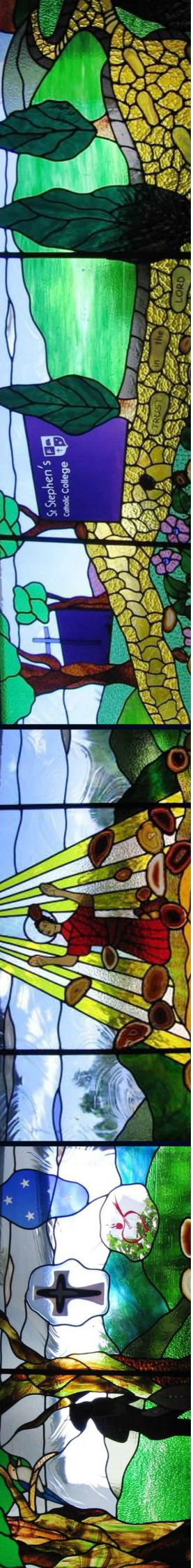
St Stephen's
Catholic College

Trust in the Lord

Junior Curriculum Handbook 2026



Mission Statement

St Stephen's Catholic College is a community which strives to create a sense of family.

The College fosters a harmonious, safe and nurturing learning environment that supports students in developing respect, responsibility and confidence.

Students are encouraged to become independent, life-long learners capable of adapting to a rapidly changing and increasingly technological world.

We seek to develop compassionate, whole people who are morally autonomous and have an awareness of God's presence.

Students are encouraged to build successful relationships, communicate effectively and achieve their personal best.

CONTENTS

GENERAL INFORMATION

LEARNING AREAS

VISION FOR TEACHING AND LEARNING

St Stephen's Catholic College believes in a quality, holistic and relevant education. The College is open to all learners with a commitment to excellence in teaching and learning in a caring and pastoral environment. Students are encouraged to achieve their fullest potential spiritually, intellectually, vocationally, physically, emotionally and culturally.

Recognising that each child is unique, St Stephen's Catholic College explores educational philosophies, resources, structures and organisation to develop programs and provide opportunities that respond to the needs of students.

Through the process of teaching and learning, the focus at Stephen's Catholic College is to:

- Create meaningful curriculum and utilise appropriate pedagogies and structures that recognise that students learn differently and at different times
- Develop an academic curriculum that promotes a broad knowledge base and a global perspective, the skills of thinking, and confidence and skill in the use of technology within a challenging and supportive environment which develops individuals as both independent and collaborative learners
- Be learner-centered and support the holistic development - spiritual, social, emotional, cognitive and physical - of the learners
- Use appropriate technology to enhance the process of teaching and learning of 21st Century skills.
- Establish seamless transitions at the significant progression points of Year 6 and 7 and Year 10 and 11

At St Stephen's Catholic College, the curriculum is organised within nine learning areas, eight of which are consistent with Australian Curriculum Assessment Reporting Authority (ACARA). The ninth learning area is Religion as derived from Brisbane Catholic Education.

THE FOUNDING PRINCIPLES

- Continuing the work of God's salvation and to be a presence of Christ within the context of the Tablelands community
- Involving the College community within the mission of the Church which is to proclaim the good news of salvation and provide opportunities for our community to live knowingly as children of God
- Parents, students and staff are partners in promoting the formation of the whole person academically, emotionally, spiritually, socially and physically
- Ensuring a Christian presence in a society marked by cultural pluralism and constant change
- Promotion of a sense of stewardship for our environment
- Learning is life-long and engaging as it fosters investigation and wonder
- Providing opportunities for members of the College community to realise their unique giftedness and encourage individual members to utilise their gifts to create a better world and further the Kingdom of God
- To provide a safe, caring community which values 'family', relationships and connectedness in which students can grow and learn according to the values and teachings of Jesus
- Value the uniqueness of each individual and enhance the emotional well-being of all members of the College community
- To be an environment in which parents, staff and students are encouraged to be accepting of their personal uniqueness and to be resilient and confident
- To provide a vision and outlook on life reflecting the values and teachings of Christ. This vision and outlook should permeate all curricula and co-curricula experiences. Education is the development of man from within, freeing man from that conditioning which would prevent man from becoming a fully integrated human being. (The Catholic School, 29)
- An integration of faith and culture that encourages not merely an attainment of knowledge, but also the acquisition of values and the discovery of truth. The integration of faith and life is acknowledged as a life-long process of conversion until individuals become what God wishes them to be. (The Catholic School, 1992 para 45)

GENERAL INFORMATION

YEARS 7 AND 8

The Year 7 and 8 curriculum is designed to be a two-year prescribed pattern of study fully compliant with the Australian Curriculum and the recommended notional teaching hours prescribed by the Queensland Curriculum and Assessment Authority (QCAA). In Year 7 and 8 there are no elective options.

The curriculum consists of major core and minor core or rotational subjects. The major core consists of Religion, English, Mathematics, Science, Health and Physical Education, History and Geography; these subjects are full year or semester courses. The rotational subjects are developed from the Arts and Lanugages, Engineering and Design, Humanities and Digital Technology learning areas.

The academic curriculum is designed to provide all students with a broad curriculum experience that will lead to informed decision-making when elective choices have to be made in Year 9.

During Year 7 and 8, students experience a range of electives for short periods of time to allow them to become familiar with the content and requirements of various subjects.

Please note that adjustments to the typical student workload can be made for students with a disability, learning difficulties, for gifted and talented students, and for other circumstances particular to the needs of an individual student. Requests for variations to student workloads should be made to the Deputy Principal.

For each semester across Years 7 and 8, the typical student curriculum program involves the study of eight subjects.

CORE
Religion (RE)
English (ENG)
Mathematics (MAT)
Science (SCI)
History (HIS)
Geography (GEO)
Health & Physical Education (HPE)

MINOR CORE
Arts & Languages
Dance (DAN) - Yr 7 only
Drama (DRA)
Music (MUS)
Visual Art (VAR) - Yr 8 only
French (FRN)
Engineering and Design
DT: Engineering Principals and Systems (DTEPS) - Yr 8 only
DT: Food Specialisation (DTFS) - Yr 8 only
DT: Materials and Technologies (DTMAT) -Yr 8 only
Humanities & Digital Technology
Civics and Citizenship (CIV) - Yr 7 only
Digital Literacy Skills (GP-DL)
Digital Technology (DIGTEC)
Problem Based Learning (PBL)

GENERAL INFORMATION

YEAR 9

The Year 9 academic curriculum draws upon the Australian Curriculum for Years P-10, which includes English, Mathematics, Science, Health and Physical Education, History, Geography, Languages other than English, the Arts, Engineering, Humanities as well as Religion. Students in Year 9 must study English, Mathematics, Science, Health and Physical Education, as well as Religion for the whole year. History and Geography are also part of the mandatory academic curriculum but are studied for one semester only. Students are then required to choose two subjects from the available elective choices. Core subjects are considered essential as preparation for appropriate senior courses and for providing students with a broad general education that will assist them in their transition into a variety of pathways.

