

# All Souls St Gabriels School

## Years 9&10

# Curriculum Handbook

(For students entering Year 9 in 2020)



The primary purpose of this handbook is to provide specific subject information so that students will be able to make informed choices of subjects to study in Years 9 & 10.

In the Queensland Education System, Years 9 & 10 are part of both the end of the compulsory years of schooling and the beginning of the post-compulsory years. They help shape the options for a young person's education program in the Senior Phase of Learning.

Years 9 & 10 should therefore, not be treated as just another two years of schooling, but more of a complete course enabling the young person a chance to begin to specialise their learning.

Information regarding all junior secondary subjects can also be obtained from the Australian Curriculum web site: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)  
The Queensland Curriculum and Assessment Authority web site: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) also offers relevant information for these years of schooling.



A message from the Headmaster ...

*Dear Parents and Students*

*Each year, students in Year 8 are asked to make course selections for their studies in Years 9 and 10. All students must study English, Mathematics, Science, Humanities and Social Sciences (HASS), Health and two elective subjects for Year 9 and Terms 1-3 in Year 10. School-based subjects, Christian Education (through weekly Chapel Services), Life Skills and Career planning are also studied.*

*The aim of this handbook is to allow parents and students to make the best possible decisions in relation to subject choices for Year 9 and Terms 1-3 in Year 10. It is important to choose subjects carefully as these decisions can affect happiness and success while at school in these formative years.*

*Students should choose subjects:*

- *they enjoy;*
- *in which they can do well;*
- *which will help them reach their chosen course and career goals; and*
- *which give them skills, knowledge and attitudes useful in life.*

*Teaching staff are aware that choosing subjects and making plans for the future can be confusing for both students and their parents. If you would like to discuss these matters with teaching staff, you are welcome to contact the School.*

*Yours faithfully*

*Darren Fleming*

All information in this handbook  
is correct at time of publication  
but subject to change.

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Please note – Not all subjects will necessarily begin in 2019. If numbers are not sufficient to make a class economically feasible, a decision may be made to suspend that subject for this calendar year.

(04/09/19)

While, at this point, students are concerned with selecting subjects for Year 9 and Terms 1-3 in Year 10, it is very important for students and their parents to understand that compulsory subjects (English, Mathematics, Science, HASS and Health) will prepare students for the majority of the subjects offered in the senior phase of learning at All Souls St Gabriels School.

It should be noted that, the two electives chosen by students will help them decide which types of subjects they most enjoy. Students tend to do better in subjects they enjoy.

## **GENERAL INFORMATION**

Students and their parents may find the following guide useful in following the sequence of subjects from Years 7 to Year 12. The list below will assist in understanding the changes that occur in the names and focus of some subjects from one year to another. It must be stated that this list is not definitive. Changes can occur on an annual basis, determined by student demand for subjects, teacher availability, physical resources etc.

Year 7	Year 8	Years 9 & 10 <sup>^</sup>	2020 Year 11	2020 Year 12
English	English	English	English Essential English*	English Essential English*
Mathematics	Mathematics (Advanced, Intermediate & Foundation)	Mathematics (Advanced, Intermediate & Foundation)	Essential Mathematics* General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics* General Mathematics Mathematical Methods Specialist Mathematics
Science	Science	Science	Biology Chemistry Physics	Biology Chemistry Physics
Humanities and Social Sciences (HASS)	Humanities and Social Sciences (HASS)	Humanities and Social Sciences (HASS)	Modern History	Modern History
LOTE / Literacy	LOTE (SDE) / Literacy	LOTE (SDE)		
Health	Health	Health <i>Physical Education</i>	Cert III in Fitness* Physical Education Sports & Recreation*	Cert III in Fitness* Physical Education Sports & Recreation*
Drama# Music# Visual Art#	Drama# Music# Visual Art#	<i>Drama</i> <i>Music</i> <i>Visual Art</i>	Drama Music Music Extension (Composition & Performance) Visual Art Visual Arts in Practice*	Drama Music Music Extension (Composition & Performance) Visual Art Visual Arts in Practice*
Design & Technology#	Design & Technology#	<i>Design &amp; Technology</i>	Industrial Technology Skills*	Building & Construction Skills*
Food & Textiles#	Food & Nutrition# Textiles#	<i>Food &amp; Textiles</i>	Hospitality Practices*	Hospitality Practices*
STEM#	STEM#	<i>Information Technology</i>	Information & Communication Technologies*	Information & Communication Technologies*
	Economics & Business#	<i>Economics &amp; Business</i>	Economics	Economics
			VET Courses*	VET Courses*
Life Skills	Life Skills Philosophy & Reason# Study Skills#	Career & Development (CAD) Life Skills	Career & Development (CAD) This is a school-based course – not for ATAR	Career & Development (CAD) This is school-based course – not for ATAR

