elements, compounds and mixtures form.</td>
<td>My Body - Biology Students learn about different parts of the body from cells and tissues to organs and systems. They learn the basic parts of cells and how they work, and which organs belong to which major body system. The digestive system and reproductive system is investigated in detail.</td>
<td>Let's Get Moving - Physics Students learn about the different types of forces and energy and how they can be converted from one form to another. They learn how to use Newton's Laws to predict and calculate changes in motion due to an applied force.</td>
<td>Hard Rock to Heavy Metal - Earth &amp; Space Students investigate how and when the Earth was made to give them an idea of geological timescales. They learn about the formation and properties of igneous, sedimentary and metamorphic rocks, and how these are used as a resource.</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>Building Relationships As a teenager you have many relationships- friends, family and role models. This unit investigates the benefits of relationships and examines their impact on our own and others' health and wellbeing.</td>
<td>Personal Safety &amp; Risk Taking This unit investigates the risks involved in becoming a young adult. It allows students to practise and apply strategies to seek help for themselves and others.</td>
<td>Nutritional Requirements This unit looks at the food we eat and how nutritious it is. Students will keep a food diary and evaluate health information in regards to food labels and dietary recommendations.</td>
<td>Self Esteem &amp; Self Concept Throughout adolescence students experience many changes- socially and personally. Not only will they investigate the impact of transition and change throughout this unit but they will also look at resilience and stress and strategies to use to seek help for themselves or others.</td>
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<tr>
<td><strong>Religious Education</strong></td>
<td>Restoring the Balance</td>
<td>Fertile Question: Why should I care? Students explore the imbalance between the rich and the poor in the world and ponder reasons why people should and do care about this.</td>
<td>Let There Be Light</td>
<td>Fertile Question: To err is human, to forgive is divine? Students explore the imperfections of the created world and the place of human beings in that world.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>The Power of Persuasion Students investigate the sophisticated world of advertising - how it influences the way we think, the way we feel and the beliefs that we hold.</td>
<td>Classic Literature Students read S.E. Hinton’s novel The Outsiders; a classic novel where the author takes the reader into a world divided by class and prejudice expressed through violence and discrimination.</td>
<td>Global Issues Students analyse social issues on a local, national and global context and develop ways to act upon them through various texts.</td>
<td>Words Can Change the World Students take on the role of a journalist and ask the question 'Can writing change the course of history?'</td>
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<tr>
<td><strong>History</strong></td>
<td>All students will study one semester of History, either semester 1 or 2. Unit One - The Industrial Revolution Through the study of the Industrial Revolution (1750-1918), students investigate in depth how life changed in this period. Unit Two - Asia and The World Students investigate in depth the History of an Asian society in the period 1750-1915. Unit Three - World War I (1914-1918) Students investigate key aspects of WWI And the Australian experience of war, including the nature and significance of this war in both world and Australian history.</td>
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<td><strong>Maths</strong></td>
<td>Measurement and Geometry Students learn to calculate the area of composite shapes as well as surface area and volume. They investigate Pythagoras’ Theorem and can apply this to simple problems. Students also apply sine, cosine and tangent ratios to find angles in right angle triangles.</td>
<td>Number Skills and Algebra Students learn to calculate income, profit and loss. They understand the applications of interest and can complete simple interest problems. Students expand their skills by using index laws, distributive law and scientific notation.</td>
<td>Algebra Students understand, graph and solve linear equations. They find the midpoint and gradient of a line segment using a range of strategies. They graph simple non-linear relationships and solve equations using algebraic techniques.</td>
<td>Statistics and Probability Students extend their understanding of probability and can determine and represent the outcomes of change experiments in a variety of ways. They also compare data using mean, median and range.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Short Circuits - Physics Students investigate the wave and particle model theories. They learn about energy transformations, particularly electricity, light, heat and sound. They discuss the impact of technology on modern lifestyles.</td>
<td>All Body Systems Go - Biology Students investigate the body systems and how they work together. They learn about how the body responds when microorganisms attack.</td>
<td>Our Chemical World - Chemistry Students explore the periodic table and atomic structure. They investigate types of chemical reactions. They learn about the properties of acids and bases and their reactions.</td>
<td>Dynamic Earth - Earth and Space Science Students explore the theory of plate tectonics and the impact of volcanoes and earthquakes. They learn about the relationships between organisms in their environment and how populations are affected by natural disasters.</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>Drugs in Sport: Students look at the use of drugs in various sporting contexts. They propose, practise and evaluate responses where external influences may impact on their ability to make healthy and safe choices. Energy in versus Energy out: Students perform and refine specialized movement skills in challenging movement situations and design, implement and evaluate personalized plans for improving or maintaining their own and others’ fitness levels.</td>
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<tr>
<td><strong>Work Studies</strong></td>
<td>Unit 1: Skills for learning and work This unit focuses on the development of a student’s understanding of self and a realistic appreciation of their individual interests, values, preferences and strengths.</td>
<td>Unit 2: Work skills and Entrepreneurial behaviours This unit introduces and develops the work skills and attributes needed for 21st century workplaces and those that can be transferred from one situation to another, lifelong learning and the idea of entrepreneurial behaviours.</td>
<td>Unit 3: Career Development and Management This unit focuses on developing knowledge and understanding of the world of work. The skills, knowledge and dispositions to manage careers are investigated, as well as the skills and knowledge required to manage transitions within a lifetime.</td>
<td>Unit 4: The Nature of Work and Gaining and Keeping Work This unit further explores the ways in which work is changing and the demands of work, including those requiring the creation of new ways of working.</td>
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Correct at time of printing but may be subject to change to suit College requirements.
LEARNING SUPPORT

Rationale
Learning support is available to provide support for students with diverse learning needs to access the curriculum and to meet learning outcomes. The function of Learning Support is to match programs to students’ needs and to provide resources to help students develop academically, emotionally and socially.

How does it work?
Learning support is provided in a number of ways including:

- Planning, implementing and evaluating individual education programs (IEPs) for students with special needs.
- Collaboration with subject teachers to adjust teaching programs to facilitate access to the curriculum for students with diverse learning needs.
- Providing support staff to assist in regular classrooms as well as deliver individual and small group tutorial instruction.

