## Middle School Office

### Contact Details

<table>
<thead>
<tr>
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<th>Title</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
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# MIDDLE SCHOOL SUBJECTS 2017

<table>
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<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>2 semesters</td>
<td>2 semesters</td>
<td>2 semesters</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
<td><em>A Mathematics or Mathematics</em></td>
<td>6x40 min. periods per week</td>
</tr>
<tr>
<td>2 semesters</td>
<td>2 semesters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>2 semesters</td>
<td>2 semesters</td>
<td>2 semesters</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>History, Geography</strong></td>
<td>1 semester each</td>
<td><strong>History, Geography</strong></td>
<td>5x40 min. periods per week</td>
</tr>
<tr>
<td>1 semester each</td>
<td>1 semester each</td>
<td>1 semester each</td>
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<td></td>
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</tr>
<tr>
<td><strong>I term each:</strong></td>
<td><strong>Electives -2 semesters</strong></td>
<td><strong>Electives -2 semesters</strong></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td><em>(Choose 3, 4ppw each)</em></td>
<td><em>(Choose 2, 6 ppw each)</em></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4ppwk</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>4ppwk</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education (3 ppw) and Sport (2 ppw)</strong></td>
<td><strong>Health &amp; Physical Education (3ppw)</strong></td>
<td><strong>Health &amp; Physical Education (3ppw)</strong></td>
<td>Year 8 and 9, 3x40 min. periods per week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal Development- (tutorial 1ppw/ form 2ppw/ assembly 1ppw)</strong></td>
<td><strong>Personal Development- (tutorial1ppw/ form1 ppw)</strong></td>
<td><strong>Personal Development- (tutorial 1ppw/ form 1ppw)</strong></td>
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</tbody>
</table>

*Notes:* Students wishing to follow an O.P. pathway in the Senior School must do English, A Maths or Maths, and the Science course.
INTRODUCTION

AIM
The aim of this booklet is to provide students and parents with information about the subjects available in the Middle School.

It is important to point out that subjects listed will only be taught if there is sufficient student demand and if exigencies of the School teaching timetable and staffing permit the class to be offered.

Year 7

Curriculum Philosophy

The Year 7 curriculum is structured to take advantage of the expertise offered by specialist teachers, the best practices of "middle years" pedagogy and meaningful pastoral care, while offering Year 7 students the opportunity to make the transition into the Middle School commensurate with their emerging needs as young adolescents.

The Rockhampton Grammar School recognises the importance of pastoral care as being central to our educational principles. The Year 7 programme ensures that the progression from Year 6 Primary to Year 7 Middle School is as smooth as possible, recognising that Year 7 is an important year of transition for our students.

Basic Timetable Scaffold

In Year 7,
- Students follow a five-day cycle based on eight 40 minute periods per day (40 periods per week).
- Students are allocated to one heterogeneous core class for all timetabled periods.
- Special Middle Years teachers form a Core Year 7 Teaching Team. The Assistant Head of the Middle School (Year 7) is responsible for the welfare and care of Year 7 students.

Curriculum Structure

All subjects offered through the Year 7 curriculum are mandated; there are no optional patterns of study. The curriculum is composed of core subjects, pre-elective experience subjects, and school-based subjects.

Year 7 students are split into heterogeneous core class groups, by both gender and ability, the maximum class size being 26 students. The only exception to this is in English and Mathematics, where an additional class group (Intervention) is created for students requiring intensive literacy and numeracy development.

Core Subjects

The core subjects are English, History, Geography, Mathematics, and Science. English, Science and Mathematics are each allocated 6 periods per week, History and Geography are allocated 5 periods per week each for one semester only.

Pre-elective Subjects

The pre-elective courses include: Health and Physical Education (HPE), Japanese, Drama, Art, Music, Design Technology and Graphics, Business Enterprise and Management, Digital Literacy and Nutrition and Textiles. The intent of the pre-elective subjects is to expose students to a range of curriculum offerings that become part of their elective pattern study from the beginning of Year 8.
The pre-elective courses are divided into two (i.e. full year and one term courses) as follows:

<table>
<thead>
<tr>
<th>Full Year @ 3 pds per wk</th>
<th>One Term @ 4 pds per wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE</td>
<td>Japanese</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Business Enterprise &amp; Management</td>
</tr>
<tr>
<td></td>
<td>Design Technology and Graphics</td>
</tr>
<tr>
<td></td>
<td>Nutrition and Textiles</td>
</tr>
<tr>
<td></td>
<td>Digital Literacy</td>
</tr>
</tbody>
</table>

The Year 7 classes rotate through four courses for a term. As with all pre-elective courses, specialist teachers teach these classes.

**School-based Subjects**

The school-based courses are Personal Development, Assembly, and Sport. Time allocations for these subjects are as follows:

- Personal Development, 2 periods per week with form teacher and 1 period per week with the Assistant Head of the Middle School (Year 7).
- Assembly, 1 period per week; and
- Sport, 2 periods per week.