Elective subjects complement the core programme. They appeal to and cater for a wide range of abilities, interests and ambitions. In Year 9, students will study two electives each semester. Students electing to study Engineering and Materials are expected to do so for the full year.

CORE
Religion (RE)
English (ENG)
Mathematics (MAT)
Science (SCI)
History (HIS)
Geography (GEO)
Health & Physical Education (HPE)

ELECTIVES
Arts & Languages
Drama (DRA)
Media Art (MEDA)
Music (MUS)
Visual Art (VAR)
French (FRN)
Engineering and Design
DT: Engineering and Materials (DTENG)
DT: Food Specialisation (DTFS)
DT: Materials and Technologies (DTMAT)
Science
Science Enrichment (SCIEN)
Humanities and Digital Technology
Digital Technology (DIGTEC)
Problem Based Learning (PBL)

YEAR 10

In Year 10 the curriculum is divided into core and elective structure similar to that in Year 9. Students in Year 10 must study English, Mathematics, Science, Health and Physical Education, as well as Religion for the whole year. History and Geography are also part of the mandatory academic curriculum but are studied for one semester only. Students are then required to choose two subjects from the available elective choices. Many of the units studied at this level are designed specifically to prepare students for the rigours of studying at Years 11 and 12. The level of academic work increases significantly in Year 11, and unless a student works steadily in Year 10 and develops sound study habits they are likely to experience difficulty in coping with the demands of senior studies. For these reasons elective subjects are studied for the whole year.

CORE
Religion (RE)
English (ENG) Preparation for General English: Short Course Literacy Sem 2 (SCL)
Mathematics (MAT) Preparation for Mathematical Methods Preparation for General Mathematics: Short Course Numeracy Sem 2 (SCN)
Science (SCI)
History (HIS)
Geography (GEO)
Health & Physical Education (HPE)

ELECTIVES
Arts
Drama (DRA)
Media Art (MEDA)
Music (MUS)
Visual Art (VAR)
Engineering and Design
DT: Engineering and Materials (DTENG)
DT: Food Specialisation (DTFS)
DT: Materials and Technologies (DTMAT)
Humanities & Digital Technology
Digital Technology (DIGTEC)
Problem Based Learning (PBL)

GENERAL INFORMATION

YEARS 11 AND 12

The needs of the individual are at the centre of the Senior Curriculum and the college provides various paths to further study and careers. Students may embark on a rigorous academic program which prepares them for higher education learning or they may access an alternative pathway which includes school-based apprenticeships and traineeships combined with Certificate courses offered by TAFE and other outside providers. Years 11 and 12 students are offered a wide range in Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

GENERAL SUBJECTS	
Biology Chemistry Economics Engineering English Film, TV & New Media Geography General Mathematics Legal Studies Literature	Mathematical Methods Modern History Music Physical Education Physics Psychology Specialist Mathematics Study of Religion Visual Art

APPLIED SUBJECTS	
Aquatic Practices Arts in Practice Drama in Practice Engineering Skills Essential English Essential Mathematics Furnishing Skills Hospitality Practices Industrial Graphics Skills	Information Communication & Technology Music in Practice Religion & Ethics Sports & Recreation Tourism Visual Arts in Practice

VOCATIONAL EDUCATION AND TRAINING COURSES (VET)
Certificate II - Sports & Recreation SIS20122 Certificate III - Fitness SIS30321

DISTANCE EDUCATION
Languages Dance (Others on application)

STAND ALONE SUBJECT (NON-QCE)
Catholic Faith in Action

SUBJECT SELECTION

Planning a course of study for Year 8 into Year 9

Step one: Each family with a Year 8 student is provided with a copy of the Junior Curriculum Handbook with descriptions of subjects.

Step two: Parents and students make their choice using the Subject Selection Online (SSO) form.

Depending on preferences and class changes the school cannot guarantee all students will be given their 1st preference

GENERAL INFORMATION

YEARS 7 – 10 CURRICULUM OVERVIEW

LEARNING AREA	YEAR 7		YEAR 8		YEAR 9		YEAR 10	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Religion	✔	✔	✔	✔	✔	✔	✔	✔
English	✔	✔	✔	✔	✔	✔	✔	✔
Mathematics	✔	✔	✔	✔	✔	✔	✔	✔
Science	✔	✔	✔	✔	✔	✔	✔	✔
• Science Enrichment	✕	✕	✕	✕	✔	✔	✕	✕
Health & Physical Education	✔	✔	✔	✔	✔	✔	✔	✔
Humanities & Digital Technology								
• History	Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2	
• Geography	Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2		Either Semester 1 or 2	
• Digital Literacy Skills	One unit on rotation		One unit on rotation		✕		✕	
• Information Technology	One unit on rotation		One unit on rotation		Elective units		Elective units	
• Civics & Citizenship	One unit on rotation		One unit on rotation		✕		✕	
• Problem Based Learning	One Unit on rotation		One unit on rotation		Elective Units		Elective Units	
Engineering and Design								
• Engineering & Materials	✕		One unit on rotation		Elective Units		Elective course	
• Food Specialisation	✕		One unit on rotation		Elective Units		Elective course	
• Materials and Technologies	✕		One unit on rotation		Elective Units		Elective course	
Science								
• Science Enrichment	✕		✕		Elective units		✕	
Arts/Languages								
• Visual Art	✕		One unit on rotation		Elective units		Elective course	
• Media Art	✕		✕		Elective units		Elective course	
• Music	One unit on rotation		One unit on rotation		Elective units		Elective course	
• Dance	One unit on rotation		✕		✕		✕	
• Drama	One unit on rotation		One unit on rotation		Elective units		Elective course	
• French	One unit on rotation		One unit on rotation		Elective units		✕	

Subject units are studied for a semester, whereas subject courses are designed to be implemented over a year.

