

# Tamborine Mountain State High School



## Year 7 Handbook 2023

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# FOREWORD

The Year 7 curriculum offered at Tamborine Mountain State High School provides the foundation for our students' intellectual, physical, social and moral development.

## **Our Purpose**

Students at Tamborine Mountain State High School will be active and reflective members of the community with the skills and desire to be lifelong learners.

*To achieve our purpose, our school will be characterised by:*

- a focus on literacy/numeracy as the basis for all learning.
- learning which is relevant, challenging and responsive to individual and group needs.
- productive partnerships throughout the school community.
- staff who are committed to excellence in teaching and learning.
- a supportive and disciplined environment in which all students can learn.

The curriculum offered has been developed to cater for the range of students and to meet their learning needs, interests and goals. The subjects at all year levels aim to make students' work relevant, rigorous, challenging and at the same time, more exciting and enjoyable. To cater for students' interests, extra-curricular activities are a feature of the school's curriculum as well.

# YEAR 7

Students in Year 7 study a range of subjects from all Key Learning Areas. The skills of primary school are consolidated and students are introduced to the spectrum of educational opportunities available at secondary school.

All students study the same core subjects over the year.

## **Core Subjects:**

Economics and Citizenship  
English or English Foundation  
Health and Physical Education  
History  
Literacy in Practice  
Mathematics  
Science

## **Elective Subjects:**

All students study four elective subjects throughout the year. This allows students to undertake studies that interest them as well as to experience study in a secondary school context.

Art  
Dance  
Design  
Drama  
Home Economics  
Industrial Technology Skills  
Japanese  
Media Studies  
Music  
Robotics, Engineering, Design

# LEARNING SUPPORT SPECIAL NEEDS

Inclusive education is a feature of this school. Learning support and special education services facilitates full participation in the educational process and aims to cater for the individual learning needs of students requiring additional assistance to achieve their potential.

Students with an identified disability or impairment are integrated within mainstream classes, in both the Junior and Senior School. They are supported in their learning by a range of structures, which may include teacher aide assistance, specialist programs, small group support, adjustment of curriculum and assessment and reduced subject load as appropriate.

Access to Learning Support for students in Years 7 and 8 is initially based on a range of factors such as Year 6 class teacher recommendations and historical data from State and National testing. As a result of analysis of all the information gathered and after discussion with parents, a student may be offered a place in a Literacy and/or Numeracy class. Placement in a Focussed Literacy or Numeracy class is determined by NAPLAN results and support needs.

Access to special education services may also be available to support identified disability areas to enable participation and access to the curriculum. These may include, for example, advisory visiting teachers, occupational therapists or guidance officers.

Mainstream classroom teachers, in all subject areas, support student learning within this integrated model. Class teachers utilise a range of effective teaching strategies to assist students to achieve their academic potential and scaffold experiences to meet individual student learning needs as appropriate.

In the senior phase of learning, students with a disability or learning difficulty are offered the option of working towards the Queensland Certificate of Individual Achievement (QCIA) as an exit credential. This allows students to maintain their social networks within mainstream class while documenting their individual skills and knowledge.

Further enquiries can be directed to the Learning Support Department.

**CONTACT NAME:** Acting Head of Department Junior PL – Belinda Stanford  
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**\*DDA comment:** Students accessing our support services will form part of our NCCD (Nationally Consistent Collection of data on school students with disabilities) data.

# **CORE SUBJECTS**

# ECONOMICS AND BUSINESS



## AIM OF SUBJECT:

The subject of Year 7 Economics and Business gives students the opportunity to further develop their understanding of economics and citizenship 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 economics and citizenship success. Setting goals and planning to achieve these goals are vital for individual and business success and students consider approaches to planning in different contexts, while also considering different ways to market a business. The emphasis in Year 7 is on personal, community, national or regional issues or events with opportunities for concepts to also be considered in the global context where appropriate.

## IN THIS SUBJECT YOU WILL LEARN TO:

- Establish a business
- Deliver a service to customer
- Market a product
- Use technology
- Work in a team
- Communicate in a work environment



## WHY ECONOMICS AND BUSINESS?

The economy and businesses affect the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, income, and opportunities for entrepreneurship.

## COURSE OUTLINE:

Units chosen will be dependent on class composition and may include:

**Introduction to Economics and Business** - students will investigate introductory topics such as identifying needs and wants of consumers, the aims of a business, factors of production, sectors and chain of production and goods and services.

**Pricing strategies** - students will analyse techniques that sellers use to promote products and maximise sales, and evaluate the impact on consumers within target markets.

**Running a small business** - students will become actively engaged in planning, organising and running a small business, and develop strategies to address problems as they arise to pitch an innovative product or service.

**Entrepreneurship** - nature of enterprising activity, skills and attributes needed to be a successful entrepreneur, impacts on individuals, entrepreneur case studies, S.P.O.T. Program (Sustainable Projects of Tamborine).

**Budgeting** - management of money and finance involves consumer choices and goal setting, with a need to save and plan for foreseen and unforeseen events. People have different values about wealth which inform their choices; available financial products and services through a simulated environment (ESSI Money).