Assessment and Reporting
Adjustments to assessment tasks may be made to provide students with opportunities to demonstrate achievement. Adjustments which do not change the standards and criteria do not affect reporting. Adjustments which significantly vary from the programmed assessment will be reflected in the student’s report.

Homework CLUB - Tuesday and Thursday in LIBRARY
Homework Club is available for all students. It is not just for students who struggle with homework or assignments it is also there for students who wish to achieve higher grades or want to produce polished assignments. Teachers and Support Staff are there to assist students and give them tips and ideas on how to improve their assignments and study skills.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

Who is an EALD student?
EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English. EAL/D students come from diverse multilingual backgrounds and may include:

- Overseas or Australian-born students whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language including traditional languages, creoles and related varieties, or Aboriginal English.

Additional support is provided in the following ways:
- To build students’ English language learning and their curriculum content knowledge.
- Individual and/or classroom support is provided for area specific language structures and vocabulary.
- To support students socially, emotionally and culturally as their social and cultural expectation may vary.
YEARS 7 AND 8

ROTATION SUBJECTS
ROTATION SUBJECTS OVERVIEW

Two subjects will be allocated per student per semester (20 weeks) in Years 7 and 2 per trimester (13 weeks) in Year 8. A total of eight (8) rotations will be studied over 2 years. Offerings may be subject to change from year to year based on staffing.

Year 7 Rotations 2016
- Drama
- Music
- Textiles Technology
- Visual Art

Year 8 Rotations 2016
- Dance
- Economics and Business
- Food Technology
- Industrial Technology & Design
- Media Arts
- Textiles Technology

Year 8 Rotations 2017
*The change in the positioning of Graphics from 2017 will enable Graphics and ITD to be studied at the same time allowing for greater depth of integrated study in this design field.
- Dance
- Economics and Business
- Food Technology
- Graphics
- Industrial Technology & Design
- Media Arts
YEAR 7 ROTATIONS – 1 semester of each

DRAMA

Aims of the course
Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Drama, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about drama.

<table>
<thead>
<tr>
<th>Unit Title</th>
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<tbody>
<tr>
<td>Treading the Boards</td>
<td>In this unit, students will learn about the basics of the elements of drama and improvisation and how to combine these in devised and scripted action. Students will develop and explore ideas, themes and issues in relation to contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists. Students will have the opportunity to perform devised and scripted action to entertain an audience. Finally, students will analyse the dramatic elements to respond to live theatre and successful dramatic meaning.</td>
</tr>
</tbody>
</table>

Assessment
In Drama students are assessed in presenting practical tasks, forming (making) written tasks and responding analytical tasks.
MUSIC

Aims of the course
Music involves students making and responding to music independently, and with their classmates, teachers and communities. They explore music as an art form through listening, composing and performing. Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture; sing and play independent parts against contrasting parts; develop skills to recognise rhythmic, melodic and harmonic patterns and beat groupings; establish a clear understanding of their role within an ensemble and control tone and volume. Students learn to perform with expression and technical control and identify a variety of audiences for which music is made. As they experience music, students draw on music from a range of cultures, times and locations, including the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region. As they make and respond to music, students explore meaning and interpretation, forms and elements including rhythm, pitch, dynamics and expression, form and structure.

Unit Title | Unit Description
--- | ---
**What’s with the Dots?** | This is a foundation unit introducing students to learn, explore and interpret musical elements including rhythm, pitch, dynamics and expression, form and structure. They experiment with texture and timbre in sound sources using aural skills and develop musical ideas, such as mood, improvising, combining and manipulating the elements of music. Students practise and rehearse a variety of music to develop technical and expressive skills and structure compositions by combining and manipulating the elements of music using notation. Students perform and present a range of music, using techniques and expression appropriate to style. They analyse composer’s use of the elements of music and stylistic features when listening to and interpreting music. Students explore and learn to identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples. Students will develop skills through aural and rhythmic dictation. Each student will learn the basic skills to play a keyboard.

**Take the Dots for a Ride!** | Students continue to explore, discover, investigate and interpret musical elements. Their appreciation and understanding of music is further enriched as more complex music notation, rhythm, pitch, dynamics, expression, form and structure are introduced. Technical and expressive skills are further developed through practise and rehearsal playing instruments such as the piano, guitar, ukulele and bells. Students will explore, identify, analyse and evaluate the various instrumental sections of the orchestra, their individual purpose, range, dynamic, form and structure.

Assessment
In Music, students are assessed in:
1. Identifying and analysing how elements of music are used in different styles
2. Application of knowledge and skills in their performances and compositions
3. Evaluation of musical choices from within different cultures, times and places
4. Communication of meaning as performers and composers
5. Manipulation of elements of music and stylistic conventions to compose music
6. Interpretation, rehearsal and performance of songs and instrumental pieces in unison and parts
7. Demonstration of technical and notation features, such as melodic patterns in music performed and composed
TEXTILES TECHNOLOGY

Aims of the course
The Australian Technologies Curriculum aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students are able to investigate, design, plan, manage, create and evaluate solutions; are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time.

In this unit students are introduced to the basics of textiles technology including: textiles terminology, safe use of equipment, hand sewing techniques, embellishment techniques, fabric selection for intended purpose, care of textiles, creating a basic pattern and producing a product. Students design and produce a variety of textile products using techniques they have experimented with throughout the unit and complete a visual diary reflecting their knowledge and understanding.

The choice of textile product which will be made is flexible. In 2016 & 2017 this will be based on the theme of the fairy tale "The Brave Little Tailor". The design brief requires costumes to be made for a play based on this fairy tale which will be produced by the primary classes. Students will design and produce miniature costumes and artefacts for the characters of their choice from the story e.g. the tailor, giant, princess, king, soldiers.