RELIGIOUS EDUCATION

RELIGION

Religion challenges students to live the gospel of Jesus Christ and become literate in the Catholic and broader Christian tradition so that they can participate critically and authentically in faith contexts and the wider society. Students consider how they can be authentic witnesses to the mission of Jesus Christ in the world today and become religiously literate as they create, communicate, critique, analyse, evaluate, ritualise, worship, read and reflect with others in a variety of religious and secular contexts.

Religion in Years 7 – 10 at St Stephen's Catholic College is guided by the Religion Curriculum P-12 which involves four strands: Sacred Texts, Beliefs, Church, and Christian Life. Each of these is explained below:

- **Sacred Texts** Students develop knowledge and understanding of the Old Testament, the New Testament and other Christian and spiritual writings and wisdom. They apply these to relevant and contemporary contexts.
- **Beliefs** Students develop knowledge and understanding of core beliefs and teachings of the Church. They also investigate perspectives on human existence as well as other world religions.
- **Church** Students develop knowledge and understanding of how God's covenant with God's people is nurtured within the faith community, its prayer and worship.
- **Christian Life** Students develop knowledge and understanding in three major areas of Christian living: moral formation, mission and justice, and prayer and spirituality.

Course Content

	SEMESTER ONE
YEAR 7	• St Stephen's Way • Belief and Believers • Common Beginnings • Encountering Prayer
YEAR 8	• Trinity • The Prophet's Message • Through Word and Action • Rituals, Believers and Beliefs
YEAR 9	• Sacred Texts • Human Existence
YEAR 10	• World Religions and spiritualities

	SEMESTER TWO
YEAR 7	• Belief, Life and Faith • Christian Community Past and Present • Journey in Faith
YEAR 8	• What's the Message? • Head, Heart and Hands • Values, Virtues and Witness
YEAR 9	• People of God • Mission and Justice
YEAR 10	• Sacred Stories

Homework

Homework demands will vary but may include study to consolidate class work and the completion of assignments.

Assessment

Standards in Religion will be determined using the strand *Religious knowledge, deep understanding and skills*.

Assessment tasks in Religion may include: multimodal presentations, extended writing responses, examinations and persuasive oral presentations.

Pathways for Years 11 and 12

In Years 11 and 12, students may choose to study either Religion and Ethics (Applied subject) or Study of Religion (General subject), or participate in the Catholic Faith In Action program.

In Year 10, students are preparing for the Senior pathway in Religion and Ethics.

ENGLISH

English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. At St Stephen's Catholic College, students study two semesters of English in each year level from Years 7 to 10. The English curriculum is organised in semester units and follows a spiral structure. This allows a revisiting of contexts and genres along with a sequence of increasingly complex language and literature studies. While all learning areas promote the development of students' language, English has a particular responsibility for the development of students' use and knowledge of English. A Whole School Literacy Plan is designed to ensure that literacy skills are developed within all other learning areas.

Course Content

The English curriculum is guided by Australian Curriculum requirements and is built around the three interrelated concept strands:

- Language
- Literature
- Literacy

Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Years 7-10, Students will engage with and create a range of imaginative, informative and persuasive types of texts. They listen to, read, view, interpret, create, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is the aesthetic, as well as texts designed to inform and persuade.

These include various types of media texts including newspapers, magazines and digital texts, novels, poetry and dramatic performances. Grammar, punctuation and spelling skills are taught explicitly, and students are encouraged to incorporate increasingly sophisticated vocabulary in their written tasks as they progress from Year 7 to Year 10.

Homework

Homework in English is designed to consolidate taught concepts. Unit related work as well as vocabulary and grammar study are components of the homework program.

Assessment

All year levels in English complete the following summative assessment tasks (in no particular order) after studying a wide range of literary texts and explicit teaching of related skills. Assessment task conditions such as required word length are adjusted accordingly to gradually increase rigour. Formative assessment, including spelling and grammar skills, also occurs regularly throughout the year.

- Analytical written response to a literary text
- Extended response for a public audience
- Imaginative written response (Interpretation of a literary text as a springboard)
- Extended spoken response

Pathways for Years 11 and 12

St Stephen's Catholic College English curriculum in Year 7-10 is designed to prepare for the rigour of senior subjects. Asssment tasks have been 'backward mapped' in order to ensure that students develop the requisite understanding and skills to study English in Year 11 and 12.

Achievement levels in Year 10 are considered when students select subjects for Year 11 and 12. All senior English subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

MATHEMATICS

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Mathematics across all years of schooling focuses on students' development of knowledge and ways of working in a range of situations from real life to the purely mathematical. This has an important role in the development and consolidation of numeracy skills.

- **Mathematics Development Pathway** St Stephen's Catholic College endeavours to provide an education that caters to all students based on their mathematical abilities. Classes are purposely grouped to ensure that students are learning at a level which meets them where they are at.
- **Mathematics Tutoring** Mathematics tutoring is available to students to all year levels on both Mondays and Thursdays during first recess in A5. After school turtoring is also available on Wednesdays from 3-4pm in the library.
- **Mathematics Enrichment Programs** Students at St Stephen's are offered a number of opportunities to engage in enrichment activities. High achieving students are given the chance to compete in both the Australian Mathematics Competition and the ICAS (International Competitions for Assessment in Schools) Maths Competition. Year 7 and 8 students are invited to compete in the QAMT Maths Quiz and QAMT enrichment days and the Tablelands Maths Enrichment camp is offered to students who are achieving top marks in Year 9. Students are also given the opportunity to attend workshops which are administered by James Cook University.

Course Content

The Australian Curriculum: Mathematics provides students with the essential skills to develop numeracy capabilities that all students will need in their personal, work and civic life. There are three content strands for Junior Mathematics:

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

Homework

Homework is considered essential for developing expertise in mathematical skills and techniques. It will be set on a regular basis to enable completion and reinforcement of class activities and as preparation for assessment tasks.