**Marketing** – investigate the 4 P's of marketing - product, price, place, promotion including the analysis of both traditional and digital marketing.

**Globalisation and Trade** - students identify Australia's top trading partners and the value of importing and exporting of goods to Australia's economy and supply chain through case study investigation and role-play activities.

## PROGRAMS:

- **Sustainable Projects of Tamborine (S.P.O.T. Program)** - students identify and research a local environmental issue and use their knowledge of entrepreneurial characteristics to design an innovative product or service to solve this issue. Students work in teams to market their business and product and showcase their creation at the TMSHS Junior Business Fair.

## ASSESSMENT:

Students will be assessed in the dimensions of *Knowledge and Understanding* and *Skills* through a wide variety of assessment tasks:

- Individual and group work
- Practical applications
- Oral presentations
- Business Plan documentation
- Digital Assessment Folio Tasks

## FUTURE OPTIONS:

Certificate III in Business in Year 9

Diploma of Business in Year 10

Legal Studies Year 11 and 12

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# English

## AIM OF SUBJECT:

- To equip students with the necessary tools to use language and its features appropriately and effectively in a variety of social contexts.
- To provide a solid basis of life and communication skills.

## IN THIS SUBJECT YOU WILL LEARN TO:

- Listen, read and view a range of spoken, written and multi-modal texts, interpreting key information, concepts and issues.
- Evaluate the effectiveness of language choices used to influence readers, viewers and listeners.
- Explain ways in which different groups in society are represented in texts.
- Create written, spoken and multi-modal texts in a variety of forms.
- Interact confidently with others in a variety of contexts and deliver presentations.

## SKILLS THAT ARE RELEVANT TO THIS SUBJECT:

- Reading, writing, speaking, listening and viewing
- Thinking critically about what is read, heard and seen
- Using imagination in constructive ways
- Supporting ideas and opinions with evidence

## WHY ENGLISH?

- To communicate better with others.
- To be more aware of the influences acting upon you e.g. the media, your peers.
- To see the importance of thinking for yourself.

## COURSE OUTLINE AND ASSESSMENT:

The Year 7 program covers a variety of topics to introduce students to literacy in context. An assessment item is linked to each topic and consists of both written and oral tasks. Possible assessment includes:

- Narrative
- Persuasive speech
- Spoken memoir
- Analytical short response in-class exam

There is a strong emphasis on the development of reading and language skills throughout the year. Assessment contains both written and spoken tasks, in-class responses and assignment work.

## HOMEWORK:

Homework is an essential part of the English course and will be given on a weekly basis. Class time is set for assignment work but it is also expected that students work on them at home. Assessment tasks will be set as part of each unit as homework and it is part of the course requirements that homework be completed.

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# ENGLISH FOUNDATION

## AIM OF SUBJECT:

- To meet the needs of students who require practical English skills.
- To equip students with the necessary tools for language use in written, spoken and visual contexts.

## IN THIS SUBJECT YOU WILL LEARN TO:

- develop and improve existing reading, writing, speaking, viewing and listening skills.
- communicate in a variety of contexts that extend to people and places outside of school.
- complete assessments that contains both written and spoken tasks.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Learning ways to improve your reading, writing, speaking, listening and viewing
- Expressing ideas and opinions
- Using your imagination in constructive ways

## WHY ENGLISH FOUNDATION?

- To learn to improve your communication skills.
- To feel more confident about writing and talking with others.
- To become aware of important links between communicating and the world outside of school.

## COURSE OUTLINE AND ASSESSMENT:

At the end of each unit, a modified assessment piece is completed that is directly related to the course of study. Possible unit topics include:

- Narration
- Persuasive speech
- Analytical short response in-class exam
- Reflective speech

There is a strong emphasis on the development of reading and language skills throughout the year. Assessment contains both written and spoken tasks, in-class responses and assignment work.

## HOMEWORK:

There are no set weekly tasks in English Foundation. Class time is set for assignment work but it is also expected that students work on them at home when required.

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# HEALTH AND PHYSICAL EDUCATION (HPE)

## AIM OF SUBJECT:

- To learn new skills in a variety of sports, games and physical activities.
- To acquire skills and knowledge which are essential for living a healthy lifestyle.
- To make informed decisions about individual health.
- To gain knowledge about individual personal development and successful interaction with others.

## IN THIS SUBJECT YOU WILL LEARN TO:

- interact with others.
- make informed decisions about health, physical activity and personal development.
- evaluate your own actions and the actions of others.
- develop skills for participating in a wide variety of games, sports and physical activity.
- enhance your own and other's self-concept and self-esteem.
- develop the skills for creating and maintaining positive interactions and relationships.
- develop a positive attitude towards participation in regular physical activity and an appreciation of the benefits of physical activity and a healthy lifestyle.



## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Participation in or have an interest in sports, games and physical activities.
- Being involved as a team member and interacting with others.
- Being active.

## WHY HPE?

To gain an understanding of movement principles, body awareness and the positive effect of physical activity has on your lifestyle.