The Core Year 7 Teaching Team members conduct a Pastoral Care programme with one of their allocated classes, participate in the Sports Programme run by the PE department, and work with the Assistant Head of the Middle School (Year 7) in conducting the assembly period.

**Coursing**

The process of selecting electives begins in Term Three as follows:

**Step 1:** Subject areas and related career options are explained to students in tutorial periods.

**Step 2:** The Assistant Head of the Middle School (Year 7) requests students to make preliminary choices based on:
- ability and interest
- performance in Year 7
- career aspirations
- links with subjects in senior and tertiary courses.

From this information subject block drafts are developed.

**Step 3:** The course plan for each student is sent home for consideration against the detail of subjects outlined in this booklet. Parents and students are invited to attend a Middle School Coursing Evening during which further information and guidance is available from teaching staff.

Parents wishing to make changes to the plan should contact the relevant Assistant Head of the Middle School. This may occur at the Coursing Evening or by interview, phone call, email or fax thereafter.

**Year 8 and 9**

**Curriculum Philosophies**

The curriculum and subject choices have been made as wide as practicable to cater for vocational interests and the academic abilities of students.

Parents are urged to be realistic about their academic aspirations for their children. At the same time, it would be
unwise to choose a course which does not offer some challenge to the student's ability.

The School seeks to leave as many doors as possible open to the future at this stage. Realising that most students have only a vague idea at this age of their career interests, we seek to formulate courses which will not preclude a student from future career possibilities or future study prerequisites. All students are therefore encouraged to study in several subject areas rather than specialise too soon.

Curriculum Structure

Year 8 and 9 students are split into heterogeneous core class groups, by both gender and ability, the maximum class size being 26 students. Students follow a five-day cycle based on eight 40 minute periods per day (40 periods per week).

Coursing

Learning areas are divided into two sections:

Core Subjects

The core subjects are English, History, Geography, Mathematics, Science, Health and Physical Education and Pastoral Care. English, Science and Mathematics are each allocated 6 periods per week. History and Geography are allocated 5 periods per week each for one semester only. Health and Physical Education is allocated 3 periods per week and Personal Development 2 periods per week.

Elective Subjects

In addition to the core subjects, the School offers an extensive variety of elective subjects which fall into the following categories: Business Studies, The Arts, Technologies, Languages and Health and Physical Education.

Each student in Year 8 must study three subjects from this section. Each elective subject is allocated 4 x 40 minute lessons per week.

In Year 9, students choose two subjects which are allocated 6 x 40 minute lessons per week.

Elective options are: Agriculture, Design Technology, Music, Business Enterprise and Management, Drama, Sport Science, Digital Literacies and Technology, Graphics, Visual Arts, Japanese, Workshop, Marine Operations (Yr 9 only), Catering and Fashion

Special Considerations

Some subjects have class size limits determined by the availability of equipment and the current recommended size of practical facilities under the Workplace Health and Safety Act 1995. These include Design and Technology, Workshop, and Catering and Fashion. Entry to these classes may have to be on the basis of ability and/or need.
SECTION A: CORE LEARNING AREA

ENGLISH

Length of Course

This subject is studied as a one-year course of two semesters in Years 7, 8 and 9. There are six 40-minute lessons per week.

Subject Description

The English Programme is based on the principles of the Australian Curriculum - English. Students engage with a range of written and spoken texts to learn how to “analyse, understand, communicate with and build relationships with others and the world around them” (Rationale, Australian Curriculum English, version 3.0). English is central to students' learning and development as individuals and as global citizens. English provides students with essential language, literature and literacy skills to assist in the developing the knowledge and skills needed for education and the workforce.

Intervention English

At the beginning of each year, a small group of identified students demonstrating gaps in their basic English knowledge will be invited to join a class which will work on a modified programme, known as Intervention English. These students will be subsequently advised on an individual basis as to their suitability to study Senior English or English Communication, but are free to join either.

Content

In the Middle School, English classes complete common units based on a range of thematic and stylistic elements. Below are examples of such units, although these are subject to constant updates.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Narrative</td>
<td>News Report</td>
<td>Persuasive speaking</td>
</tr>
<tr>
<td>NAPLAN Preparation</td>
<td>Novel Study</td>
<td>The Newsroom (NAPLAN preparation)</td>
</tr>
<tr>
<td>Short Story</td>
<td>Short Story</td>
<td>Short Story</td>
</tr>
<tr>
<td>Novel Study</td>
<td>Poetry Response</td>
<td>Poetry appreciation</td>
</tr>
<tr>
<td>Poetry Appreciation</td>
<td>Persuasive Speech</td>
<td>Novel Study</td>
</tr>
<tr>
<td>Film Analysis</td>
<td>Film Review</td>
<td>Blogging</td>
</tr>
</tbody>
</table>

Major Curriculum Elements

English includes many curriculum elements. These include: using correct spelling, punctuation and grammar; key literacy skills; using vocabulary appropriate to a context; structuring and organising extended written texts; reflect on ideas and opinions; use comprehension strategies; expounding a viewpoint; comparing and contrasting; interrelating ideas, themes and issues; hypothesising; criticising; analysing; synthesising; creating; composing and devising; justifying; and gesturing.