Assessment

Students will engage in a range of formative and summative assessment items throughout the year. Assessment instruments may include but are not limited to; extended modeling and problem-solving tasks, reports, supervised tests and assignments using computer and hand-held technologies. Standards in Mathematics will be determined using two criteria:

- Fluency and understanding
- Problem-solving and reasoning

Pathways to Years 11 and 12

Year 10 Mathematics Courses In Year 10, differentiated courses are run, which students can self-select based on their desired pathway. These courses are 'Preparation for Mathematical Methods', 'Preparation for General Mathematics' or a 'Mathematics Short Course' (Sem 2 only)	
Preparation for Mathematical Methods (10A)	The Preparation for Mathematical Methods course is designed to prepare students for the Mathematical Methods and Specialist Mathematics courses in Year 11 and 12. This course is recommended for students who have achieved a B+ average or higher in Year 9. The Preparation for Mathematical Methods course focuses on concepts such as linear algebra, indices and surds, quadratic equations, trigonometry and logarithms. The course also covers topics such as number and finance, measurement and probability and statistics.
Preparation for General Mathematics (10)	The Preparation for General Mathematics course is designed to prepare students for the General Mathematics course in Year 11 and 12. This course is recommended for students who have achieved a B average or lower in Year 9. The Preparation for General Mathematics course focuses on concepts such as measurement, geometry, number and finance, and probability and statistics whilst still fulfilling the minimum requirements for algebra as outlined in the Australian Curriculum.
Numeracy Short Course (Sem 2 only)	A Numeracy Short Course is available to students in Semester 2 of Year 10 who are failing to meet the requirements of the Preparation for General Mathematics course. This course is designed to prepare students for the Essential Mathematics course in Year 11 and 12. This course focuses on number and calculations, shape and space, data and statistics, measurement, location and direction and formulas and algebra. Successful completion of this course will count for one point towards a student's Queensland Certificate of Education.

SCIENCE

Science provides an empirical way of answering interesting questions to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. The thinking and problem-solving skills developed during the course supports students to make informed decisions about local, national and global issues. Students are provided with a strong foundation for further study of the senior sciences and science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them.

The Overarching Ideas The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are:

- patterns, order and organisation
- form and function
- stability and change
- systems
- scale and measurement
- matter and energy

Course Content

	UNITS
YEAR 7	**Science Skills and Separating Mixtures** - *Chemical sciences* **The Living World** - *Biological sciences* **Forces and Machines** - *Physical sciences* **Reasons for Seasons and The Earth's Resources** - *Earth and space sciences*
YEAR 8	**What's the Matter?** - *Chemical sciences* **Cells and Systems** - *Biological sciences* **Earth's Geology** - *Earth and space sciences* **Transformers** - *Physical sciences*
YEAR 9	**Waves and Particles** - *Physical sciences* **Life in the Balance** - *Biological sciences* **The Changing Earth** - *Earth and space sciences* **Patterns in Chemical Sciences** - *Chemical sciences*
YEAR 10	**Energy in Motion** - *Physical sciences* **Inheritance and Evolution** - *Biological sciences* **Global Systems and The Universe** - *Earth and space sciences* **Periods and Products** - *Chemical sciences*

Homework

Homework will be an essential part of the learning and assessment process. Students may be given homework to consolidate class work when appropriate. Regular revision of class work, wider reading and independent research of topics will contribute to success as a learner in Science. Students will need to develop good time management skills.

Assessment

Standards in Science will be determined using two strands:

- Science Understanding
- Science Inquiry Skills

Assessment will be undertaken using a broad range of strategies and may include field reports, practical tasks, class tests, research assignments, presentations, group and individual tasks.

Pathways to Years 11 and 12

The two broad purposes of Science learning in Year 10 are to:

- prepare students to study QCAA General subjects - Biology, Chemistry, Physics and Psychology – and the QCAA Applied subject Science in Practice
- enhance the development of scientifically literate individuals

SCIENCE ENRICHMENT

Science enrichment aims to provide curious young scientists with a deeper understanding of how the scientific process works and some of the areas science is applied in the real world. Students will engage in a number of practical and inquiry-based activities difficult to squeeze into a busy Science curriculum.
The course is not designed to be only for top academic achievers in the science learning area, rather for all students with a keen interest in science, the world around them, and how it all works.

Course Content

Year 9:
The course is broken up into 2 separate semesters where students can change subjects at the end of semester 1.

The structure of the course will be highly informed by the interest of the students undertaking it. Modules of study may include

Forensic Science	Fingerprinting techniques and analysis DNA testing Pollen, fibres and microscopy Blood splatter pattern analysis Ballistics gel experiments
Magic of Science / Science of Magic	The eye, the brain and optical illusions Magic or physics? The bed of nails and other physics based "tricks". Disappearing solutions and magic chemistry
Astronomy and Astrophysics	Solar observations Astrobiology – Life on other planets? What's in space to look at? Astronomy observation evening.
Consumer Science	Cosmetics Cleansers Making "Bath bomb's" and hand lotions Testing make up removers
Magnets, motors and generators	How is electricity related to magnets? Construct an electric motor Solar, wind and hand – powered generators
Student Project	Science is fundamentally about testing ideas through careful observation and experiment. Students will conduct real science through designing and undertaking their own ongoing student experiment.

Homework

Homework demands will vary but may include study to consolidate work studied in class and assignment work.

Assessment

Assessment will project or assignment based, dependent on the topics covered.

HEALTH AND PHYSICAL EDUCATION

The HPE curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students will demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Course Content

The course of study in Health and Physical Education is:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

	Theory	Prac-Perf Asses	Theory	Prac-Perf Asses	Theory	Prac-Perf Asses	Theory	Prac-Perf Asses
YEAR 7	Food / Nutrition Combination exam	Athletics / Futsal	Health benefits of Physical Activity	Netball / Dance	Safety	AFL / Swimming	Who am I?	Running around Australia / Touch
YEAR 8	Mental health & wellbeing	Speed-minton / Oz tag	Skills for your Health	Adventure activities / rhythmic fitness	Relationships & Sexuality	Volleyball / cricket	Drugs and risk taking	Offside touch & gridiron / basketball
YEAR 9	Relationships	Dance / Futsal	Food & Nutrition	Athletics / Ju-Jitsu	Fitness	Badminton / Tennis	First Aid	Street Hockey / Soft Crosse
YEAR 10	Training principles & methods	Fitness training / Golf	Ethics and integrity	Ultimate disc / navigation & Rogaine	Mental Health	Water polo & underwater Hockey / Volleyball	Drugs - Alcohol studies	Gaelic / Basketball

Please use the above table as an example of the course content covered.

Homework

Homework tasks will be set to reinforce or complete theoretical work covered in class or to rehearse specific movements.