## COURSE OUTLINE:

### THEORETICAL

- Approaching Adolescence
- Alcohol and other drugs

### PRACTICAL

- Newcombe ball
- Athletics
- Touch
- Ultimate disc

## ASSESSMENT:

Information is collected about students' ability to:

- demonstrate essential learnings.
- develop students' capacities to monitor their own progress.
- reflect current knowledge of child and adolescent development.
- be comprehensive, reliable and valid.

## HOMEWORK:

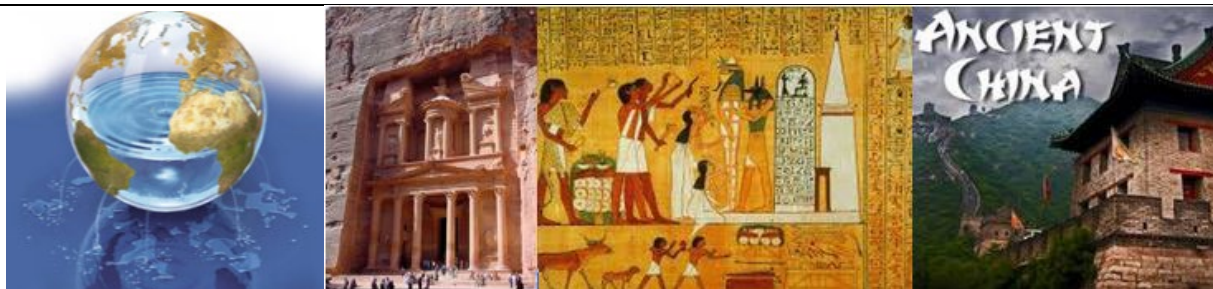
Assignment work – Term 1

Exam preparation – Term 2



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# HISTORY



## AIM OF SUBJECT

- To study the world and our place in it through integrated technologies.
- To gain valuable insight into the world in which we live, its history, natural landscapes, cities and people. There is an emphasis on skill development.
- Incorporate multi-level activities and assessment which provides opportunities for consolidation and extension.
- To develop well rounded, informed global citizens.

## WHY STUDY HISTORY?

You will:

- develop core skills needed at school and in the workplace. These include the ability to complete research assignments, write paragraphs and analyse text and maps.
- gain a greater understanding of yourself as a human being through the study of your own and other societies.
- develop knowledge, abilities, and ethical commitment necessary to participate as active citizens in shaping the future.

## IN THIS SUBJECT YOU WILL LEARN TO

- complete assessment that contains written and spoken tasks, assignment work and in-class tests.
- expand your knowledge and understanding of your own and other societies.
- explore local and global environments.
- integrate laptop equipment and digital media.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT

- Literacy
- Recalling learned information
- Gathering evidence from a variety of sources
- Developing clear and logical interpretations and explanations of evidence
- Reporting and presenting your findings clearly and concisely

## COURSE OUTLINE

### HISTORY

- **Unit 1:** Investigating the Ancient Past
- **Unit 2:** Emergence of Ancient Civilisations - Ancient Egypt
- **Unit 3:** Ancient Rome

## ASSESSMENT

- Short Answer Test and Response to Stimulus
- Multi-modal Research Presentation
- Research Assignment

## HOMEWORK

- History is an academic subject areas and revision for learning and assessment purpose is a reasonable expectation.

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# LITERACY IN PRACTICE



## AIM OF SUBJECT

To ensure all TMSHS students have the requisite literacy skills to succeed in high school and beyond.  
To develop and strengthen student literacy skills upon entry to high school.  
To extend the literacy skills of Year 7 students.

## IN THIS SUBJECT YOU WILL LEARN TO

- identify, name and use parts of speech, phrases and clauses.
- write simple, compound and complex sentences.
- punctuate written work correctly.
- develop and use comprehension strategies to make meaning of written texts.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT

Reading, writing, speaking, listening and viewing.

## WHY LITERACY IN PRACTICE?

Well-developed literacy skills are the foundation for all learning in all subjects. Thus, Literacy in Practice seeks to equip students with the literacy skills they need to access the curriculum and succeed in the workplace.

## COURSE OUTLINE AND ASSESSMENT

Literacy in Practice involves the explicit teaching of particular skills and concepts in fortnightly blocks. Fortnightly pre and post-testing takes place in class.

**TERM 1** – Parts of Speech (nouns, pronouns, adjectives, verbs, adverbs)

**TERM 2** – Parts of Speech, Punctuation & Sentence Structure (capital letters, prepositions, phrases, conjunctions, simple sentences, compound sentences)

**TERM 3** – Sentence Structure, Punctuation and Editing (subordinate clauses, subordinating conjunctions, complex sentences, commas, editing skills)

**TERM 4** –Punctuation & Speaking Skills (direct and indirect speech, apostrophes, other punctuation, oral speaking skills)

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# MATHEMATICS

Mathematics classes at Tamborine Mountain State High School are arranged with student needs in mind. Our goal is to help every student achieve as much as possible **at (or above) year level** expectations according to the national curriculum.