<sup>^</sup> Year 9 & only Terms 1-3 of Year 10. Year 10 students will commence senior studies in Term 4 2020 (see subjects listed in Year 11 column)

# Subjects studied by all students in that year level for part of the semester on a rotation basis  
Subjects in *italics type* are elective subjects for students in these year levels

\* these subjects / courses can only count for one input into the calculation of an ATAR

## **DESIGN & TECHNOLOGY (D&T)** (Elective)

Design and Technology provides students with opportunities to understand design concepts and manufacturing techniques while utilising both traditional and industry standard technologies. Students engage in design projects that are challenging and fun. Each project provides students with a range of experiences to develop and extend their skills. The use of equipment in the realisation of projects enables students to better appreciate safety and the production processes used in the industry and provides them with a more authentic learning experience.

Design and Technology education provides an opportunity to develop critical thinking skills, knowledge and understanding of design, materials, tools and techniques in creating products, processes and systems.

Students are offered a wide range of experiences, some of which include:

- Safe work procedures
- Competent and safe use of power and hand tools
- Competent and safe use of machinery
- Understanding and creating construction plans
- Traditional and modern production techniques
- Precision measuring and marking
- Timber joinery
- Sheet metal fabrication
- Steel fabrication
- Timber finishing
- Painting

### Year 9

- Dust Pan – Sheet metal fabrication using the guillotine, panbrake and drill press, plus other tools.
- Jewellery Box – Timber joinery with dovetail joints and routing using the table router, tenon saw and dovetail guide, plus other tools.
- Pencil Case – Sheet metal fabrication using the tools above with wire, mallets and anvils, plus other tools.
- Combination timber project – A choice of three tasks joining different timbers to make a Cutting board, Chessboard or Clock.

### Year 10

- Coffee Table – Timber Joinery with traditional mortice and tenon joints using a combination of power and hand tools.
- Thread and Drill Gauge – Metal fabrication using precise engineering techniques and skills
- Steel and Timber Stool – A chance to combine the metal fabrication and timber joinery to create a bar-style stool.

## **DRAMA** (Elective)

Drama explores the relationship between making and responding in the dramatic sphere. Students explore the physical dimension, creating and performing within different contexts to explore character and settings. The personal development gained through exploring character and performing for others is an essential life skill and can also enhance other subject areas through building confidence when presenting in front of an audience.

Studying Drama enables the exploration of issues and the development of interpretive skills which enhance the understanding of wider world issues, through the adoption of different character and settings. Learning and practising drama fosters social competencies such as effective communication and interpersonal skills, team work, understanding relationships, understanding divergent cultural perspectives, creative problem-solving, self-confidence and self-discipline. In the current, rapidly changing world, these skills are valuable for any profession.

Some of the units studied may include:

- Whole class – performance of a published play
- Indigenous drama involving directing a scene
- Responding to live theatre
- Performance installation (pop-up performance)
- Physical Drama
- Melodrama
- Realism

Assessment will be based on making and responding tasks where students engage in the creation of drama as well as reflecting on the process of the creation. They also consider the place of drama within the wider context of events occurring in the wider world.

## **ECONOMICS & BUSINESS** (Elective)

The economy (and businesses operating in it) affects the daily lives of all Australians as they work, spend, save, invest, travel and play. Business activity influences jobs, incomes and opportunities for personal enterprise. Business, economic and legal activities impact on and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs.

Economics and business education is important for students in their secondary schooling. In this phase of schooling, they gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. Students studying economics and business will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters. These skills will result in improved economic, consumer and financial literacy.

The course covers parts of the Australian Curriculum with an aim to prepare students for studying senior business subjects offered at All Souls St Gabriels School.