Assessment

The assessment techniques include; workbooks, short response, extended response, seen and unseen examinations, multimodal, research and performance. Standards of achievement will be awarded as per the Australian Curriculum strands; personal, social and community health strand, and the movement and physical activity strands. Students are assessed using the following criteria:

- Investigating
- Performance and practical application

Pathways to Years 11 and 12

Students who take Health and Physical Education will be exposed to terminology, concepts, assessment techniques and standards, movement skills and standards required in:

QCAA General Subject Physical Education
Certificate II in Sports & Recreation
Certificate III in Fitness

HUMANITIES

HISTORY

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Course Content

The course of study in History is developed around depth studies or topics selected from the following historical periods:

YEAR 7 Semester 1 or 2	**The Ancient World** • Investigating the ancient past • The Mediterranean world – Egypt
YEAR 8 Semester 1 or 2	**The Ancient to the Modern World** • The Western and Islamic World – Medieval Europe (c.590 – 1500) • Expanding Contacts – The Spanish Conquest of the Americas (c.1492-1572)
YEAR 9 Semester 1 or 2	**The Making of the Modern World** • Australia and Asia – Asia and the world: China (1750 – 1918) • World War 1 (1914 – 1918)
YEAR 10 Semester 1 or 2	**The Modern World and Australia** • World War II (1939 – 1945) • Rights and freedoms (1945 – present)

Homework

Homework will be an essential part of the learning and assessment process. Wider reading and independent research around topics will contribute to success as a learner in History. Students will need to have and use good time management skills.

Assessment

Standards in History will be determined using two strands:

- Historical Knowledge and Understanding
- Historical Skills

Assessment tasks in History include: research assignments, short response tests and response to sources tests.

Pathways to Years 11 and 12

The two broad purposes of History learning in Year 10 are:

- to prepare students for studying senior History subjects, other social and environmental studies, and the senior phase of learning generally
- to provide students with a platform of socially valued knowledge, capabilities and dispositions regardless of students' future pathways.

GEOGRAPHY

Students will further develop their understanding of the key geographical concepts (space, place, interconnection, change, environment, sustainability and scale) and apply this understanding to a wide variety of environments at the full range of scales, from local to global, and in a range of locations. Geography, through inquiry, examines the role of the environment in supporting human life, and the important interrelationships between people and environments..

Course Content

The course of study in Geography is developed around geographical investigations. Focus units include:

YEAR 7 Semester 1 or 2	• Water in the world • Place and liveability
YEAR 8 Semester 1 or 2	• Landforms and landscapes • Changing nations
YEAR 9 Semester 1 or 2	• Biomes and food security • Geographies of interconnections
YEAR 10 Semester 1 or 2	• Environmental change and management • Geography of human wellbeing

Homework

Homework will be an essential part of the learning and assessment process. Wider reading and independent research around topics will contribute to success as a learner in Geography. Students will need to have and use good time management skills.

Assessment

Standards in Geography will be determined using two strands:

- Geographical Knowledge and Understanding
- Geographical Skills

Assessment tasks in Geography may include: short response tests, response to stimulus, extended written responses, or practical exercises.

Pathways to Years 11 and 12

Students of Geography investigate how different people interact with environments differently, in different places at different times. The currency and relevance of case studies promotes interest in lifelong learning as well as connections to a range of senior subjects. The practical aspect of Geography enables students to pursue multiple pathways.

CIVICS AND CITIZENSHIP

Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. The curriculum explores how people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life. Students will explore ways in which they can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

Course Content

Please refer to page 17.

Homework

Homework will be an essential part of the learning and assessment process. Wider reading and independent research around topics will contribute to success as a learner in Civics and Citizenship. Students will need to have and use good time management skills.

Assessment

Standards in Civics and Citizenship will be determined using two strands:

- Civics and Citizenship Knowledge and Understanding
- Civics and Citizenship Skills

Assessment tasks in Civics and Citizenship may include: research tasks, short response tests, folio items e.g. creating and evaluating laws, posters, flowcharts etc.

Pathways to Years 10, 11 and 12

Study of this subject will provide students with a preliminary experience of topics studied in Year 10 Study of Humanities, Year 11 and 12 Legal Studies and Economics.

PROBLEM BASED LEARNING (PBL)

In Year 7 and 8 students will experience an elective rotation named PBL. These units are designed to promote collaboration and innovative thinking. Year 7 is designed on the emerging business practice of drone delivery where as Year 8 extends the student's problem solving skills to provide a solution to a community need. For students in Year 9, PBL is an elective that can only be chosen for one semester. Students will be provided mentoring to essentially choose their own project, co-constructing assessable outcomes. For example, the construction of a solar powered vehicle or wearable art/technologies.

Year 10 PBL has a greater focus on transitioning to the senior subjects of Economics and Legal Studies. The course is designed over 2 semesters integrating business concepts, creative collaboration and active citizenship.

Course Content

Please refer to page 17.

Homework

Homework will be an essential part of the learning and assessment process. Wider reading and independent research around topics will contribute to success as a learner in Problem Based Learning. Students will need to have and use good time management skills.

Assessment

- Multimodal

Pathways to Years 10, 11 and 12

All senior subjects as the course develops problem solving, critical thinking and working collaborately.

HUMANITIES

Course Content

The courses of study in Civics and Citizenship, Economics and Business and Study of Humanities will be developed around the following key questions.

Civics and Citizenship

YEAR 7	• How is Australia's system of democratic government shaped by the Constitution? • What principles of justice help to protect the individual's rights to justice in Australia's system of law? • How is Australia a diverse society and what factors contribute to a cohesive society? • What are the freedoms and responsibilities of citizens in Australia's democracy? • How are laws made and applied in Australia? • What different perspectives are there about national identity?

Problem Based Learning (PBL)

YEAR 7	• How have drones influenced supply? • What are the regulations? • What is branding and how does it influence consumer interest? • How do you pitch for investment? • What are the types of drones and which one would be most suitable?
YEAR 8	• What does it mean to be a socially responsible business? • How do organisations receive crowd funding? • What does it mean to be innovative? • Can I through design, make a difference for others?
YEAR 9	• What are emerging industries? • How does technology influence product design? • What would I like to be able to design/ construct? • How could this be market entry ready • How will I assess outcomes for a project in terms of efficiency and effectiveness?:
YEAR 10	• What are the influences which drive a market economy? • What makes a successful product? The value of market share. • How are laws created and the role of parliament? • How do successful entrepreneurs influence preople? Motivating factors to collaborate effectively.