EVERYONE is provided with the opportunity to **excel** or be **enabled to access** maths according to the expectations of the Australian Curriculum.

In other words – students are placed in classes based on the pace and style we trust will ‘feel right’ (not too easy, not too hard – **just right**) for every student.

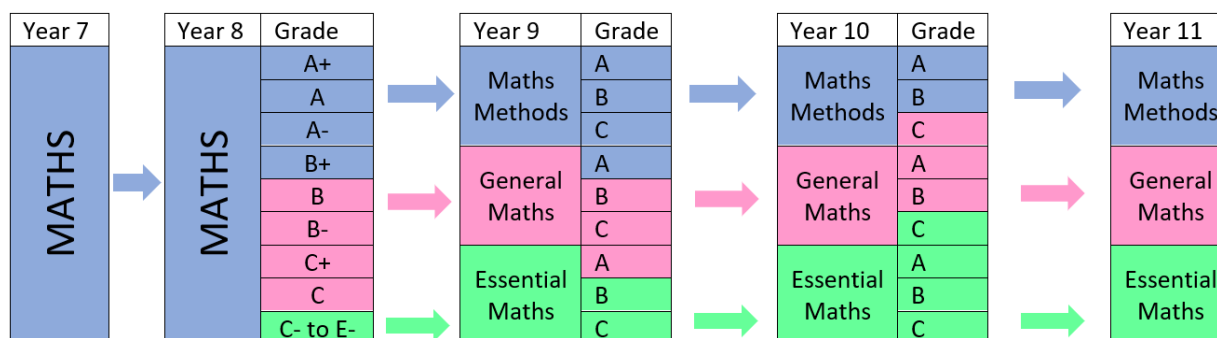
Acceleration may be possible.

Maths Classes Available:	Learning	Assessment	Timetable Code in Years 7 and 8
<p><b>Classes are arranged to provide the best level of challenge to suit all of our students.</b></p> <p><b>All classes in Year 7 and 8 are called Maths (MAT).</b></p>  	<p>Classes are grouped to provide a level of <b>challenge</b> that should suit the preferred pace of learning for each student.</p> <p>The same topics are studied for all maths classes. Students attempt all topics and extend as much as possible. Sometimes we need more time to get things, sometimes we get things quickly.</p> <p>An ‘A’ is the <b>same</b> in any grouping, but the ‘feel’ of each class will be different.</p> <p>Support provisions occur in all classrooms.</p>	<p><b>Same for all classes.</b></p> <p>Typically 3 tests and 1 assignment.</p>	<p><b>MAT</b></p> <p><b>Classes are assigned by school – students may discuss their individual aspirations with their teacher.</b></p>
<p><b>ICP Students</b></p>	<p>ICP Maths students study topics at a level that suits individual students according to Individual Curriculum needs.</p> <p>An Individual Curriculum Plans are only initiated by the school.</p> <p>Where timetabling allows, we may create an Access Maths group to facilitate ICP learning.</p>	<p><b>As per Individual Curriculum Plan – a range of assessment techniques throughout the year.</b></p>	

Tamborine Mountain State High School takes every care to ensure that your child is enrolled in a class that provides appropriate learning adjustments and challenges. If you have particular information you believe we should consider in arranging class placements for Mathematics feel free to contact us at any stage or to discuss this during the enrolment process.

## Maths Continued.....

With respect to future Maths choices that occur from grade 9, Mr Washburn has provided the following:



Please Note: - from Year 10 onward, subject pathways have pre-requisites, for e.g. you have to do well in Math Methods Year 10 to be able to do Maths Methods or Specialist Maths in Year 11.

\* Year 12 Math Methods and Year 12 General Maths have a 50% external exam based on all of Years 11 and 12 work. Year 12 Essential Maths is scheduled to have school-based assessment and a common internal assessment.

### ASSESSMENT

Assessment will be by test, assignment and class projects/tasks.

### MATH TEST!

$$3 + 3 \times 3 - 3 + 3 = ?$$

- a) 18
- b) 12
- c) 03
- d) 06

### HOMEWORK

Yes – there is homework...

Year 7 - 30 minutes homework per week.

Year 8 - 30 minutes homework per week.

Year 9 - 45 minutes homework per week.

In Addition to homework there will often be test revision.

If you have any questions please feel free to contact your maths teacher or:



For further information please contact

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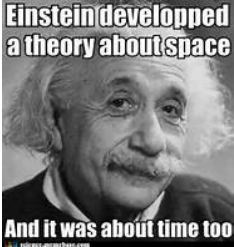

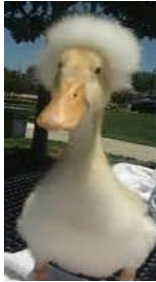
# SCIENCE

*The most exciting phrase to hear in science, the one that heralds new discoveries, is not 'Eureka!' but 'That's funny...'* Isaac Asimov

Science classes at Tamborine Mountain State High School are arranged with student needs in mind. Our goal is to help every student achieve as much as possible **at (or above) year level** expectations according to the national curriculum. EVERYONE is provided with the opportunity to **excel** or be **enabled to access** maths according to the expectations of the Australian Curriculum.