Prerequisites

English is compulsory in Year 7, 8 and 9. The programme does assume a minimum standard of grammatical and linguistic capability as well as a regular reading practice. Entry to Intervention English is by invitation only.
**Semester Assessment**

Students complete approximately four written and two oral tasks. **Written tasks** may include: narratives, expository essays, responses to literature and/or poetry, poetry justifications and film analysis. **Spoken tasks** may include: panel discussions, acting, formal persuasive speaking, analysis and multimedia presentations.

**Criteria Assessed**

The School has adapted its criteria to reflect the standards inherent in the mode descriptors of the Australian Curriculum.

**Textbooks and other Specialist Equipment**

All students are required to have the Pearson English Activity Book, along with an exercise pad and accompanying stationery. Changes are made regularly to suit the developing needs of the course and ensure current and engaging content, so please see the current booklist which is available on the Rockhampton Grammar School Website under the Middle School heading.

**MATHEMATICS**

**Length of Course**

The course consists of two semesters in both Years 7, 8 and 9. There are six 40-minute lessons per week.

**Subject Description**

The Mathematics programme of The Rockhampton Grammar School is based on the general principles in The Australian Curriculum (ACARA) - Foundation to Year 10 Curriculum.

The course is organised around the interaction of **three content strands** and **four proficiency strands**.

The content strands are **Number and Algebra**, **Measurement and Geometry**, and **Statistics and Probability**.

The proficiency strands are **Understanding**, **Fluency**, **Problem Solving** and **Reasoning**.

**Pathways**

All students study a common course until the end of Year 8. At this stage students are recommended to study either 9 Mathematics or 9A Mathematics. These courses are designed to prepare students for the study of Mathematics A or Mathematics B respectively in Years 11 and 12. The study of 9A Mathematics is a prerequisite to the study of Mathematics B and Mathematics C in Years 11 and 12.

**Intervention Mathematics**

At the beginning of each year, a small group of identified students demonstrating gaps in their basic Mathematical knowledge will be invited to join a class which will work on a modified programme, known as Intervention Mathematics. This course emphasises numerical methods rather than the more algebraic aspects of Mathematics. Students studying Intervention Mathematics are prepared for the study of Mathematics A or Prevocational Mathematics in the Senior School.

**Major Curriculum Elements**

The students will develop increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities will enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Elements that are emphasised include calculation, analysis, synthesis, interpretation, calculation, interpolation,
extrapolation, communication and justification and also modelling and problem solving. The Dimensions of Learning emphasis is structured problem solving with all mathematical content. Students are then exposed to multiple-choice national Mathematics competitions to enhance their ability in unfamiliar contexts.

**Content (Year 7, 8 and 9)**

<table>
<thead>
<tr>
<th>Number and Place Value (Year 7)</th>
<th>Using Units of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Numbers</td>
<td>Geometric Reasoning</td>
</tr>
<tr>
<td>Money and Financial Mathematics</td>
<td>Chance</td>
</tr>
<tr>
<td>Patterns and Algebra</td>
<td>Data Representation and Interpretation</td>
</tr>
<tr>
<td>Linear and Non-Linear Relationships (Year 8 and 9)</td>
<td>Pythagoras and Trigonometry (Year 9)</td>
</tr>
</tbody>
</table>

**Prerequisites**

Mathematics is compulsory in the Middle School. It is recommended that students wishing to study 9A Mathematics should be achieving a High Achievement or better at the conclusion of Year 8.

**Semester Assessment**

The assessment in Year 7 consists of Maths Mates, an assignment per semester, a topic test at the end of term 1, an alternative piece of assessment per semester and an examination at the end of term 2, term 3 and term 4. The assessment in semester 1 is weighted 30% each for the assignment, topic test and exam and 10% for Maths Mates and the alternative piece of assessment. The assessment in semester two is weighted 35% each for the two exams, 20% for the assignment and 10% for Maths Mates and the alternative piece of assessment.

Each semester the assessment for Year 8 consists of Maths Mates, one alternative piece of assessment and an examination at the end of each term. The assessment is weighted 40% for each examination and 10% for Maths Mates and the alternative piece of assessment.

The assessment in Year 9 consists of Maths Mates, one alternative piece of assessment and examinations at the end of term 1, semester 1 and semester 2. The assessment is weighted 20% for the term 1 exam, 70% for the semester 1 exam and 10% for Maths Mates in semester 1. The assessment is weighted 80% for the semester 2 exam and 20% for Maths Mates and the alternative piece of assessment in semester 2.