Students will study a range of the following units over the course:

- Consumer Choice
- Promoting & Selling (Marketing)
- Travel
- Employment
- Basic Accounting Practices
- Running a Business
- Introduction to senior Economics

Assessment tasks over the course will consist of a range of techniques:

- written projects,
- multi-modals (oral presentations),
- short response exams,
- practical projects, and
- a business venture.

Students work will be assessed using the following criteria:

- Economics and Business Knowledge & Understanding
- Economics and Business Skills

The following example course outline follows an inquiry method of teaching and learning:

- What are the responsibilities of participants in the workplace and why are these important?  
Learning Experiences / Assessment items: First Job Fundamentals: Real life skills for teenagers entering the workplace for the first time – What will my first job look like? (resume building) and building an information brochure to help keep your friends informed.
- What strategies can be used to manage financial risks and rewards?  
Learning Experiences / Assessment items: Consumer choice excursion & Teenage Boss report (Financial Advisor to a client)
- How does creating a competitive advantage benefit business?  
Learning Experiences / Assessment items: Marketing & Promotion: Shark Tank business proposal & stall (Team activity)
- How do participants in the global economy interact?  
Learning Experiences / Assessment items: Australian's as Global Citizens: Alternatives for a fairer world inquiry

## **ENGLISH** (Compulsory)

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

The subject of English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose;
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue;
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning; and
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

In Year 9 and Terms 1-3 in Year 10, literary texts support and extend students as independent readers. They are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. The literary texts involve levels of abstraction, higher order reasoning and intertextual references.

Some examples of literary texts include:

- novels including excerpts from longer texts
- short stories
- plays (scripts and performances)
- poetry
- feature films
- a variety of non-fiction pieces



## **FOOD & TEXTILES** (Elective)

The central focus of Food & Textiles is the well-being of people within their personal, family, community and work roles. Food & Textiles encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles.

Food & Textiles is an interdisciplinary study drawing on the fields of nutrition and dietetics, textiles, fashion, human development, relationships and behaviour. Our Food & Textile plan encompasses two terms of food studies and two terms of textiles in Year 9 & two terms of textiles and one term of food studies in Year 10.

These units will include

- textiles, fashion design and garment manufacture
- food safety and hygiene
- adolescent nutrition and international influences
- textiles, design and non-apparel items
- food science, staple foods, and meal planning
- basic catering and planning

Through the study of Food & Textiles students have the opportunity to develop a number of skills which provide the basis for attributes that can be helpful to most subject areas and most career paths. Therefore, they are skills and attributes most employers are looking for in employees. These skills are also necessary for success in all facets of life (home and family), work and study, leisure and hobbies.

A study of Food & Textiles is practical as well as theoretical and is designed to be relevant and capture the interest of students.

## **HEALTH** (Compulsory)

The subject of Health is compulsory in Year 9 & Terms 1-3 in Year 10. The course emphasises the enjoyment of actively participating in a variety of physical activities.

Students are given the opportunity to enhance their physical performance and improve their strategic awareness in the activities including, but not limited to: swimming, netball, basketball, athletics, cross-country, touch football, soccer, fitness development and water-sports.

Class time is also allocated to prepare students for traditional Inter-School sports so they will be competent competitors in both Inter-House and Inter-School carnivals. Furthermore, theory topics including nutrition, sexual health, alcohol, drugs and tobacco are covered in this course.

Health follows the Australian Curriculum for Health and Physical Education, meaning all units will be assessed and reported on using the relevant achievement standards and content descriptors.

Ultimately, the program allows students to experience as many sports and games as possible and aims to develop a positive attitude towards participation in regular physical activities.

## **HUMANITIES AND SOCIAL SCIENCES (HASS)** (Compulsory)

It is the desire of All Souls St Gabriels School to ensure that all students in Years 9 and 10 develop:

- a critical understanding of, commitment to, and ability to participate in Australia's democratic society;
- an understanding of the history, geography as well as economic and political systems of our country and its relationship with other countries (particularly our close neighbours); and
- transferable social skills such as decision-making, problem solving and the capacity to exercise judgment in matters of morality, ethics and social justice.

Our HASS program for Years 9 & 10 incorporates the above three aims by following the Australian Curriculum in History and various Social Science units. They involve such topics as:

- Australia's system of government and Federation
- Australians in World War One
- The Industrial Revolution
- Living in a sustainable world
- The movement of peoples over time
- Landforms and mapping
- Australian society between the World Wars
- Australians in World War Two
- Modern social and global issues

By the fostering of social and intellectual skills as well as assisting the formation of values, these units will produce socially competent students who are able to participate effectively in Australia's democratic society.