In other words – students are placed in classes based on the pace and style we trust will ‘feel right’ (not too easy, not too hard – **just right**) for every student.

Acceleration may be possible.

Science Classes Available:	Learning	Assessment	Timetable Code in Years 7, 8
<p><b>Classes are arranged to provide the best level of challenge to suit all of our students.</b></p> <p><b>All classes in year 7 and 8 are called Science (SCI).</b></p> 	<p>Science classes may be grouped or mixed – this is determined by the timetabling process of the school.</p> <p>All classes study all topics in as much depth as possible and aim to develop written communication skills for scientific reporting genre.</p> <p>The pace of learning varies to suit the needs of the students in the class.</p> <p>Learning adjustments (to make things more or less challenging) are available in every classroom.</p>	<p>Typically 3 tests and 1 assignment.</p> 	<p><b>SCI</b></p> 
<p><b>ICP Students</b></p>	<p>ICP Science students study the same topics but with assessment outcomes that suit Individual Curriculum needs.</p> <p>An Individual Curriculum Plans are only initiated by the school.</p>	<p><b>As per Individual Curriculum Plan – a range of assessment techniques throughout the year.</b></p>	<p><b>SCI</b></p>

## ASSESSMENT:

- Test
- Written assignment
- Experimental report
- Class projects

## HOMEWORK:

Science is an academic subject and revision for learning and assessment purposes is a reasonable expectation.

## YEAR LEVEL INFORMATION:

Year 7: Assignment and Revision work is given.

Year 8: Assignment and Revision work is given.

For further information please contact

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**ELECTIVE**

**SUBJECTS**



# 7 ART

## AIM OF SUBJECT:

- Use creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Visual Art.
- Enhance aesthetic understandings of arts elements and languages.
- Create art works and present and respond to own and others' art works, considering specific audiences and specific purposes.
- Recognise the Arts provide career opportunities and develop skills that will help to lead fulfilling recreational and working lives.

## IN THIS SUBJECT YOU WILL LEARN TO:

- create, imagine and innovate.
- apply humour to the creative process.
- analyse your skills and progress to guide improvement.
- apply knowledge of art movements to new situations.
- remain open to continuous learning through experimentation.
- give and respond to feedback.



## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Creativity
- Communication of messages
- Manipulation of traditional and non-traditional materials
- Metacognition
- General capabilities (ACARA)

## WHY VISUAL ARTS?

'The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in and through arts traditions and cultural practices fosters social competencies and aids the development of personal identity, world-views and global citizenship.' (Draft Australian Curriculum: 2012)

## COURSE OUTLINE:

Throughout the course, students will explore:

- Character Lab Workshops – using a diverse range of media to create 2D characters of various styles including Cartoon, Manga, Illustration, Comic and Street Art.
- Foundation elements and principles of design, the creative process.
- Introduction to style and the personal aesthetic.
- Character Lab Workshops – exploring 3D forms e.g. masks and introduction to ceramics.

## ASSESSMENT:

- 2D Folio including drawing and printmaking.
- 3D Folio (e.g. sculpture assemblage and introduction to ceramics).
- Visual (process) diary and digital folio (PPT).
- Literacy skills and knowledge.

## HOMEWORK:

Students will complete drawings, activities and reflections in their process diaries. These are monitored on a regular basis.

## FUTURE OPTIONS:

Senior Subjects such as Art; Photography and Film, Television and New Media.

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# DANCE

Dance is a subject that helps students gain knowledge through movement, develop group work skills, work in a creative environment, and gain and develop performance and confidence skills.

In Year 7 Dance, students are introduced to the genre of **popular dance and hip hop**, safe dance practices and dance appreciation. They gain an understanding of the elements of a dance and how to create a dance while working interdependently.

In this subject, students become actively involved in performance and choreography work, and the analysis of dance pieces. They listen to rhythms in music, create and perform dance sequences and self-reflect for improvement.



Dance at school is a fun and engaging subject that enables students to express their individuality, while working in group situations with existing and new friends. Students will explore new movements while learning their Performance routine and choreographing for assessment. They will strengthen their body and learn how to share and perform in a safe space.

It is a fun affordable way for all students to learn dance. Students may have the opportunity to participate and attend a workshop, performance and dance productions aligned with their studies.

Dance is a theory and practical-based subject that requires movement, enthusiasm, participation and group work. Students are also given opportunities to become involved in extra-curricular activities such as Dance Group, Arts Night and Tambo Talent Time. No prior experience in Dance is required.

## Why Dance?

1. A fun and exciting way to stay fit
2. Helps to improve social skills
3. Can increase one's self esteem
4. Teaches dedication and commitment
5. Understanding different cultures
6. Opportunity for self-expression
7. Improved body and mind development

## Assessment:

Performance (teacher taught routine)  
Muscles and Bones Exam  
Choreography (student created routine)  
Reflection (short response to choreography)



**Dance is the joy of movement and the heart of life**

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# Design (DSN)



Design is an exciting, creative and contemporary subject, encouraging solution driven thinking.