INFORMATION TECHNOLOGY

In this subject area, students develop knowledge, practices and attitudes necessary to:

- Understand and appreciate the nature of information and communication technologies that enable the presentation and communication of information
- Critically evaluate information and communication mediated by technology
- Make informed decisions in responding to information and communication technology challenges
- Select and use techniques to respond creatively and productively to information and communication challenges
- Reflect on and evaluate social and ethical issues related to information and communication technology and its impacts on individuals, communities and society

Course Content

		SEMESTER 1	SEMESTER 2
YEAR 7/8	Digital Literacy	The ability to use information and communication technologies to find, evaluate, create, and communicate information.	
	Digital Technology	• Digital Systems • Data representation • Simple algorithms and programming concepts • Designing simple technology systems	
YEAR 8		• Digital systems • Data representation • Robotics, algorithms and programming concepts	
YEAR 9	Digital Technology	• Video production / Image manipulation • Robotics / 3D Printing / Design	
YEAR 10	Digital Technology	• Application / website development • Game critique / development	

Homework

Homework demands will vary but may include study to consolidate work studied in class and assignment work.

Assessment

Assessment will be in the form of set assignments and formal tests.

Pathways to Years 10, 11 and 12

This subject is not required but is recommended if students intend taking Digital Solutions in Years 11 and 12.

ENGINEERING AND DESIGN

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

Technologies will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.

This rationale is extended and complemented by specific rationales for each Technologies subject.
The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

All young Australians should develop capacity for action and a critical appreciation of the processes through which technologies are developed and how technologies can contribute to societies. Students need opportunities to consider the use and impact of technological solutions on equity, ethics, and personal and social values. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others.

FOOD SPECIALISATION

This course offers students the opportunity to develop the following skills:

- Effective decision making and management
- Understanding of the individual within family and social contexts
- Manipulation of skills for human survival

Course Content

YEAR 8 Eat well, live well	
• Personal hygiene and safety in the kitchen • Nutrition • Principles and techniques of cookery	
YEAR 9 What's on the menu and Advance Australia Fare	
• Food Presentation • Bush Foods • Diet Related Diseases	• Multicultural foods • Food Production Skills
YEAR 10 Semester 1	
• Food to meet special dietary needs • Food for special occasions • Cake Decorating • Food preparation and production skills • Food presentation	
YEAR 10 Semester 2	
• Menu Types • Workflow planning • Celebration Cooking	• Food preparation and production skills • Food presentation

Homework

Homework demands will vary but may include written preparation for practical classes, practical preparation, assignment work and study to consolidate work studied in class.

Assessment

Assessment will include: exams, practical cooking, process journals and presentations.

Pathways to Years 11 and 12

Undertaking this unit of study will enable students to cope with the demands of Year 11 and 12 Hospitality (Applied subject).
In our cooking classes, students work in pairs and are required to provide their own ingredients for practical lessons, alternating with their partner each week. Working alongside a partner fosters communication and cooperation, enhancing the overall learning process while preparing students for real-world culinary challenges.

ENGINEERING PRINCIPALS AND SYSTEMS

Engineering and Design communication has been used since the beginnings of structured society and is integral to human interaction. Students studying Engineering and Design will explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services, and environments for sustainable living. They will explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures.

Students will have the opportunity to develop and construct solutions to a range of different engineering and design problems over a 2-year period. During year 9 students will be introduced to the Engineering and Design process and use design thinking to solve a range of problems. In year 10 students will continue to develop and evolve these skills.

Course Content

Year 10: The course is designed as a year-long subject.

YEAR 9 Semester 1	Students will be introduced to technical drawings on both AutoCAD and Inventor. Drawing techniques will include isometric views, orthographic views, part assemblies and laser cutting. Introduction to the Engineering and design process with a focus on design thinking. Design Folio and Product development.
YEAR 9 Semester 2	Students will be introduced to technical drawings on both AutoCAD and Inventor. Drawing techniques will include isometric views, orthographic views, part assemblies and laser cutting. Introduction to the Engineering and design process with a focus on design thinking. Design Folio and Product development.
YEAR 10 Semester 1	Students will continue to develop graphical skills. Programs will include AutoCAD, Inventor and Revit. Drawing techniques will include architectural drafting, isometric views, orthographic views, part assemblies and laser cutting. Continued development of the Engineering and design process with a focus on design thinking. Design Folio and Product development.
YEAR 10 Semester 2	Students will continue to develop graphical skills. Programs will include AutoCAD and Inventor. Drawing techniques will include isometric views, orthographic views, part assemblies and laser cutting. Continued development of the Engineering and design process with a focus on design thinking. Design Folio and Product development.

Homework

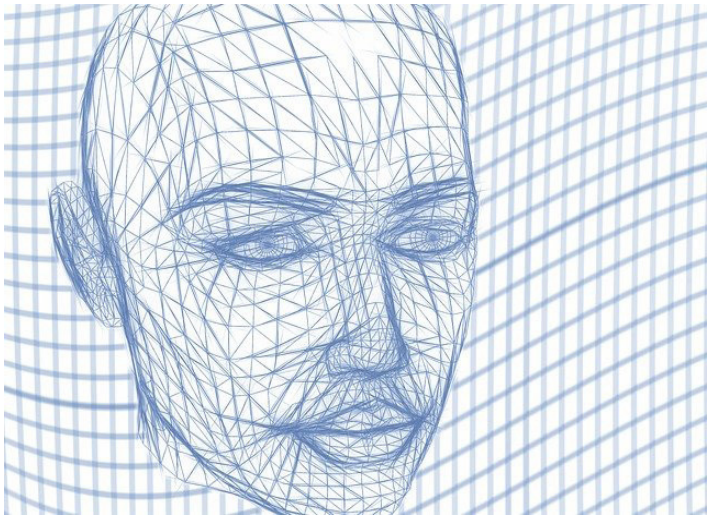
Homework will require students to complete design folios based on a set design challenge. Students will also need AutoCAD software on their laptops to complete these tasks. All Auto Desk products can be downloaded from the software centre at school free of charge.

Assessment

Assessment will require students to complete technical drawing exams as well as developing design folios and products.

Pathways to Years 11 and 12

This subject is beneficial for students who intend to study General Engineering or Industrial Graphics in Years 11 and 12 as well as students who are wanting to pursue university in areas such as design (product and building/landscaping), architecture, civil engineering, project management and many more.