The integration of history, geography, economics and the study of societies in the subject HASS, ensures that all students are provided with a sound knowledge of the disciplines that are:

- central to understanding and participating in Australian society and the global environment; and
- central to informed subject choice selection in Year 11.

Assessment includes written tests, research and source based reports, and spoken tasks as an individual or as a member of a co-operating team.

Students may also enter a range of competitions such as the Australian History Competition and the Australian Geography Competition.

Field trips and excursions (where and when they can be arranged) are a component of the course.

By studying HASS, students will develop a range of transferable skills that are essential preparation for employment and later life. Studies in HASS may help young people gain employment in the travel industry, journalism, advertising, public relations, teaching, surveying, the public service, and research work in a variety of fields such as retail and industrial relations.

## **LIFE SKILLS / CAREER AND DEVELOPMENT (CAD)** (Compulsory)

Life Skills is a compulsory subject for one lesson per week in Year 9. Career and Development (CAD) is a compulsory subject for two lessons per week in Year 10. A variety of topics are discussed and presented to the students through videos, the internet, career surveys, lectures and forums conducted by teachers or invited guest speakers who are experts in their field.

In Year 9, Life Skills students focus on developing skills to help them cope with everyday challenges at home and school. You Can Do It forms the basis of our program, with the five Keys to Success: resilience, confidence, organisation, persistence and getting along. This program helps students understand feelings, practise empathy, build confidence, become more aware of the present, develop helpful thinking and productive problem solving. The career aspirations program builds students awareness about pathways available to them and assists them to set meaningful goals for their future.

In Year 10, CAD focuses on introducing students to the diverse range of career opportunities available and the factors that influence a person's career choice.

Every student in Queensland is required to complete a Senior Education and Training (SET) Plan to ensure the student has considered their future education / career pathway. It is a plan that helps students to set and work towards goals in their senior years of school and beyond. Extensive career research, using sites such as [www.myfuture.edu.au](http://www.myfuture.edu.au), career and subject selection talks assist students to make informed decisions about subjects for the senior phase of learning.

## **MATHEMATICS** (Compulsory)

As in Semester 2 of Year 8, students in Year 9 & Terms 1-3 of Year 10 Mathematics are divided into three groups based on ability. These are Advanced, Intermediate and Foundation. All three groups follow the Australian Curriculum but to varying degrees. Students are selected for these groups based on previous results and teacher input. These groups are very flexible and there is continual movement of students based on progress and subject pathway.

The aim of Mathematics in Years 9 & 10 is to both build on skills previously gained and to develop new skills that can be used in everyday life, whilst preparing students for the rigour of Senior Mathematics. Students in Advanced Mathematics will be prepared for a Mathematical Methods (formerly Maths B) pathway; students in Intermediate Mathematics will be prepared for either Mathematical Methods or General Mathematics (formerly Maths A); and Foundation Mathematics students will be prepared for the General Mathematics and Essential Mathematics courses. Students studying Advanced Mathematics may also decide to study the optional Mathematics senior course – Specialist Mathematics (formerly Maths C).

While the Advanced Mathematics course still follows the Australian Curriculum, it does differ from both the Intermediate and Foundation courses. In Year 9, all students will cover the same topics but the Advanced group will move at a much quicker pace and progress onto the Year 10 content. In Year 10, the Australian Curriculum allows for an 'advanced' course, which will be taught alongside the standard curriculum where needed.

Students following the Intermediate Mathematics course stick closely to the Australian Curriculum whilst ensuring they have all the basics required for later life and Senior Mathematics. This course does aim to prepare students for both Mathematical Methods and General Mathematics in the senior phase of learning.

Foundation Mathematics is a course for students who would benefit from working at a slower pace and in a smaller group. This course does aim to prepare students for both General Mathematics and Essential Mathematics in the senior phase of learning by targeting the required skills in Terms 1-3 of Year 10.

In Year 9 & Terms 1-3 of Year 10 Mathematics, students can expect to do two written exams, one problem-solving and modelling task (PSMT – assignment) and one progress test over the course of a semester. PSMTs are designed to be both engaging and interesting, while preparing students for Senior Mathematics. To reflect new procedures in the senior phase of learning, the end of semester exam will cover all units in that semester and not just that term, and will be split into two sections: Technology-free and Technology active.