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<td>The Brave Little Tailor</td>
<td>Students will investigate how textile designers use different methods of colouration and decoration to add aesthetic appeal to their work. Students experiment with various techniques such as fabric printing and dyeing to apply methods of colouration for a range of textile items. Students will also learn the basics of design through the study of the elements of design and complete a visual diary reflecting their knowledge and understanding.</td>
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</tbody>
</table>

Assessment
Various forms of assessment throughout the year which include: sewing skills; design folios; assignments; presentations and theory tests
VISUAL ART

Aims of the course
Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They extend their thinking, understanding and use of perceptual and conceptual skills. They continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks.

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<td>Flight of Fancy</td>
<td>In this unit students investigate dragons and fantasy stories from a variety of cultural and historical contexts. They will design and make their own 3D dragons and, working with other students, develop and create a Claymation movie.</td>
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</tbody>
</table>

Assessment
Students are assessed on their knowledge, understanding and skills, under the criteria of Making and Responding. As such they will complete a range of assessment items throughout the Semester, including practical and written tasks.
YEAR 8 ROTATIONS (1 Trimester of each)

DANCE

Aims of the course
Dance aims to develop students’ technical and expressive skills and body awareness to communicate through movement, confidently, creatively and intelligently. It also develops their knowledge, understanding and skills in choreographing, performing and appreciating their own and others’ dances.

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<td>Dancing through the Decades</td>
<td>This unit focuses on the Musical Theatre aspect of dance, including production, choreography and performance. Students will have opportunities to perform and respond to a variety of musical theatre pieces.</td>
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</table>

Assessment
Students choreograph dance movement using the elements of dance, choreographic devices and expressive qualities that communicate ideas. Students respond to their own, their peers’ and others’ dance works. Students perform dance works developing technical skills and performance quality. They analyse content and meaning in dances they perform and view from differing social and cultural contexts.
ECONOMICS AND BUSINESS

Aims of the course

Economics and business run the world! The Australian Economics and Business Curriculum syllabus explores aspects of economics and business that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy; the way they make decisions about how to allocate resources and the effects of these decisions.

Students will develop consumer and financial literacy skills, enterprising capabilities, and the ability to make responsible and informed decisions. These skills will allow students to face challenges of the 21st century, to maximise their opportunities for productive and rewarding futures and to make a contribution to the economy.

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<tbody>
<tr>
<td>Consumers and producers making for business success</td>
<td>Students are given the opportunity to develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success.</td>
</tr>
<tr>
<td>Your rights, responsibilities and your way of working</td>
<td>Students are given the opportunity to further develop their understanding of economics and business concepts by exploring the rights, responsibilities and opportunities that arise for businesses, consumers and governments. They will also explore the way these groups influence the way/s individuals work now and into the future.</td>
</tr>
</tbody>
</table>

Assessment

Students will be required to complete a range of assessment items such as folio of work, oral presentation and hands on tasks.
FOOD TECHNOLOGY

Aims of the course
The aim of the Food Technology is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with, and decisions regarding, food.

At the end of the course students will have developed a range of skills such as the ability to investigate, analyse and apply ethical principles; select resources, techniques and tools to make products; make products to meet detailed specifications by manipulating or processing resources; and reflect on their learning.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food, Glorious Food!</td>
<td>Students are introduced to a variety of common cookery skills to produce a range of different food items. In practical cookery classes, students will be encouraged to experiment with a selection of ingredients to develop skills that can be used for family home cooking. Students will develop an understanding of nutrition and making healthy food choices.</td>
</tr>
</tbody>
</table>

Assessment
Assessment may take a number of forms throughout the course which may include: practical cookery skills; design folios, assignment and theory tests.

GRAPHICS (2017)

Aims of the course
Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems, and learn how to manipulate mechanical and computer drafting equipment effectively as a vehicle for conveying the outcomes of their research in a visually appealing form.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comics are serious business</td>
<td>In this unit, students compile a folio of comic strips which may be compiled into a comic strip. Students will use Adobe Illustrator or Adobe Photoshop software or any other appropriate software to produce their products.</td>
</tr>
<tr>
<td>Posters for your room</td>
<td>In this unit, students create a range of posters to a design brief using a range of software such as Adobe Illustrator or Adobe Photoshop or any other software as appropriate to produce their products.</td>
</tr>
</tbody>
</table>

Assessment
Students use software such as Adobe Illustrator or Adobe Photoshop or any other appropriate software to create, design and develop their projects. Students will be assessed using a variety of assessment instruments such as graphical response tasks and context-based folios.
INDUSTRIAL TECHNOLOGY AND DESIGN

Aims of the course
The Australian Technologies Curriculum aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students are able to investigate, design, plan, manage, create and evaluate solutions; are creative, innovative and enterprising when using traditional, contemporary and emerging technologies and understand how technologies have developed over time.

This subject provides an introduction to processes and materials involved in the design, manufacture and assembly of a range of products. Students learn the importance of Workplace Health and Safety, and identification of risk with tools and machinery in industry. Students will design and manufacture products, involving drawing programs (CAD), design ideas, using the materials, tools and finish required. There is a focus on the use of sustainable and recycled materials.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity abounds</td>
<td>In this unit, students engage in shaping materials and using joining techniques using a range of materials to produce a creative item. Sustainable materials will be used.</td>
</tr>
</tbody>
</table>

Assessment
Students will complete a range of assessment items such as design folios, written knowledge tests and creating a final product.

MEDIA ARTS

Aims of the course
In Media Arts, students will develop knowledge, understanding and skills in storytelling purposes and audiences, characters, settings and genre conventions. Students will manipulate and shape media languages, technologies and representations and evaluate how users of media artworks construct meaning.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flashing Superheroes</td>
<td>In this unit students will design and develop an animated short movie about a super hero of their choice in Adobe Flash Software. Students will also look at genre conventions and representations in a variety of contemporary and past animated movies.</td>
</tr>
</tbody>
</table>

Assessment
Students will complete a set of assessment items including oral tasks and practical folio: storyboards, character outlines and a short animated movie.
TEXTILES TECHNOLOGY

Aims of the course
The Australian Technologies Curriculum aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students are able to investigate, design, plan, manage, create and evaluate solutions; are creative, innovative and enterprising when using traditional, contemporary and emerging technologies and understand how technologies have developed over time.