MATERIALS AND TECHNOLOGIES

Materials and Technologies can give students an insight into our modern technical world. By studying and working with timber, metals and plastic materials, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. As the roots of our technology lie in the ancient handcrafts, students will predominantly focus on hand skills linked closely with planning and the manufacturing process.

Students study timber, timber products (plywood, hardboard and particle board), acrylic sheet and other plastic materials as well as metals such as sheet metal, steel and aluminium. They will also explore the use of hand tools and study the appropriate working and fastening methods. They will learn to operate the wood and metal lathes, bandsaws, disc sanders, bench drills, buffing machines and some portable power tools. During the course, students are exposed to a routine workshop safety program and will be required to always wear eye protection in the workshop.

Course Content

Year 9:
The course is broken up into 2 separate semesters where students can change subjects at the end of semester 1.
Year 10:
The course is designed as a year-long subject.

YEAR 9 Semester 1	Students will be introduced to hand skills used for manipulating timbers, metals, and plastics across 2 different projects. Workplace Health and Safety Quiz Design Thinking Logbook
YEAR 9 Semester 2	Students will be introduced to hand skills used for manipulating timbers, metals, and plastics across 2 different projects. Open Book Theory Exam Design Thinking Logbook
YEAR 10 Semester 1	Students will continue to develop hand skills used for manipulating timbers, metals, and plastics across 2 different projects. Open Book Theory Exam Design Thinking Logbook
YEAR 10 Semester 2	Students will continue to develop hand skills used for manipulating timbers, metals, and plastics across 2 different projects. Open Book Theory Exam Design Thinking Logbook

Homework

Students will be required to complete assessment as homework for this subject.

Assessment

Assessment will include exams, and practical projects which are accompanied by project logbooks.

Pathways to Years 11 and 12

This course aims to develop transferable skills which will enable students to progress into applied subjects including Industrial Graphics, Engineering Skills, or Furnishing Skills.

The study of Technology and Manufacturing will be of benefit to students who are looking at careers in all trade areas. As well as students who are wanting to pursue university in areas such as design (product and building/landscaping), architecture, civil engineering, project management and many more.

DANCE

In Dance, students experience and engage in dances across different contexts, cultures, times, places, and audiences. They will use the elements of dance and choreographic devices as a framework for communicating ideas, perspectives, and meaning through dance, and will rehearse and refine technical, expressive, and genre-specific skills. Students will then use these skills to perform, choreograph, and analyse dance routines.

Course Content

YEAR 7	Hip Hop
YEAR 8	Dancing through the decades (popular dance)

Homework

Homework in Dance involves individual practice and completing assessment.

Assessment

- Students will choreograph dance routines, based on the elements of dance and choreographic devices, to communicate ideas, perspectives and meaning
- Students will perform live or recorded dance routines
- Students will analyse and evaluate dances they create and experience and other performances

Pathways to Years 11 and 12

Students are able to take Art in Practice in Year 11 and 12 – a subject where 2 different artistic strands (visual art, media art, music, drama, or dance) have to be incorporated into each assessment task.

DRAMA

In Drama, students have the opportunity to develop their creative, expressive and communication skills while participating in a variety of workshops that extends how they understand and experience the world. The practical nature of Drama allows students of all abilities to experience success and enjoyment in the classroom.

Drama relies heavily on the ability to work cooperatively and creatively with others, enabling students to build self-confidence and leadership in group situations. Course content focuses on the exploration of the Elements of Drama through playbuilding and practical experience in a variety of dramatic forms and performance styles.

Students experience and analyse scripts from the past and present, gaining an insight into the concept of taking a dramatic work from 'page to stage', using production components such as costumes, props, lighting, sound, and staging equipment.

Students interested in performing on stage and studying acting techniques and styles, as well as aspects of theatrical production, would be well suited to Drama. Similarly, students wishing to increase their confidence and communication skills will benefit from the activities undertaken in Drama.

Course Content

YEAR 7	The Elements of Drama through Melodrama
YEAR 8	Fractured Fairytales and performing published playscripts
YEAR 9 **YEAR 10**	Children's Theatre Contemporary Clowning Historical Theatre Realism/Magical Realism Verbatim Theatre Documentary Drama Physical Theatre Epic Theatre Contemporary Australian Theatre

Homework

Homework requirements may vary but may involve study to consolidate work covered in class, learning lines and assignment work.

Assessment

Students are assessed on two strands as outlined by the Australian Curriculum: Making and Responding.

Assessment techniques may include scriptwriting, improvisation, responding analytically to theatre, directing, performing a published playscript and performing student devised work.

Pathways to Years 11 and 12

This subject is recommended if students intend to study Drama in Practice in Years 11 and 12, or if they intend to pursue acting and/or theatre post compulsory studies.

MEDIA ART

Media Arts provides opportunities and challenges for students to develop their creative skills as critical analysers, users, consumers and producers of various forms of media. Students develop the skills and understanding for both the practical and theory elements of media, whilst engaging in a variety of basic filmmaking processes including the design of storyboards, creating scripts, editing and filming. Over the course of Year 9 and 10, Media Arts allows students to critically evaluate all aspects of media and offer them the opportunity to learn about the history of media practices as well as learning how to produce films, documentaries, television shows, animations and advertisements.

Course Content

YEAR 9	• Language for the Screen: Basic Media Codes and Conventions • Advertising and Youtube production • Graphic Design: Storyboard to moving image
It is recommended that at least 1 semester of Year 9 Media Arts is studied before selecting Film and Television Year 10.	
YEAR 10	• Film scene recreation • Film and Television Narrative - Scene Analysis • Film Production - Creating Short Films • Analysis and Production of Documentaries • Green Screen - Music Videos

Homework

Homework requirements may vary but may involve study to consolidate work covered in class and assignment work.

Assessment

Students are assessed on two strands that will require them to both **make** productions, as well as **respond** to them.

- In Making, students will create treatments, shot lists and storyboards to communicate their ideas. They will use video cameras and other technical equiment to capture footage that they will then edit on computers using professional software such as Adobe Premiere Pro and Adobe Animate.
- In Responding, they will view and analyse films, television commercials and music video clips and critique the use of film language in the works and how different representations have been created to appeal to specific audiences.

Pathways to Years 11 and 12

Year 10 Film and Television is a preparatory course for the Year 11 and 12 General Subject Film, Television and New Media.