There is an expectation that all students complete minimum prep requirements within a given time frame. This would usually consist of about 30 minutes twice a week. This will consist of consolidation work and revision for future assessment. Prep may be done using a textbook, worksheet or online resource. If students fall behind or feel they need extra support, they are encouraged to attend tutoring sessions which are set by staff or attend 'Ringers' (afterschool homework help) Club after school, which runs Tuesday to Thursday.

## **MUSIC** (Elective)

Music is a subject where students engage in the music making process: performing, composing and reflecting. They are required to perform on an instrument, or as a singer, in both group and solo settings. In addition they will study the theory of music to enable them to understand musical scores more fully and engage in the composition process. Composition tasks will utilise notation skills, both hand-written and using 'Sibelius' and other notation software packages.

Some of the units studied may include:

- World Music
- Jazz and Blues
- Protest in Popular Music
- Australian Art Music
- Technology in Music

Students will be asked to evaluate and justify their responses to examples of recorded music, explaining their responses using the elements of music as demonstrated in the performance.

Assessment will be based on making and responding tasks. They will compose music for solo instruments as well as collaborating with a group to arrange music for the instruments played by group members. Students will perform as a soloist and as an ensemble member for their performance assessments. They will also undertake written theory and musicology tasks, where they evaluate a piece of music.

Students independently and collaboratively experiment, conceptualise, reflect, refine, present, perform, communicate and evaluate. They develop knowledge and understanding of the skills required to continue learning and performing as a musician.

## **PHYSICAL EDUCATION (PE)** (Elective)

Physical Education provides students with the opportunity to further develop their knowledge and understanding previously and concurrently gained in Health.

The subject will be timetabled for four lessons per week and follows the same outline as the senior version of Physical Education. This means that theory and practical elements are not weighted equally and students will spend more time learning content in theory lessons than they will performing physical skills.

Written exams, assignments and multi-modal presentations, as well as demonstrating physical skills in the context of drill and game situations, will contribute equally to students' overall grades.

Objectives – Physical Education at All Souls St Gabriels School has two major objectives. Firstly, it allows students to become physically educated. This provides students with information and skills which will help them appreciate the benefits of regular physical activity and prepare them to lead active and healthy lifestyles. Secondly, it is vital to prepare students for the demands of the senior Physical Education program, should they choose it in their senior phase of learning.

Semester Outline – Throughout the course students will complete several theoretical units based around current issues and information in Physical Education. These include:

- Unit 1: Equality – Barriers and Enablers & Ethics and Integrity
- Unit 2: Motor Learning and Functional Anatomy and Biomechanics
- Unit 3: Training Programs
- Unit 4: Sports Psychology

The physical aspects of the course are used to further the student's theoretical learning. Practical marks account for 18% of the total marks awarded, while theoretical assessments account for 82% of all marks awarded through a variety of sports and activities.

Assessment Structure – Throughout the course students will complete a variety of assessment tasks in genres including: Short and Extended Response Exams; Research Assignments and Multimodal Presentations

Prerequisites – While there are no specific prerequisite requirements for choosing this subject, the following skills and interests will be beneficial:

- an interest and willingness to participate in a variety of physical activities;
- 'C' level literacy and numeracy skills; and
- an interest in health and improving personal physical capabilities.

Out of Class / Homework / Prep Expectations – Students will be expected to have full ASSG sports uniform (including appropriate footwear, not skate shoes or Dunlop volleys) for each lesson.

Assessment requirements for Physical Education will also require students to complete some revision of class work and assignments in their own time. This should not exceed approximately three hours per week in Year 9 and four hours per week in Terms 1-3 of Year 10.

Practical lessons will also provide students with learning experiences that expand their tactical and strategic awareness, at both individual and team levels.

A desirable though not mandatory prerequisite for the senior Physical Education subject, the junior Physical Education course aims to prepare students not only for senior schooling, but also as active, healthy, lifelong learners.

## **SCIENCE** (Compulsory)

The study of Science is an essential and therefore compulsory part of the secondary curriculum. It encourages and develops independent learners through the application of the Scientific Method.