In this unit students are introduced to the basics of textiles technology including: textiles terminology, safe use of equipment, hand sewing techniques, embellishment techniques, fabric selection for intended purpose, care of textiles, creating a basic pattern and producing a product. Students design and produce a variety of textile products using techniques they have experimented with throughout the unit and complete a visual diary reflecting their knowledge and understanding.

The choice of textile product which will be made is flexible. In 2016 & 2017 this will be based on the theme of the fairy tale "The Brave Little Tailor". The design brief requires costumes to be made for a play based on this fairy tale which will be produced by the primary classes. Students will design and produce miniature costumes and artefacts for the characters of their choice from the story e.g. the tailor, giant, princess, king, soldiers.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Brave Little Tailor</td>
<td>Students will investigate how textile designers use different methods of colouration and decoration to add aesthetic appeal to their work. Students experiment with various techniques such as fabric printing and dyeing to apply methods of colouration for a range of textile items. Students also study the elements of design and complete a visual diary reflecting their knowledge.</td>
</tr>
</tbody>
</table>

Assessment
Various forms of assessment throughout the year which include: sewing skills; design folios; assignments; presentations and theory tests.
YEAR 9
ELECTIVE SUBJECTS
CHOOSING WHAT TO STUDY

As an overall plan, it is suggested that you choose subjects or units:

• you enjoy
• in which you have already had some success
• which will help you achieve your chosen career goals, or at least keep your career options open
• which will develop skills, knowledge and attitudes useful throughout life.

If you follow the guidelines below and ask for help when you need it, you should come up with a course of study that is appropriate for you and that you enjoy.

GUIDELINES

Keep your options open. At the moment, you may not know exactly what you want to do when you finish school. This is normal because at this stage in your life it is important to explore many options.

It is wise to keep your options open. This means choosing a selection of units or subjects that makes it possible for you to continue exploring your career options before making more definite decisions in the future.

Think about your career options

It is helpful to have some ideas about possible career choices, even though these ideas may change as you learn more about yourself and the world of work.

Work Studies

In year 9 students study Work Studies and may attend non-compulsory Work Experience during term holidays. The following information on careers is also highly recommended:

• Queensland Curriculum and Assessment Authority (QCAA) Student Connect - this website provides comprehensive career information on-line at https://studentconnect.qcaa.qld.edu.au.
• Myfuture (www.myfuture.edu.au) - This website is Australia’s national career information service
• Job Guide - this book is available in all schools at the beginning of Year 10 or you can visit the website at http://www.jobguide.deewr.gov.au/.

Find out about the subjects or units of study offered

It is important to find out as much as possible about the subjects or units of study offered at St Francis College. The following ideas will help:

• read the subject or unit descriptions in this handbook
• ask subject co-ordinators and teachers of particular subjects or units
• look at books and materials used by students in the subjects or units
• listen carefully to class talks and course selection nights
• talk to students who are already studying the subjects or units.

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how is it taught or assessed. For example:

• Does the subject or unit mainly involve learning from a textbook?
• Are there any field trips, practical work, or experiments?
• How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?
Make a decision about a combination of subjects or units that suits you
You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a study area because:

- Someone told you that you will like or dislike it
- Your friends are not taking it
- You like or dislike the teacher
- “All the boys or girls take that subject or unit” (all subjects or units have equal value for males and females)

Be honest about your abilities and realistic with your occupational ideas
There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort. Also, if your career ideas require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help
If you need more help, then ask for it. Talk to your parents, teachers, careers' adviser and principal.

Make use of the school course selection program. Look at the resources suggested in this handbook and make informed decisions about your curriculum studies.

Commitment
Students need to practise commitment to study in the following ways in order to achieve SUCCESS. Here are some required good work habits:

- Approach all study time with a Growth Mindset
- Spend at least 6 hours a week on school work at home
- Homework involves spending time outside of school on assignment work, structured study and completing practical tasks such as reading, researching using the internet, planning and preparing for assessment, writing responses, learning content, re-working maths problems, practising orals
- Get organised by using your school diary
- Keep a balance between school life, part-time work, sporting and cultural activities, social life and family life.
CAREER INVESTIGATION

You can use the tables below to investigate careers by relating your interest in school subjects to possible occupations. You may wish to use these steps:

- identify the subjects you enjoy and do best at;
- use this list to find the names of occupations that may be related to these subjects
- Talk to Ms McNamara.