MUSIC

In each semester students will explore two musical genres with a focus on how the musical elements are used to construct and communicate ideas, meaning and values in specific contexts. Students respond to music through analysis of examples from the genre and apply their knowledge to make their own music by composing and/or performing. Music students have the opportunity to compose music using professional notation software and develop technical skills on a range of instruments.

Course Content

YEAR 7	**Axis of Awesome:** Students look at why popular music is so effective and develop their own skills as music makers through the use of digital technology. (rotating elective)
YEAR 8	**Soundtrack of my Life:** Students begin to develop technical skills on the ukulele, voice, percussion and keyboard through performance and analyse how contemporary music is constructed. (rotating elective)
Yr 9 & 10 electives dependent on student choice and previous studies.	
YEAR 9	• Got the Blues • Battle of the Bands • Songs that Changed the World • R-R-Remix
YEAR 10	• Heroes and Villains • Video Game Music • Cover Versions • Jingle all the Way

Homework

Homework requirements will vary but may involve study to consolidate knowledge from class and/or assignment work.

Assessment

Students will be assessed on two strands: Making and Responding.

- **exploring and responding** to music and music practices across cultures, times, places and/or other contexts; for example, through listening and evaluating their own music practices or analysisn performances and compositions created or presented by others.
- **developing practices and skills** through creative practices and skills for listening, vocal and instrumental performance, and composition, interpreting and manipulating the elements of music, critical practices for reflecting, analysing, evaluating and responding to their own work and the work of others.
- creating and making by composing in forms and genres such as songwriting, solo/ensemble instrumental music, music production, arranging or re-imagining, and developing interpretations of solo/ensemble music works for performance, using aural skills and/or available digital tools as appropriate.
- presenting and performing music to specific audiences.

Pathways to Years 11 and 12

Year 10 Music is a preparatory course for the Year 11 and 12 General Subject Music and develops practical skills for applied Arts subjects.

VISUAL ART

This component of The Arts focuses on students making, displaying and appraising images and objects. Students develop perceptual and conceptual understandings of visual language, enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present. They engage in experiences to develop personal expression, aesthetic judgment and critical awareness.

Course Content

YEAR 8	**2D to 3D:** Students are introduced to the design to product development. They will transfer a drawing to a computer program to create their design. Students will then need to create a 3D model in clay and then turn it into a finished product using other materials.
YEAR 9	**Sense of Place:** This yearly unit encourages students to visually explore a specific themes and then create a series of artworks that explore these to engage their audience. **Term 1: Printmaking** Students will create a panoramic print using traditional and contemporary printmaking techniques. **Term 2: Sculpture** Students will create two contemporary, functional sculptures, exploring traditional and new materials. **Term 3: Painting** Students will explore various painting techniques, creating a folio of small experimental works and one resolved work. **Term 4: Experimental Photography** Students will explore the medium of photography, using different techniques to create a folio of photographic works.
YEAR 10	Students will explore the different lens' that artists use to create their artworks. This sets up a foundation for senior visual arts. **Term 1: Skatedecks** Students re-visit the principles of art and are introduced to turning art into function by creating a visually appealing unique skateboard deck design. This is a focus on the cultural and formal lens artists use to create their work. **Term 2: Popular Culture** Students explore how popular culture is used in contemporary art by exploring themes and new art mediums. This is a focus on the cultural and contemporary lens approaches that artists use to create their work. **Term 3: Representations through Sculpture** Students explore modern and traditional sculpture to create a 'bust' either through traditional clay work, Laser cut Acrylic or Timber that represent a cultural icon or person they know. Pre-drawings and sketches will be required. This allows students to work on their observational skills. This is a focus on the personal and contemporary lens artists use to create their work. **Term 4: Photography for Function** Students explore the practical and artistic side of photography. They will develop a folio that explores: fashion photography, sports photography, portrait and landscape photography. Basic photographic programs will be used, such as Lightroom to edit photos. The students will be required to create a photography mood board for their initial development and final submission will be a photographic folio in the form of a moving timeline and they are to choose one photo to print on A3 photographic paper in class.

Visual Arts Prerequisites: While not essential, it is highly recommended that students have completed Semester 1 of Year 9 Visual Art before undertaking the Year 10 Visual Art course.

Homework

All assigned homework will relate to the development and completion of in-class making and appraising tasks. Please note this subject may require some commitment to preparation for major exhibitions outside of regular school hours.

Assessment

Students will be assessed on both making and responding tasks:

- Making tasks require students to create and display artworks that communicate thoughts, feelings, ideas, experiences and observations related to quotes, definitions, and social, political, philosophical and historical issues.
- Responding tasks require students to critically reflect on and challenge meanings, purposes, practices and approaches of artworks and artists.

Students will need a visual diary to record their journey (sketches, notes, research) through each unit. This becomes an important part of their assessment alongside their final art work.

Pathways to Years 11 and 12

Undertaking this course of study will enable a smooth transition to Visual Art in Years 11 and 12.

FRENCH

French provides opportunities for students to engage in the French language and culture, and communicate in non-verbal, spoken, and written mediums. Students will work with a number of different text types, including stories, film, plays, songs, classical literature, and conversation in both simulated and authentic contexts (in person and online). Students will develop skills in translating between French and English, posing and answering questions, building vocabulary, and applying the French sound system and grammar rules.

Course Content

Year 7 & 8 (Rotation)	**Using the gesture method** Students immerse in the French language and associate vocabulary with gestures.
Year 9	**Unit 1: *Moi et ma vie* (Me and My Life)** Students describe themselves, their families, hobbies and daily routines.
	Unit 2: *Ma ville et mon quartier* (My Town and Neighbourhood) Explore places in town, directions and community life.
	Unit 3: *A table!* (Let's Eat!) Learn about French cuisine, ordering food and mealtime customs.
	Unit 4: *Voyages et vacances* (Travel and Holidays) Plan a trip, talk about past holidays and explore Francophone destinations.

Homework

Students will have access to an online platform where homework tasks are assigned to consolidate language skills.

Assessment

Using both creative and imaginative texts, students will:

- Create texts (spoken, written, and multimodal) to engage different types of audiences
- Interpret, analyse, and respond to texts and conversation in familiar and unfamiliar contexts
- Complete exams (vocabulary, grammar, comprehension, translation)

Pathways to Years 11 and 12

The school does not currently offer French in Years 11 & 12, with a goal to have it introduced in Year 11 in 2028, otherwise, students will have the option to continue French (General Subject) in Year 11 via distance education.

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Trust in the Lord

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