In Science students can discover the world around them, trusting in their ability to differentiate between real and fake claims through evaluative and critically analytical processes. Science engages students through a variety of different theoretical and practical activities and has a strong emphasis on literacy and numeracy. Regular application of those skills such as reading and writing in specific genres as well as measuring, graphing and calculating help students bring English and Mathematics to life, helping them to solve real life problems.

Science at All Souls St Gabriels School follows the Australian Curriculum, helping students develop the following universally recognised employability skills:

- Independent and high-order thinking skills such as interpretation and evaluation, critical analysis and predicting, as well as making justified conclusions from a range of reliable sources;
- Correct use of scientific apparatus to collect and analyse primary data in a range of laboratory and field based applications;
- problem-solving skills and team work as well as note taking and data recording; and
- Lateral thinking and the ability to apply their understanding to unfamiliar situations.

The Science syllabus has four core topics:

- Biological Science – The study of all living things in their environment
- Chemical Science – The study of matter & reactions
- Physical Science – The study of Energy & Motion
- Earth & Space Science – The study of terrestrial & extra-terrestrial phenomena

The Australian Curriculum: Science has three interrelated strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Together, these three strands provide students with an understanding of the people, knowledge and skills required to pursue a myriad of career opportunities through which they can develop a thorough interpretation of the world around them. Students are challenged to explore all aspects of the living, physical and technological world and generate real solutions to real problems affecting us today and in the future.

Students will be involved in many different learning activities during the secondary program in Science. These include normal teacher-led discussions, debates, films, written work, practical laboratory work, excursions, library research and use of computers and technology. Whatever the learning activity, students will be expected and encouraged to be actively involved and contributing to the activities. They will be encouraged to think logically and to approach problems in a methodical way, at the same time as utilising some of the most up to date facilities and equipment available to schools.

Students studying Science will have their progress assessed by a number of different methods. To prepare students for their senior phase of learning, junior science assessments mimic that of the new senior syllabus documents. Assessments such as Data Tests, Student Experiments, Research investigations and Supervised Examinations will be used to gather data on the student's grasp on this subject.



## **STEM** (Elective)

STEM is a subject that ensures students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge, practical and problem-solving skills when using technologies and other resources, students learn to create innovative solutions to current and future needs, by working both independently and collaboratively.

One of the key ideas of STEM is to bring together skills from science, technology, engineering and mathematics. This is a problem-solving method that is applied to create solutions that can be implemented using digital technologies. It involves integrating strategies, such as organising data logically, breaking down problems into parts, interpreting patterns and models and designing and implementing algorithms.

This subject will build on skills and strategies gained in Years 7 & 8 and aims to prepare students for senior subjects, in particular ICT (Information Communications Technology) as well as other IT and Design & Technology courses. This is all done while trying to show students how digital solutions can be used in the ever changing world of work.

In this subject, students can expect to complete units involving both robotics, programming and coding, CAD (computer aided design) and other new technologies, with a strong emphasis on designing, creating and problem-solving.

Assessment will take the form of practical tasks and projects.

## **VISUAL ARTS** (Elective)

Visual Art is a subject where students explore and create artworks. They develop skills to manipulate a range of materials in order to create artworks. They also reflect on the creative process, maintaining a record of the process taken to complete the artworks. Art enables the exploration of issues and the development of interpretive skills which are then expressed through a range of artistic media. Art fosters social competencies such as understanding relationships, understanding divergent cultural perspectives, creative problem-solving, and examining issues which affect the students. It also enables students to have a creative outlet to display their thoughts and emotions.

Some of the units studied may include:

- Art vs Science: ephemeral art, sculpture and installation
- The Essence of Time: photography, digital and interactive art
- The Writing is on the Wall: printing, street art and public art
- What it Means to be Human: drawing, assemblage and performance art

Assessment will be based on making and responding tasks. Students will construct a series of artworks, based on the topic being studied, and reflect on the creative process. They will show the development of associated physical skills required for the varied artworks.

Students independently and collaboratively experiment, conceptualise, reflect, refine, present, communicate and evaluate. They develop knowledge, understanding and skills to design and produce artworks. Students learn by reflecting on their making and critically evaluating the process and the product.

Both the creative process and the reflective process can be applied far more widely than simply within the classroom and enable students to develop skills in their lifelong learning journey, particularly as an expressive mode of learning.

**NOTES**