<table>
<thead>
<tr>
<th>HISTORY</th>
<th>GEOGRAPHY</th>
<th>STUDIES OF SOCIETY AND ENVIRONMENT</th>
<th>STUDIES OF RELIGION</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropologist</td>
<td>Agricultural scientist</td>
<td>Anthropologist</td>
<td>Actor</td>
<td></td>
</tr>
<tr>
<td>Archaeologist</td>
<td>Biological scientist</td>
<td>Archivist</td>
<td>Archivist</td>
<td></td>
</tr>
<tr>
<td>Archivist</td>
<td>Cartographer</td>
<td>Child care worker</td>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>Barrister</td>
<td>Environmental scientist</td>
<td>Community worker</td>
<td>Book editor</td>
<td></td>
</tr>
<tr>
<td>Community worker</td>
<td>Forest technical officer</td>
<td>Counsellor</td>
<td>Broadcaster</td>
<td></td>
</tr>
<tr>
<td>Criminologist</td>
<td>Geographer</td>
<td>Library technician</td>
<td>Copywriter</td>
<td></td>
</tr>
<tr>
<td>Geologist</td>
<td>Geologist</td>
<td>Police officer</td>
<td>Foreign affairs and trade officer</td>
<td></td>
</tr>
<tr>
<td>Historian</td>
<td>Hydrographer</td>
<td>Probation and parole officer</td>
<td>Human resources officer</td>
<td></td>
</tr>
<tr>
<td>Journalist</td>
<td>Landscape architect</td>
<td>Public relations officer</td>
<td>Interpreter</td>
<td></td>
</tr>
<tr>
<td>Lawyer</td>
<td>Marine scientist</td>
<td>Recreation officer</td>
<td>Journalist</td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td>Meteorologist</td>
<td>Religious leader</td>
<td>Lawyer</td>
<td></td>
</tr>
<tr>
<td>Museum curator</td>
<td>Ocean hydrographer</td>
<td>Social worker</td>
<td>Librarian</td>
<td></td>
</tr>
<tr>
<td>Public relations officer</td>
<td>Park ranger</td>
<td>Sociologist</td>
<td>Management consultant</td>
<td></td>
</tr>
<tr>
<td>Religious leader</td>
<td>Surveyor</td>
<td>Teacher</td>
<td>Printing machinist</td>
<td></td>
</tr>
<tr>
<td>Sociologist</td>
<td>Teacher</td>
<td>Town planner</td>
<td>Publisher</td>
<td></td>
</tr>
<tr>
<td>Stage manager</td>
<td>Tour guide</td>
<td>Trade union official</td>
<td>Receptionist</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Town planner</td>
<td>Youth worker</td>
<td>Speech pathologist</td>
<td></td>
</tr>
<tr>
<td>Writer</td>
<td>Travel consultant</td>
<td></td>
<td>Teacher's aide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Water services officer</td>
<td></td>
<td>Travel consultant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>SCIENCE</th>
<th>HEALTH AND PHYSICAL EDUCATION</th>
<th>INFORMATION TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>Automotive electrician</td>
<td>Acupuncturist</td>
<td>Analyst (IT)</td>
</tr>
<tr>
<td>Actuary</td>
<td>Chemist</td>
<td>Ambulance officer</td>
<td>Architectural drafter</td>
</tr>
<tr>
<td>Bank officer</td>
<td>Computer programmer</td>
<td>Beauty therapist</td>
<td>Business systems analyst</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>Electrical fitter</td>
<td>Chiropractor</td>
<td>Computer systems engineer</td>
</tr>
<tr>
<td>Credit officer</td>
<td>Engineer</td>
<td>Fitness instructor</td>
<td>Computer hardware service technician</td>
</tr>
<tr>
<td>Economist</td>
<td>Electronics service person</td>
<td>Hospital food service manager</td>
<td>Computer systems officer</td>
</tr>
<tr>
<td>Electrical fitter</td>
<td>Environmental scientist</td>
<td>Jockey</td>
<td>Data processing operator</td>
</tr>
<tr>
<td>Engineer</td>
<td>Forensic scientist</td>
<td>Massage therapist</td>
<td>Database administrator</td>
</tr>
<tr>
<td>Geologist</td>
<td>Laboratory worker</td>
<td>Nurse</td>
<td>Desktop publisher</td>
</tr>
<tr>
<td>Mathematician</td>
<td>Medical practitioner</td>
<td>Occupational health and safety officer</td>
<td>Helpdesk operator</td>
</tr>
<tr>
<td>Motor mechanic</td>
<td>Meteorologist</td>
<td>Occupational therapist</td>
<td>Information technology educator</td>
</tr>
<tr>
<td>Patternmaker</td>
<td>Nurse</td>
<td>Physiotherapist</td>
<td>Information technology manager</td>
</tr>
<tr>
<td>Physicist</td>
<td>Pharmacist</td>
<td>Podiatrist</td>
<td>Multimedia developer</td>
</tr>
<tr>
<td>Programmer (IT)</td>
<td>Photographer</td>
<td>Psychologist - sport</td>
<td>Programmer, Software designer</td>
</tr>
<tr>
<td>Quantity surveyor</td>
<td>Refrigeration and air-conditioning mechanic</td>
<td>Radiation therapist</td>
<td>Software engineer</td>
</tr>
<tr>
<td>Statistician</td>
<td>Sports scientist</td>
<td>Recreation officer</td>
<td>Systems designer</td>
</tr>
<tr>
<td>Stockbroker</td>
<td>Sugarcane analyst</td>
<td>Sports scientist</td>
<td>Teacher</td>
</tr>
<tr>
<td>Surveyor</td>
<td>Teacher</td>
<td>Sports coach</td>
<td>Training officer</td>
</tr>
<tr>
<td>Taxation agent</td>
<td>Telecommunication technician</td>
<td>Stunt performer</td>
<td>Telecommunications engineer</td>
</tr>
<tr>
<td>Teacher</td>
<td>Veterinarian</td>
<td>Teacher</td>
<td>Website administrator</td>
</tr>
<tr>
<td></td>
<td>Winemaker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

St Francis College Crestmead – Middle Years Curriculum - 2016
Correct at time of printing but may be subject to change to suit College requirements.
### MUSIC
- Announcer
- Arts administrator
- Composer Conductor
- Film and TV producer
- Multimedia developer
- Music critic
- Music therapist
- Musical instrument maker
- Musician
- Piano technician
- Recreation officer
- Singer/vocalist
- Sound technician
- Stage manager
- Teacher - early childhood
- Teacher - music
- Teacher - primary
- Teacher - secondary

### DRAMA/DANCE
- Actor
- Announcer
- Arts administrator
- Choreographer Dancer
- Film and TV lighting operator Film
- and TV producer
- Make-up artist
- Model
- Public relations officer
- Receptionist Recreation
- officer
- Set designer Speech
- pathologist Stage
- manager Teacher - dance
- Teacher - speech & drama Tour
- guide
- Writer

### VISUAL ART
- Architect Artist
- Craftsperson
- Diversional therapist
- Dressmaker Engraver
- Fashion designer Florist
- Graphic designer
- Hairdresser Interior
- decorator Industrial
designer Jeweller
- Landscape architect
- Landscape gardener
- Make-up artist
- Multimedia developer
- Photographer
- Set designer
- Signwriter
- Teacher
- Wood turner

### DESIGN TECHNOLOGIES
- Architect Architectural drafter Assembler
- Automotive electrician
- Boilermaker
- Builder
- Cabinet maker
- Carpenter/joiner
- Cartographer
- Drafter
- Engineering associate (mechanical)
- Fitter
- Graphic designer
- Industrial designer
- Landscape architect
- Leadlight worker Metal fabricator Metal trades assistant Panel beater
- Picture framer
- Sheet metal worker
- Teacher
- Wood machinist