This subject area meets the huge global demand for good design and clear communication, while developing the ability to think critically about real world problems and develop solutions for clients.



Students will realise design solutions by employing Design Thinking techniques, sketching and low-fidelity prototyping, using lasers, 3d printing, traditional craft modelling, vinyl printing/cutting and dye sublimation

## Study Pathways and Career Fields



Architecture  
Engineering  
Interior Design



Graphic Design  
Digital Media



Furniture Design  
Trade Career



Fashion Design  
Jewellery Design



Industrial Design  
Product Design &  
Manufacturing

### Real World 21st Century Skills



Your mind is  
constantly brimming  
with creative ideas



High and low  
fidelity  
prototyping



3D Printing  
Laser cutting  
Vinyl printer/cutter



Real world  
Industry standard  
software

### Design Structure

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>Intro to Sketching</li> <li>Product - Multilayer key tag</li> <li>Graphic - Water bottle sticker</li> <li>Landscape - Edible garden</li> </ul>	<ul style="list-style-type: none"> <li>Design Sketching</li> <li>Furniture Design - Design Folio</li> <li>Jewellery Design - Design for a Client</li> <li>Sustainable Architecture - Design Folio</li> </ul>	<ul style="list-style-type: none"> <li>Sketch a Day</li> <li>Graphic (House Logo)</li> <li>Architectural (Pet House)</li> <li>Sustainable (Materials)</li> <li>Sustainable Exam</li> </ul>	<ul style="list-style-type: none"> <li>Sketch a Day</li> <li>Graphic (Personal Logo)</li> <li>Architectural (TinyHouse)</li> <li>Sustainable (Fashion)</li> <li>Sustainable Exam</li> </ul>

Senior Phase: ATAR Design (DES)

Applied Industrial Technology Skills (ISK)

Applied Industrial Graphics Skills (GSK)

Peter Brose Head of Department

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**AIM OF SUBJECT:**

- To promote confidence, creativity and communication.
- To enhance dramatic self expression.
- To promote imagination, critical and creative thinking.
- To promote problem solving.
- To promote cultural engagement.
- To foster spoken and written modes of literacy.
- To develop within students dynamic interpersonal skills and teamwork.

**IN THIS SUBJECT YOU WILL LEARN:**

- vital skills necessary for working co-operatively as part of a group and team.
- fundamental skills and techniques e.g. vocal skills, communication skills, interpersonal skills, empathic skills, emotional intelligence.
- elements of drama e.g. mood, tension, roles and relationships.
- acting techniques.
- characterisation techniques.
- basic staging and multi media.
- other modes of literacy and numeracy skills.
- gain understandings of human experience in different cultures, times and places.

**WHY DRAMA?**

- In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts.
- Drama encourages students to experience a range of different styles and techniques through active participation and involvement in a range of exciting activities.
- Drama motivates self-expression creatively and artistically.
- Drama enhances communication skills and a whole range of career transferable skills.
- Drama helps to develop confidence and the development of group skills.
- Engaging in drama promotes imagination, critical and creative thinking, problem solving, cultural engagement, communication and provides opportunities to share ideas with others through informal and formal performances. Students engage in learning experiences that integrate oral, kinaesthetic and visual communication to create aesthetic and artistic meaning.

**COURSE OUTLINE:**

- The Elements of Drama
- Drama Improvisation Skills
- Role play (Empathy)
- Skill building in teamwork, trust exercises and group dynamics
- Basic Stage craft
- Drama analysis
- Storytelling

**ASSESSMENT:**

- Dimensions of assessment include: making, presenting and responding
- Students work individually and in groups to explore and shape ideas and dramatic styles. While drama is a group art, achievement is measured in terms of the individual's performance within the group.

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# HOME ECONOMICS

## AIM OF SUBJECT:

- To introduce students to nutrition, food and textile skills that will be useful throughout their lives.

## IN THIS SUBJECT YOU WILL LEARN:

- hygiene and safety in the kitchen.
- examine the Australian Guide to Healthy Eating.
- practical cooking skills.
- safety in the sewing room.
- use of a sewing machine and commercial overlocker.
- use of textiles in our everyday lives.



## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Working independently
- Working with other people in groups
- Listening to and communicating with others
- Completing tasks
- Applying theory to practical situations

## WHY HOME ECONOMICS?

- Enhances one's well being through considering the individual and the environment, especially given Australia now has the largest number of obese individuals per capita in the world.
- Prepares students in a range of areas, including practical skills for their everyday life.
- Exposes students to a range of career possibilities in both the food and fashion industries.

## COURSE OUTLINE:

- Students complete one term of nutrition and food studies and one term of textiles studies. In each unit, students learn basic theoretical concepts relevant to their own lives and then apply this knowledge in practical situations.
- All necessary practical equipment (ingredients, fabric etc) can be arranged via a fee paying option or students can supply their own resources.

## ASSESSMENT:

- Practical skills in each unit
- Completion of set written tasks
- In-class exam
- Spelling tests

## HOMEWORK:

Homework can involve preparation for cooking lessons, the completion of class work, learning new subject related terminology and revision of class work. Homework is minimal due to the practical nature of this subject area.