*Note: all Year 7 and 9 students sit the National Numeracy Assessment (NAPLAN) in May.*

**Criteria Assessed**

The major criteria assessed are understanding and fluency, and problem solving and reasoning.

**Text Books and other Specialist Equipment**

All students are required to have their own copy of the textbook, Pearson Mathematics and Maths Mate (4th Edition). All Year 7, 8 and 9 students are required to have a Casio scientific calculator (CASIO fx-82 AU PLUS or CASIO fx82). As students need to replace calculators it is suggested that, in Year 10, they purchase a CASIO fx-CG20 AU graphics calculator. The graphics calculator the Senior Maths C students purchase is a CASIO fx-CG20 AU. It is strongly recommended that these calculators are engraved and this can be done at the time of purchase at the Red & Black Shop. Other equipment required includes a mathematics pad available from the Red & Black Shop. Students should also purchase a ruler, pencils, pens, a protractor and a compass.
**SCIENCE**

*Length of Course*

This subject is studied in Years 7, 8 and 9 as a one-year course of two semesters consisting of six 40-minute lessons each week.

*Subject Description*

The Science programme is an integrated course covering the traditional areas of Physics, Chemistry, Biology, Earth and Space Science. Emphasis is placed on the development of scientific literacy; the scientific approach to solving problems and experimentation. Current issues in science and technology and their impact on our society and on individuals also form a part of the course.

*Pathways*

Students who develop their science skills in Year 9, particularly the skills of problem solving, analysis and prediction, will be suitable candidates for senior science subjects. Senior students have the choice of Agriculture, Chemistry, Physics, Biology, Marine Operations (Year 10), Aquatic Practices (Year 11 & 12) or a combination of these.

*Content*

<table>
<thead>
<tr>
<th>Year 7 Semester One</th>
<th>Year 7 - Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearson Science 7 [Pearson]</strong></td>
<td><strong>Pearson Science 7 [Pearson]</strong></td>
</tr>
<tr>
<td><strong>Biological Sciences</strong></td>
<td><strong>Chemical Sciences</strong></td>
</tr>
<tr>
<td>- Lab safety and equipment</td>
<td>- Mixtures, solutions &amp; substances</td>
</tr>
<tr>
<td>- Classification of living things, dichotomous keys</td>
<td>- Separation of substances</td>
</tr>
<tr>
<td>- Food chains, food webs, impacts on environment</td>
<td>- Water cycle</td>
</tr>
<tr>
<td><strong>Physical Sciences</strong></td>
<td>- Purifying water</td>
</tr>
<tr>
<td>- Forces</td>
<td><strong>Earth and Space Sciences</strong></td>
</tr>
<tr>
<td>- Simple machines</td>
<td>- Earth, Sun &amp; Moon relationships</td>
</tr>
<tr>
<td>- Data collection &amp; practical report writing</td>
<td>- Tides</td>
</tr>
<tr>
<td><strong>Year 8 - Semester One</strong></td>
<td><strong>Year 8 - Semester Two</strong></td>
</tr>
<tr>
<td><strong>Pearson Science 8 [Pearson]</strong></td>
<td><strong>Pearson Science 8 [Pearson]</strong></td>
</tr>
<tr>
<td><strong>Biological Sciences</strong></td>
<td><strong>Chemical Sciences</strong></td>
</tr>
<tr>
<td>- Microbes, magnification, measurement.</td>
<td>- Physical and chemical change</td>
</tr>
<tr>
<td>- Cells – plant, animal fungi, organelles</td>
<td>- Particle model</td>
</tr>
<tr>
<td>- Cells and organisms</td>
<td>- Density</td>
</tr>
<tr>
<td>- Body Systems – respiratory, digestive, circulatory, reproductive</td>
<td>- Atoms – theory of matter, subatomic particles, atomic and mass number, electron shells</td>
</tr>
<tr>
<td><strong>Geology</strong></td>
<td>- Elements and Periodic Table</td>
</tr>
<tr>
<td>- Mining and exploration</td>
<td>- Properties of metals and non-metals</td>
</tr>
<tr>
<td>- Field trip – Mt Morgan</td>
<td>- Compounds</td>
</tr>
<tr>
<td>- Igneous rocks</td>
<td><strong>Physical Sciences</strong></td>
</tr>
<tr>
<td>- Sedimentary rocks</td>
<td>- Lab safety and equipment</td>
</tr>
<tr>
<td>- Metamorphic rocks</td>
<td>- Practical report writing</td>
</tr>
<tr>
<td>- Rock cycle</td>
<td>- Energy – transfer, transformation, law of conservation of energy, useful and wasted energy, reducing energy consumption, energy rating labels, efficient housing and design</td>
</tr>
</tbody>
</table>
### Major Curriculum Elements

The students will be exposed to the topics listed in the subject content table. They will be assessed on their Science Understanding and their Science Inquiry Skills, which includes questioning and predicting, planning and conducting, processing and analysing data and information and communicating.