### HOME ECONOMICS
- Butcher
- Catering manager Clothing patternmaker Cook/chef
- Craftsperson
- Dietitian/nutritionist
- Dressmaker
- Dry cleaner Events
- manager Fashion
- designer Food
- technologist Home care
- worker Home
- economist
- Hospital food service manager
- Hotel/motel manager
- Interior decorator
- Nanny
- Nurse
- Patternmaker
- Retail buyer Tailor
- Teacher

### BUSINESS EDUCATION
- Accountant
- Bank officer
- Bookkeeper
- Bookmaker
- Car rental officer
- Cashier
- Court and Hansard reporter
- Court officer
- Credit officer
- Croupier
- Economist
- Farm manager
- Hotel/motel manager
- Office administrator
- Paralegal worker
- Real estate salesperson
- Receptionist
- Secretary
- Stock and station agent
- Teacher
- Travel consultant

### RELIGIOUS EDUCATION
- Education
- Journalism
- Law
- Event planning, Government
- Peace work
- Museums and the Arts Non-Profit or non-governmental organisations Counselling
- Social Work Religious Professions Missionary

For more information on careers and career planning, visit [https://studentconnect.qca.qld.edu.au](https://studentconnect.qca.qld.edu.au).
YEAR 9 ELECTIVE SUBJECTS OVERVIEW

Students are required to choose two elective subjects to study in addition to their core subjects. Students will study their two chosen electives for a semester. Students are then able to choose two different elective subjects for the second semester, or continue to study in one or two of the subjects they studied in semester one. Offerings may be subject to change from year to year based on staffing.

Composite Elective Classes 2016/2017

Due to the small numbers of the 2016 Year 9 cohort, elective classes for this year level will need to run as composite classes. In 2016 and 2017 these classes will be composite Year 9/10 and will have specifically designed composite programs to ensure that quality of teaching and learning is maintained.

Year 9 Electives 2016

- Dance
- Drama
- Economics and Business
- Food Technology
- Geography
- Graphics
- Industrial Technology & Design
- Media Arts
- Music
- Textiles Technology
- Visual Art
DANCE

Aims of the course
Dance aims to develop students' technical and expressive skills and body awareness to communicate through movement, confidently, creatively and intelligently. It also develops their knowledge, understanding and skills in choreographing, performing and appreciating their own and others' dances.

Prerequisites and recommendations
Recommended for students who enjoy Dance and want to be physical. Students should have a positive attitude and willingness to work with others. Students will be required to purchase suitable black dance pants.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>On With The Show</td>
<td>This unit focuses on the Musical Theatre aspect of dance, including production, choreography and performance. Students will have opportunities to perform and respond to a variety of musical theatre pieces.</td>
</tr>
<tr>
<td>(Musical Theatre)</td>
<td></td>
</tr>
<tr>
<td>Popular Production</td>
<td>This unit introduces students to the features of production in popular dance. Students will develop an understanding of what is required to put on a production and choreograph their own music video using the elements of popular dance.</td>
</tr>
<tr>
<td>(Popular Dance)</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
Students choreograph dance movement using the elements of dance, choreographic devices and expressive qualities that communicate ideas. Students respond to their own, their peers' and others' dance works. Students perform dance works developing technical skills and performance quality. They analyse content and meaning in dances they perform and view from differing social and cultural contexts.
DRAMA

Aims of the course
Drama is the making and communicating of meaning involving performers and audiences engaging in a suspension of disbelief. It provides a medium for personal exploration, social criticism, celebration and entertainment. It is explored through the dimensions of Forming, Presenting, and Responding.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subject Drama. Students with a strong interest in continuing Drama in Year 11 are advised to study Drama for two semesters or a minimum of one.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behind Closed Doors</td>
<td><em>How do we empower those who are marginalised?</em> In this unit, students will explore the ideas of empowering those who are marginalised within the community through drama. Students will explore the notion of social justice and giving a voice to those, through varied dramatic explorations, who are silenced by those in power. Throughout the semester of work, students will look at the idea of power and justice from an Australian perspective through the lens of Australian Gothic Theatre. Students will then explore Augusto Boal and Theatre of the Oppressed, workshopping contemporary real-life scenarios to look at multiple outcomes and perspectives.</td>
</tr>
<tr>
<td>Looking Backwards and Forwards</td>
<td><em>How do we avoid the mistakes of the past?</em> In this unit, students will become members of a drama production team, and take on various roles such as writer, actor and director. Students will explore art, music and dance to look into how attitudes and ideas shift through the arts to push boundaries and create new realities. The concept of change and how people throughout history have dealt with societal development will be explored through Museum Theatre, looking particularly at individual rights and developing moral awareness. This semester will then see students form an acting company, where classes become the actor's workshop. The class will participate in all stages of the rehearsal process to produce a play from the semester of work that will be performed to an audience.</td>
</tr>
</tbody>
</table>

Assessment
In Drama, students are assessed in:
1. Forming - how we make and build drama using the elements of drama. This can be both written and practical
2. Presenting - how we perform drama
3. Responding - how we critically reflect and evaluate our own and others' work.

Assessment in this subject will cover a range of techniques such as analytical essays, character journals and scripted drama.
ECONOMICS AND BUSINESS

Aims of the course
The course gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an ‘economy’ and explore what it means for Australia to be part of the Asia region and the global economy. In the second year of the course, students further develop their understanding of economics and business concepts by considering Australia’s economic performance and standard of living. The ways governments manage the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global economy</td>
<td>In this unit students look at how participants in the global economy interact with each; and the strategies that the governments use to manage the economy.</td>
</tr>
<tr>
<td>Successful economy</td>
<td>In this unit students develop strategies to manage financial risks and rewards, and create a competitive advantage to benefit business. They develop an understanding of how governments, businesses and individuals respond to changing economic conditions.</td>
</tr>
</tbody>
</table>

Assessment
There are at least two assessment items in each semester that students will undertake all using technology. Each assessment will be accompanied by portfolios of annotated work samples that illustrate the expected learning.