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# Industrial Technology Skills (ITS)



ITS is a workshop based course, offering pupils the chance to design, model and build products using multiple materials, hand skills and CNC manufacturing processes.



Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries. Health & Safety training and skills for work are at the forefront of all learning.



Striving for accuracy, developing fine motor skills and coordination in all aspects of life and work. Learning to take pride in our work and demonstrate the ability to work independently to prescribed specifications.

## Study Pathways and Career Fields



Joinery  
Carpentry  
Shop Fitting



Engineering  
Mechanics



Fabrication  
Fitting & Turning



Site Management  
Foreperson



Architecture  
Engineering  
Interior Design

### Real World 21st Century Skills



Creativity and  
manufacturing  
skills



CNC  
Manufacturing



Health & Safety  
Skills for work



Real world  
Industry standard  
software

### ITS Structure

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>Health &amp; safety training</li> <li>Intro to sketching</li> <li>Intarsia Animal (wood)</li> <li>Birdhouse (mixed)</li> <li>2D computer design</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; safety training</li> <li>Sketching</li> <li>Dustpan (sheet metal)</li> <li>Passive speaker (mixed)</li> <li>Pencil box (wood)</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; safety training</li> <li>Cert II Engineering Pathways</li> <li>Carry all (sheet metal)</li> <li>Whiteboard frame (mixed)</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; safety training</li> <li>Ammo box (sheet metal)</li> <li>CO2 Car - (specification)</li> <li>Camp stool (wood)</li> </ul>

**Senior Phase:** Applied Industrial Technology Skills (ISK)  
Applied Industrial Graphics Skills (GSK)

ATAR Design (DES)

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# JAPANESE



## AIM OF SUBJECT

- To build on students' Japanese skills to enable them to communicate in basic real-life situations.
- To build students' confidence in languages.
- To enhance their knowledge of both Japanese language and culture.
- To develop the attributes of lifelong learners by expanding their skills as self-directed learners, complex thinkers, active investigators as well as effective communicators.
- To expand their own world views to better equip themselves for participation in the global community.

## IN THIS SUBJECT YOU WILL LEARN TO

- communicate in basic Japanese in real-life situations.
- enjoy aspects of another culture.
- appreciate your own language and culture.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT

- enjoying learning another language and the challenge of "being understood".
- risk-taking and "having a go" without worrying about making mistakes.
- interacting with others.

## WHY JAPANESE?

For Queenslanders, the study of Japanese is especially important given the strong ties with Japan.

Due to links in tourism, commerce, culture and education between Australia and Japan, our students will be brought more and more into contact with Japanese speaking people.

Japanese lifestyle, cuisine, art and sport are becoming increasingly familiar through the media and personal contact.

As some of our students take the opportunity to travel to Japan, willingness to use their Japanese skills will enrich their travel experience and help in developing lasting friendships.

- Japanese High School Exchange Visits.
- Japan Study Tour held usually every two years.
- Japanese animation and cooking!

## COURSE OUTLINE

The following topics will be covered:

- Manga and dream family
- Creepy creatures

## ASSESSMENT

Each term:

- One comprehending (listening or reading) task
- One composing (writing/speaking) task
- A cultural based assignment (\*one a semester)

## FUTURE OPTIONS

As we approach Japanese as a skill, not just knowledge, students' future options are unlimited:

- Study Japanese at local universities (e.g. UQ, Griffith)
- Apply for a scholarship and direct entry to Asia Pacific University in Japan (available since 2015)
- Learning about a different culture gives students a great opportunity to play an active role internationally in the future and to embrace the global and diverse communities in which we live.

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# MEDIA STUDIES

## AIM OF SUBJECT:

- To allow students to design, produce and critique a variety of media products from newspapers and magazines, radio and television, film and advertising.

## IN THIS SUBJECT YOU WILL LEARN TO:

- Refine your understanding of the way media texts are constructed.
- Identify and think critically about a variety of media genres
- Work practically to communicate ideas through a variety of media texts
- Learn through inquiry and develop problem solving skills.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Creativity
- Working responsibly with others in a team environment to create media products.
- Communicating and expressing knowledge and understanding.
- Analysing and responding to television shows/film/media texts.
- Presenting and reflecting upon production processes.



## WHY MEDIA STUDIES?

- We live in a media saturated society.
- Knowing how media texts are created is equally as important as knowing what they contain.

## COURSE OUTLINE:

- Add the Music – Music Video Clip Production
- Promotional Folio - Photoshop

## ASSESSMENT:

- Written/Literacy skills
- Filming and editing for production practice
- Scriptwriting
- Includes design, video and stop motion animation



## HOMEWORK:

Students must be aware that there is a significant percentage of the subject that will require students to work in groups. As a result, students may need to find time outside of class to work together on assessment and some individual research.

## FUTURE OPTIONS:

- Careers in advertising, radio, film, journalism, public relations, photography, visual arts and television production.
- Years 8, 9 & 10 Media.
- Years 11 & 12 Film, Television and New Media.