### Semester Assessment

Assessment is based on criteria and standards across a range of assessment items. The assessment items include:

- Response to Stimulus
- Assignment or project
- Experimental reports
- End of term examinations.

Some students who have difficulty coping with the academic rigour of Science may be allowed to write Modified Assessments.

Students who write the Modified Assessments are expected to continue in the General Science class in Year 10. Students may write the Modified Assessments at the discretion of the Head of Science provided parents/guardians are fully informed and give consent.

### Criteria Assessed

The major criteria that are assessed are Knowledge and Conceptual Understanding, Investigative Process and Evaluating and Concluding.

### Text Books and other Specialist Equipment

Year 7 - Pearson Science Student Book 7 and Pearson Science Activity Book 7
Year 8 - Pearson Science Student Book 8 and Pearson Science Activity Book 8
Year 9 - Pearson Science Student Book 9 and Pearson Science Activity Book 9

### Pathways

Senior Physics
Senior Chemistry
Senior Biology
Senior Agricultural Science
General Science

At the beginning of each year, a small group of identified students demonstrating gaps in their basic Science knowledge will be invited to join a class which will work on a modified programme, known as General Science. These students will be subsequently advised on an individual basis as to their suitability to study Senior Science courses.

SOCIAL SCIENCES

HISTORY AND GEOGRAPHY

Length of Course

Each year students will do a semester of Geography and a semester of History as separate subjects in order to give them a greater grounding in these areas and enhance the necessary skill development. The courses will consist of five 40-minute lessons per week.

Subject Description

Year 8 and 9 courses involve the study of History and Geography as separate discipline areas within the Social Science framework. There will, however, be areas of Civics that will be studied throughout the year in order to meet QCAR requirements and to promote effective citizenship within the student body.

Pathways

Senior Modern History – QCAA subject
Senior Geography – QCAA subject
Senior Ancient History – QCAA subject

Content

The History and Geography course will follow the National Curriculum programme as stated by the Australian Curriculum Assessment and Reporting Authority.

HISTORY

Year 8

Outline

Theme – _The Ancient to the Modern World_
Unit One – Medieval Europe and the Black Death
Unit Two – Shogun Japan

Year 9

The Year 9 curriculum provides a study of history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War 1 1914-1918, the “war to end all wars”.
Outline

1. Overview - the making of the modern world.
2. Three depth studies one from each area study:
   a. Making a better world (Industrial Revolution, Movement of people)
   b. Australia and Asia
   c. World War 1

GEOGRAPHY

Year 8

Theme – Landforms and Landscapes
Unit One – Mountain Landscapes
   or
   Coastal Landscapes
Theme – Changing Nations
Unit One – Life in Different Cities

Year 9

Unit 1 – Biomes and Food Security

Chapter 1 – Growing Food
1. What are the world’s biomes?
2. Why do some biomes produce more food than others?
3. What are the environmental impacts of food production?

Chapter 2 – Food Security: Feeding a Hungry World
1. Why is food security important?
2. What are the main threats to food security?
3. How can we improve food security?

Unit 2 – Geographies of Interconnections

Chapter 3 – Connecting People and Places
1. How do people perceive places?
2. How do people connect to different people and places?
3. How does trade connect people and places?

Chapter 4 – The Effects of Global Connections
1. What effects does global trade have on people?
2. What effects does global trade have on places?
3. What effects does international tourism have on people and places?

Major Curriculum Elements

Recognising letters, words and other symbols, finding material in an indexed collection, interpreting the meaning of words, pictures, tables and graphs, using correct spelling, grammar and punctuation, summarising, compiling lists, recording data, graphing, structuring and organising text, explaining to others, expounding a viewpoint, empathising, comparing and contrasting, classifying, reaching a conclusion, generalising, hypothesizing,
criticising, analysing, evaluating, justifying.

**Semester Assessment**

- Short Response tests
- Essays – response to stimulus
- Reports
- Orals/multi modal presentations
- Practical tests – response to stimulus

**HEALTH AND PHYSICAL EDUCATION**

**Length of Course**

Health and Physical Education classes are scheduled for three lessons (120 minutes) each week of the school year. The subject is compulsory in Years 7, 8 and 9.

**Subject Description**

Active engagement in physical activity is the major emphasis in Physical Education. This emphasis acknowledges the valued role of physical activity as a medium for learning by doing. Movement experiences provide opportunities for students to develop not only concepts and skills for participation in physical activity, but also for self-awareness, aesthetic appreciation, problem solving, decision making and interpersonal communication. Health Education focuses on personal, peer, community and specific populations to give students skills to enhance their own health and those around them.

**Pathways**

Health and Physical Education in the junior school may assist student with the physical requirements of senior Physical Education and the theoretical building blocks for senior Health Education as well as provide a background to lifelong involvement in healthy well-being and physical activity.