FOOD TECHNOLOGY

Aims of the course
Food Technology focuses on the link between wellbeing and people within their various roles. This course aims to encourage individuals to live an effective life by making quality choices about their nutrition, lifestyle and relationships. Areas of study will include sustainability, local and global issues and aware consumers.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lure of the aisles – the media and my food choices</td>
<td>In this unit, students combine empowerment and technology practice to investigate the influence that media, advertising and supermarkets have on everyday food choices. Students will investigate and explore food production, food labelling legislation and food consumerism in Australia. There is an emphasis placed upon using a range of different food products that are readily available from supermarkets to prepare and produce balanced and nutritious family meals. Students will develop skills to make informed choices about what they consume; making them wise consumers.</td>
</tr>
<tr>
<td>Where does our food come from?</td>
<td>In this unit, students gain an insight into food technology and investigate where our favourite foods come from. Students examine and analyse food manufacturing and production, as well as the importance of country of origin and the cultural significance of certain foods. Students learn the technological advances in food production and preservation from new molecular ingredients to genetically modified foods.</td>
</tr>
</tbody>
</table>

Assessment
Assessment in this subject will cover a range of techniques with emphasis on practical tasks in cookery. Other assessment items used throughout the year will include written assignments (reports and essays), written exams and design process folios.
GEOGRAPHY

Aims of the course
Geography is the study of people, places and the environment and its many landscapes. It is about the people of the world and how and where they live, and the dynamic which exists between the two. This course looks at our deep relationship with the earth and our global interconnectedness. It develops students’ understanding of both physical and environmental geography, as well as human geography, at a local, national and global level.

These units prepare students for the Senior Authority (OP) subject GEOGRAPHY.

<table>
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<tr>
<td>Environmental change and management</td>
<td>This unit begins by looking at the environmental functions that support life, and the challenges to their sustainability, as well as environmental worldviews, including those of Aboriginal and Torres Strait Islander Peoples- that influence how people understand and respond to these challenges. This course is organised into two integrated strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These skills are used to investigate Environmental change and management through an in-depth study of a specific environment. Students will investigate change in both Australia and other countries, and strategies to manage change and promote sustainability.</td>
</tr>
<tr>
<td>Geographies of human wellbeing</td>
<td>Using the same skills, this unit focuses on investigating the differences in human wellbeing at a local, national, and global level. It looks at different ideas or concepts of wellbeing, as well as the causes of differences between countries. Students will evaluate the differences from a variety of perspectives, and investigate programs aimed at reducing the gap between differences in wellbeing. Studies will be drawn from Australia, India and across the world as appropriate.</td>
</tr>
</tbody>
</table>

Assessment
Students will be assessed using a variety of techniques, including field reports, responses to inquiry questions, knowledge and understanding tests, and use of practical skills such as data interpretation.
Aims of the course
Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems, and learn how to manipulate mechanical and computer drafting equipment effectively as a vehicle for conveying the outcomes of their research in a visually appealing form.

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<tr>
<td>Extreme sports</td>
<td>In this unit, students compile a folio of promotional materials such as postcards or stickers for a client/business design brief in the extreme sports industry. Students will use Adobe Illustrator software to produce their products.</td>
</tr>
<tr>
<td>Apartment renovation</td>
<td>In this unit, students engage in different communication techniques to create a design folio for the redevelopment of a loft apartment for a Sports Star. Students are required to evaluate client needs, existing products and utilise industry standard using Rivet Architecture software to create a 'state of the art' apartment which meets their client’s specification.</td>
</tr>
<tr>
<td>Designer t-shirts</td>
<td>In this unit, students design high-end t-shirts for a skate board company. This will be done to client specifications. Their t-shirt/s should be of a design that attracts serious attention and is an integral item in their wardrobe.</td>
</tr>
<tr>
<td>And the wheels go around</td>
<td>In this unit, students design a hybrid high performance car. &quot;Hybrid&quot; is not a label typically related to high performance cars. Student designs should embrace the organic, thrilling rush performance that you get from a high performance car. The development of the 'hybrid' will be done to a design brief and students will use Inventor Professional software to compile a folio of work.</td>
</tr>
</tbody>
</table>

Assessment
Students use software such as Inventor Professional and Rivet Architecture and create, design and develop their projects. Students will be assessed using a variety of assessment instruments such as short-response tests, extended graphical response tasks, context-based folios and response to stimulus.
INDUSTRIAL TECHNOLOGY AND DESIGN

Aims of the course
This subject develops life skills that directly apply to a technical or industrial field and that help students adjust to the changing demands of society. It is relevant to all students who seek to develop an understanding of industrial technology and its application to industry; preparation for vocational employment; a capacity to cope with and contribute to life in a technological society; a sense of personal worth and self-esteem and problem-solving abilities.

Industrial Technology and Design provides an introduction to processes and materials involved in the manufacture and assembly of a range of products. Students are provided an opportunity to engage in structured activities designed to help them choose the correct subject for their senior schooling.

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<td>Turning timber into furniture</td>
<td>This unit focuses on the practical outcomes that can be obtained from intermediate wood working. Students learn how to use a range of power tools used in the furnishing industry to produce an advanced major furnishing product.</td>
</tr>
<tr>
<td>Heavy metal</td>
<td>This unit introduces students to using sheet metal and welding to create a product to meet industry standards. Students will develop a range of skills in measuring and marking dimensions and reference lines on sheet metal as well as learn a number of techniques in welding to produce a product such as a brazier.</td>
</tr>
</tbody>
</table>

Assessment
Students will be assessed through continuous assessment and gathering information on student achievement over a course of study. A variety of assessment techniques ranging from a theory booklet showing knowledge and understanding, a final finished product and a final exam will form the basis for overall achievement.
MEDIA ARTS

Aims of the course
Media Arts provides opportunities for students to progress from creative and directed learning through to the consolidation of knowledge, understanding and skills. This learning area provides students with opportunities to develop practical skills and processes when using technologies, representation, audiences, institutions and languages to create innovative solutions that meet current and future needs.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subject Film, Television and New Media. Students with a strong interest in continuing Media Arts in Year 11 are advised to study Media Arts for two semesters or a minimum of one.