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# MUSIC

## AIM OF SUBJECT:

- To promote an understanding of a variety of styles and composers in order to gain an appreciation of music, its structures and concepts. These musical styles range from classical to contemporary.
- To promote three essential areas of music – composing, performing and musicology.

## IN THIS SUBJECT THE STUDENT WILL LEARN:

- To expand and develop knowledge about music and its structure.
- To explore the music of various composers, countries and cultures.
- To experience the aesthetics of music through expressive and communicative performances.
- To understand the unique aspects of music through composing.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Having an enthusiasm to learn the many attributes of music through performance, composition and musicology.



## WHY MUSIC?

- To enable the student to express and communicate thoughts and ideas through music.
- Music enhances success in learning, creativity and social interaction in study and throughout life in general.

## COURSE OUTLINE:

- **Composition** e.g. Composing an original piece using a variety of resources/software.
- **Musicology** e.g. Fundamental history and development of music.
- **Performance** e.g. Instrumental and/or vocal.

## ASSESSMENT:

- Throughout the course there is the opportunity to work individually or in groups. Music has three dimensions of assessment – composing; performing; musicology.

## HOMEWORK:

- The student will be required to complete homework on a regular basis. This may include short written tasks or short composition tasks. These may contribute to the assessment. Performance tasks are usually completed during class time.

## FUTURE OPTIONS:

- Through the study of music comes an array of possibilities for both study and career options as well as personal growth.

'The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in and through arts traditions and cultural practices fosters social competencies and aids the development of personal identity, world-views and global citizenship.'

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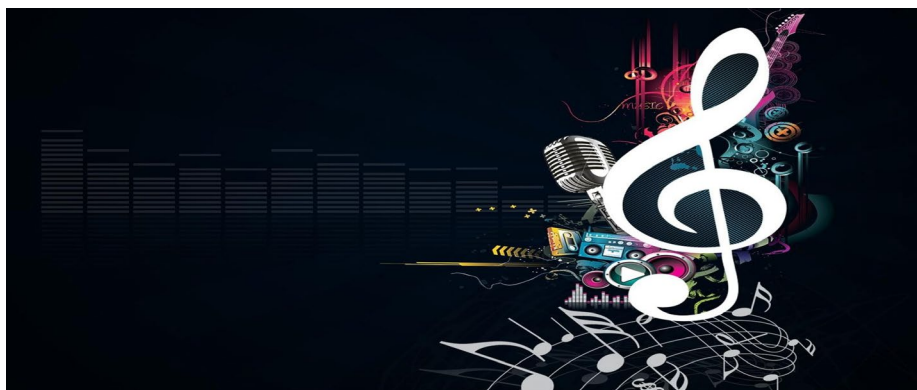
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# Robotics and Design (RAD)



With an emphasis on critical thinking and problem solving; RAD is an engaging subject where human creativity and evolving technologies collide. Students expand their abilities in a fun learning environment where they are encouraged to test the limits of their genius.



The subject focus is on applied and practical S.T.E.M. (Science Technology Engineering Mathematics) with explorations of design thinking, collaboration, technical innovation, simulated workspaces and project management.



Students explore a range of tasks and project contexts. They use this knowledge to create solutions to problems from varied study pathways and careers. They learn and use technologies, design processes and prototyping skills. They engage the skills of explaining, elaborating and maturely evaluating their work.

## Study Pathways and Career Fields



Mechatronics  
Robotics  
Innovation



Industrial Machine  
Control and  
Maintenance



Electronics,  
Product and  
Industrial Design



Engineering  
Architecture



Coding, Web,  
Game (etc)  
Development

## 21st Century Skills



Critical thinking as a  
life-skill for generating  
opportunities



Designing,  
prototyping  
testing, improving



2D/3D CAD,  
Coding,  
Machine Control



Real world,  
Industry standard  
technologies

## Basic Overview of RAD Course Skills, Components and Structure

Grade 7	Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> <li>Aeronautical engineering</li> <li>Planetary Robot Explorer</li> <li>Design sketching</li> <li>Coding and Debugging</li> <li>Robots and Society</li> <li>Practical I.C.T. Skills</li> </ul>	<ul style="list-style-type: none"> <li>Bottle Rocket Science</li> <li>3D Computer Assisted Design (CAD)</li> <li>Engineering Product Design (3D Print)</li> <li>Coded Machine Control</li> <li>Dance-BOT</li> </ul>	<ul style="list-style-type: none"> <li>Sumo-BOT Engineering</li> <li>2D &amp; 3D CAD solutions</li> <li>Civil Engineering (Bridges)</li> <li>Prototyping (Laser Cut)</li> <li>Video Game Design</li> <li>Electronics Fundamentals</li> </ul>	<ul style="list-style-type: none"> <li>Fetch-Bot Engineering</li> <li>Desktop Siege Weapon Physics and Design</li> <li>Advanced 2D &amp; 3D CAD</li> <li>Biomimicry Architecture</li> <li>Microcontroller Science Fair</li> </ul>

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