**Content**

This programme concentrates on developing and refining swimming, athletics and gross and fine motor skills. We believe in developing the whole person and encourage participation and teamwork in all lessons, allowing for the social benefits that permeate physical activity to be fostered.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Swimming/Aquatics</td>
<td>1. Motor Skills</td>
</tr>
<tr>
<td>2. Aquathlon</td>
<td>2. Swimming/Aquatics</td>
</tr>
<tr>
<td>3. Athletics</td>
<td>3. Health</td>
</tr>
<tr>
<td>4. Motor Skills</td>
<td></td>
</tr>
<tr>
<td>5. Health</td>
<td></td>
</tr>
</tbody>
</table>

**Motor Skills**: In the three years at junior level, the students will experience a range of activities that could be further extended upon in the extensive co-curricular programme on offer at the School.

**Swimming**: Initially stroke assessment is completed and from the results, students participate in activities suited to their ability. These activities will range from stroke correction and competition skills, to water polo, snorkelling and lifesaving.

**Athletics**: The teaching of 'technical events' is the focus of this unit. Events such as javelin, discus, triple jump, high jump and relay changes will form the core of this unit. Students are encouraged to attend further club training sessions and develop their skills.

**Aquathlon**: Preparation and planning is the basis for this brief unit. Students will examine various race techniques and learn how to plan a basic training programme. The School currently has three students who are Queensland champions in the sport of aquathlon (swim/run) and there is a world championship in this event. This unit serves as
a transition from the swimming unit into preparation for the School cross country (usually held on the last day of first Term).

**Health:** In the three years at junior level, the students will experience a range of activities that explore the impact of socio cultural factors on their personal health and that of their community.

**Major Curriculum Elements**

Analysing, extrapolating, comparing, manipulating/operating/using equipment, synthesising, judging/evaluating, empathising and explaining to others.

**Prerequisites**

No prerequisites.

**Semester Assessment**

Assessment is an ongoing process in Physical Education. Students are given the opportunity to display competency in various tasks over the course of a specific unit. Health Education will be assessed each term in the forms of essays, reports, exams and multimodal assessment.

**Criteria Assessed**

Participation, application and skill level are appraised using specific criteria and common understanding of expected outcomes.

**Text Books and other Specialist Equipment**

*Text Book:* No text book is required. However a student workbook will need to be purchased at a cost to the student. Students are required to wear PE uniform (PE hat, red RGS shirt or house shirt, black RGS PE shorts, RGS PE socks and running/cross training shoes) during class. Black swimming costumes (PE shorts may be worn) and a rash/sunsafe top (preferably black) required during aquatic units.
AGRICULTURE

Year 8

Length of Course

This subject may be studied as a one year elective course in Year 8. Year 8 have 2 semesters consisting of four 40-minute lessons per week.

Subject Description

Agriculture is the production of food and fibre using scientific methodology to inform production and best practice. This subject is based in the technology and science national curriculum and examines the science and practice of modern agriculture, horticulture and animal production. It is a study relevant to those students interested in primary production and the nurture and care of plants and animals.

The subject includes theoretical and practical aspects of study in the production of a designed solution as a focus to answer questions which are highly related to industry, with use of farm areas for vegetable growing, permaculture, poultry, enterprise, horticulture, aquaculture and cattle husbandry. The School has a property to demonstrate commercial practices.

Students will also undertake learning in WPHS, and will be required to complete OnGuard training modules as a part of their coursework. Please note there is also a managed risk when working in a practical environment, and this may include zoonotic potential. Q fever vaccination is recommended as well as good hygiene practices.

An excursion to alternative industries such as a crocodile farm, and commercial production enterprises is usually included in the course, as well as exposure to anatomical dissections.

Prerequisites

Nil.

Pathways


<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is Agriculture? – A look at the industry and the scientific approach to maximising production yields and industry sustainability</td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>How do we make a farm a safe workplace? – A look at farm safety from a design aspect and Online farm safety modules.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>How does the managed environment effect production? – Students assess the sustainability of Hydroponic, Aquaponics and soil based production systems.</td>
<td>Extended Agricultural Investigation</td>
</tr>
</tbody>
</table>
### Major Curriculum Elements

**TECHNOLOGY**
- Food and Fibre context – Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable.
- Technology and societies - Examine and prioritise competing factors, including social, ethical, and sustainability considerations, in the development of technologies and designed solutions to meet community needs for preferred futures. Investigate ways in which products, services and environments evolve locally, regionally and globally through the creativity, innovation and enterprise of individuals and groups.

**SCIENCE**
- Understanding – Biology - Cells are the basic units of living things and have specialised structures and functions. Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.
- Science and a human endeavour and Inquiry skills

**CROSS CURRICULUM PRIORITIES**
- Literacy, numeracy and sustainability

### Criteria Assessed
- Understanding of the context knowledge, use and influence of science, Skills including scientific inquiry and process and production skills.