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<td>Street Life</td>
<td>In this unit, students will explore a range of photographic and digital media to create media works that explore issues and ideas in the world. Students will develop an understanding of the construction and making of mass media products and evaluate their impact on audiences according to their use of technical and symbolic conventions. Students will develop skills in Photography, Photoshop, Flash, Game Design and Critique.</td>
</tr>
<tr>
<td>Film Genre Narrative</td>
<td>This unit focuses on the audio-visual language and technical and symbolic elements of filmmaking. Students will deconstruct and construct genre conventions, stereotypes and narratives in order to create representations and discourses of their own to specific target audiences. Students will participate in all three production phases (planning, production and post-production) and will develop skills in script writing, the use of filmmaking equipment, editing and analysis.</td>
</tr>
</tbody>
</table>

Assessment
In Media Arts, students are assessed in knowledge and understanding and skills throughout a combination of making and responding techniques such as magazines and newspaper critique articles, game and print advertisement design, photographic folio, story treatment and character outlines, storyboards, movie reviews and short movies.
MUSIC

Aims of the course
This course involves students making and responding to music. They explore music as an art form through listening, composing and performing. Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex rhythm and diversity of pitch. Students further develop their use of and identification of timbre to discriminate between instruments and different voice types. Technical, expressive and performance skills are extended with greater understanding of their role within an ensemble as they control tone and volume in a range of styles. Students experience, interpret and analyse music from a range of cultures, times and locations, including Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students reflect on the development of traditional and contemporary styles of music. As they make and respond to music, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of music. They evaluate both the success of performers in expressing the intentions of the composer and the expressive skills in music they listen to and perform.

Prerequisites and recommendations
These units prepare students for the Authority-Registered (Non-OP) subject Music Studies and the Authority (OP) subject Music.

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<td>&quot;Rock The Dots&quot;</td>
<td>Through the exploration of the History of Rock Music, students extend their higher order thinking skills in relation to the use and manipulation of musical elements. Students explore, interpret and analyse music from varying cultures around the world. They analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making. Students will improvise and arrange music, using aural skills and recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance. Technique and expressive skills are further refined through practice and rehearsal of a variety of repertoire. Students perform music applying techniques and expression to interpret the composer's use of elements of music. They can choose to perform using a variety of instruments such as the piano, guitar and ukulele.</td>
</tr>
<tr>
<td>&quot;Pop the Rock&quot;</td>
<td>Music as an art form is explored through the concept of Popular Music, the various forms in which it is used and how it is relevant today. Through making and responding, students explore meaning and interpretation, forms and elements, social, cultural and historical contexts of music throughout time and how the past has influenced music today. Students learn to plan and organise compositions with an understanding of style and convention, including drawing upon Australian music. They analyse a range of popular music from contemporary to past times to explore differing viewpoints and enrich their music making. Performance and applying techniques and expression to interpret the composer's use of musical elements is further developed as students choose their own individual or group task in preparation for Senior Music. Students can choose to perform using a variety of instruments such as the piano, guitar, ukulele, vocals and drums.</td>
</tr>
</tbody>
</table>

Assessment
1. Analyse different scores and performances aurally and visually
2. Evaluate the use of elements of music and defining characteristics from different musical styles
3. Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and style
4. Interpret and perform music with technical control and stylistic understanding
5. Recognise elements of music and memorise aspects of music such as pitch and rhythm sequences using aural skills and knowledge of the elements of music,
6. Compose and arrange music using aural and notation skills
TEXTILES TECHNOLOGY

Aims of the course
This course draws on the fields of textiles and fashion. Students develop skills in manipulating a range of textiles to produce a product that reflects a design brief. They will develop skills in pattern design and construction elements and principles of design.

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<td>Mini me</td>
<td>In this unit, students make a doll or artefact that reflects them, a character they like or someone they admire. They have to undertake a character analysis, research as required by the design brief. They must create their doll or artefact using a range of sewing techniques, textiles and elements and principles of design.</td>
</tr>
<tr>
<td>Fashion and subculture</td>
<td>Students manipulate a variety of different textiles to produce a textile item using both a sewing machine and hand sewing. Students are encouraged to make their own simple patterns for the textile item produced. Embellishments are applied to items through hand stitching and are created through a variety of materials, including lace, ribbons, organza, tulle, felt and beads. Students learn about different fibres used in textile production, fabrics, pattern design and construction, elements and principles of design and textile laundering and care.</td>
</tr>
</tbody>
</table>

Assessment
Assessment in this subject will cover a range of techniques with emphasis on practical tasks in textile design. Other assessment items used throughout the year will include written assignments (reports and essays), written exams and design process folios.
VISUAL ARTS

Aims of the course
Students will explore and investigate materials through critical selection and manipulation of a range of media and technologies. They will use art and design thinking, as well as create works that embody conceptual and problem-solving processes. They will produce and curate a presentation of a body of work in their chosen medium. Students will develop a more critical understanding of visual arts as an aesthetic and cultural body of knowledge.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subject Visual Art as well as the vocational (non-OP) subject CUV20111 Certificate II in Visual Arts.

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<tr>
<td>Looking In</td>
<td>This unit explores realistic, expressionistic and surrealistic art. Students focus on a theme of &quot;self&quot; by exploring aspects of their identity: physical, emotional and intellectual. Through Art, students begin analysing aspects of their &quot;self&quot; and sense of belonging. They will explore, evaluate and make 2D and 3D portraits and self-portraits and investigate a range of styles and uses of portraits through the ages. Students will develop skills in drawing, painting, ceramics and appraising artworks.</td>
</tr>
<tr>
<td>Looking Out</td>
<td>This unit explores realistic, expressionistic and abstract art. The stimulus for this unit is the physical and social environment. Students will investigate elements of their surrounding environment and the places and spaces that are important to them. They will begin to examine ways that they define themselves and their culture in relation to a particular environment. Students will develop skills in drawing, photography, sculpture and appraising artworks.</td>
</tr>
</tbody>
</table>

Assessment
In Visual Art, students are assessed in Making & Responding.

Assessment in this subject will cover a range of techniques such as essays, mixed media drawings, folios, visual diaries, artist statements and oral presentations.