### Text Books and other Specialist Equipment
- No texts required; however, students will need a basic calculator and a 2-ring binder

### Year 9

#### Length of Course
- This subject may be studied as a one year course in Year 9. Year 9 have two semesters consisting of six 40-minute lessons per week.

#### Subject Description
- Agriculture is the production of food and fibre using scientific methodology to inform production and best practice. This subject is based in the technology and science national curriculum and examines the science and practice of modern agriculture, horticulture and animal production. It is a study relevant to those students interested in primary production and the nurture and care of plants and animals.

The subject includes theoretical and practical aspects of study in the production of a designed solution as a focus.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Is Agriculture just Beef?</td>
<td>A look at production in alternative agricultural industries including crocodile, camelid, goat and aquaculture and the sustainability of these systems versus traditional western products.</td>
</tr>
<tr>
<td>4</td>
<td>How does the structure and function of plants and animals effect production and selection?</td>
<td>An investigation of plant and animal species, breeds, varieties, systems and organs used in agriculture and how they have been selected and refined to improve production.</td>
</tr>
</tbody>
</table>
to answer a question related to industry, with use of farm areas for vegetable growing, permaculture, poultry, enterprise, horticulture, aquaculture and cattle husbandry. The School has a property to demonstrate commercial practices.

Students will also undertake learning in WPHS, and will be required to complete OnGuard training modules as a part of their coursework. Please note there is also a managed risk when working in a practical environment, and this may include zoonotic potential. Q fever vaccination is recommended as well as good hygiene practices.

Exposure to industry usually forms a part of this course and provides a familiarisation with courses conducted in senior high school at the schools facilities via the Belmont Alliance or other industry based facilities.

**Prerequisites**

Nil.

**Pathways**


**Content**

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Is Agriculture a business?</strong> – Students grow their own produce and explore supply chain and marketing of a value added product which they create.</td>
<td><strong>Portfolio - business report inc SWOT, product, label and marketing</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Is Free range egg production all its cracked up to be?</strong> – An assessment of animal welfare, ethics and production sustainability by running a egg producing micro business using both free range and barn production methods.</td>
<td><strong>Business Report - A report into the egg production industry with an incorporated pilot study into the effect of housing</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Can Cows create Careers?</strong> - Students explore the dairy industry, careers in Agriculture and undertake an inquiry based unit based upon the science and husbandry of dairy calves.</td>
<td><strong>Portfolio including an Extended Agricultural Investigation</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>How can animal behaviour affect production?</strong> – Students explore low stress handling and animal behaviours so as to create a designed solution to a production context incorporating an understanding of animal ethics, welfare and production.</td>
<td><strong>Project - design environment(yard design)</strong></td>
</tr>
</tbody>
</table>

NB: Units may be adjusted or altered due to available resourcing

**Major Curriculum Elements**

**TECHNOLOGY**

**Food and Fibre context** - Investigate and make judgements on the ethical and sustainable production and marketing of food and fibre.

**Technology and societies** - Critically analyse factors, including social, ethical and sustainability considerations that
impact on designed solutions for global preferred futures and the complex design and production processes involved.

SCIENCE
Science as a human endeavour and Inquiry skills

CROSS CURRICULUM PRIORITIES
Literacy, numeracy and sustainability

Criteria Assessed
Understanding of the context knowledge, use and influence of science, Skills including scientific inquiry and process and production skills.

Text Books and other Specialist Equipment
No texts required; however, students will need a basic calculator and a 2-ring binder

DRAMA

Length of Course
This subject may be studied as a one or two year course in Year 8 and/or 9. In Year 8, the course consists of two semesters of four 40-minute lessons each week while in Year 9, the course consists of two semesters of six 40-minute lessons each week.

Subject Description
Drama is a unique art form that re-presents and re-enacts experiences, ideas, stories and emotions. Drama is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. Drama is created and performed in diverse spaces, including theatres, to achieve a wide range of purposes. It is usually shared live, but can also be created, mediated and shared through digital media and platforms. Engaging with drama in all its manifestations provides opportunities to experience, understand and communicate different perspectives on the world.

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.

Engaging in drama promotes imagination, critical and creative thinking, problem solving, cultural engagement and 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.

A course of study in Drama can establish a basis for further education and employment in the fields of theatre and the broader arts industry, and in education. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways.

Pathways
This year of Drama will better equip students for their course of study in senior subjects such as Drama and Dance.
Content

<table>
<thead>
<tr>
<th>Semester One – Year 8</th>
<th>Semester Two – Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Elements of Drama including performance and script writing</td>
<td>Eclectic Theatre, Comedy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester One – Year 9</th>
<th>Semester Two – Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class Production (Pantomime) Monologues</td>
<td>Devising scripts Circus/Clowning</td>
</tr>
</tbody>
</table>

**Major Curriculum Elements**

Drama is explored through the general objectives of **Forming**, **Presenting**, and **Responding**. These are interrelated and complementary and are equally weighted.

When **Forming**, students actively create, shape and manage dramatic forms and styles.

When **Presenting** drama, students use dramatic languages through dramatic action to express and communicate their ideas and meanings effectively to an audience. They are also required to display a range of planned, rehearsed and/or polished acting and performance techniques.

Through **Responding**, students develop their skills in critical analysis, interpretation, evaluation, reflection and written communication.

**Prerequisites**

Nil.

**Semester Assessment**

**Year 8** – Acting skills, vocal techniques, acting in a group and as an individual, script writing, responding skills.

**Year 9** - Scriptwriting, performance skills, acting in a group and as an individual, clowning, written analysis.

**Criteria Assessed**

Forming, Presenting and Responding.

**Text Books and other Specialist Equipment**

None required.

**MUSIC**

**Length of Course**

Music may be studied as a one or two-year course in Year(s) 8 and/or 9. Year 8 Music have two semesters consisting of four 40-minute lessons per week and Year 9 Music have six 40 minute lessons per week.

**Subject Description**

A wide variety of musical styles are studied in Music, from music of the baroque period to contemporary popular music including jazz and rock. The musical elements are used to analyse, compose and perform music in many different genres including film, programmatic music and jazz. Students develop skills in music that allow them to create and perform their own compositions.
Pathways
Music studies are developmental in nature with Music in Years 8 and 9 serving as a foundation for students intending to study Music in the Senior School.

Content

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Elements of Music</td>
<td>Harmonisation of given melodies</td>
</tr>
<tr>
<td>Composition of 12 bar blues</td>
<td>Musical Invention – Variations on a Theme</td>
</tr>
<tr>
<td>The Art of Performing</td>
<td>The Art of Performing</td>
</tr>
<tr>
<td>Arranging Music for Jazz Ensemble</td>
<td>Film Music</td>
</tr>
</tbody>
</table>

Major Curriculum Elements
Students develop knowledge, skills and affective objectives in four dimensions:

- **Analysing** involves the acquisition, development and application of knowledge and understanding of a wide and varied repertoire and encompasses visual and aural analysis. Students will be able to demonstrate achievement in analysing through their knowledge of the music elements; application of knowledge and understanding of musical elements; written and spoken communication skills; and aural skills.

- **Composition involves the acquisition, development and application of music-writing skills** to create music in a variety of styles and genres. Students demonstrate achievement in composition through scoring, technical skills and stylistic application.

- **Performing** enables students to display musical skills in a variety of styles and genres. Achievement in performance is demonstrated through music literacy, performance technique and musical interpretation.

- **Dimensions of Learning** involves students in using the music curriculum to develop and practice the critical thinking skills of comparison, classifying, constructing support, invention and systems analysis.

Prerequisites
No previous experience is required for students electing Music in Year 8. It is recommended, however, that all music students have some facility on a musical instrument, and that all music students participate in at least one school co-curricular ensemble. Students are encouraged to supplement class music with private instrumental or vocal music tuition.

Semester Assessment

<table>
<thead>
<tr>
<th>Music Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 8 – Semester One</strong></td>
</tr>
<tr>
<td><strong>Elements of Music</strong></td>
</tr>
<tr>
<td>Journal booklet of Music Elements</td>
</tr>
<tr>
<td>Theory Examination</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
</tr>
<tr>
<td>Play or sing a solo or in a group</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
</tr>
<tr>
<td>Compose a piece of music in 12 bar blues form</td>
</tr>
<tr>
<td><strong>Year 9 – Semester One</strong></td>
</tr>
<tr>
<td><strong>Elements of Music</strong></td>
</tr>
<tr>
<td>Comparison Matrix and Analysis Paper</td>
</tr>
<tr>
<td>Theory Examination</td>
</tr>
<tr>
<td><strong>Musical Invention</strong></td>
</tr>
<tr>
<td>Composition of variations to a theme given</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
</tr>
<tr>
<td>Play or sing a solo or in a group</td>
</tr>
</tbody>
</table>
## Music Assessment Tasks

<table>
<thead>
<tr>
<th>Year 8 – Semester Two</th>
<th>Year 9 – Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements of Music</strong></td>
<td><strong>The Art of Performance</strong></td>
</tr>
<tr>
<td>Journal booklet of Music Literacy Activities</td>
<td>Performance of a solo or in a group</td>
</tr>
<tr>
<td>Theory Examination</td>
<td>Analysis Presentation/Paper</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>Theory Examination</td>
</tr>
<tr>
<td>Play or sing a solo or in a group</td>
<td><strong>Film Music</strong></td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>Composition to a given film called “Box Clever”</td>
</tr>
<tr>
<td>Arranging a piece of music for Jazz Ensemble</td>
<td></td>
</tr>
</tbody>
</table>

All assessment tasks are equally weighted within each semester for the respective year levels.

### Criteria Assessed

To attain a high level of achievement in Music, it is not necessary for students to be at an advanced level of performance on an instrument. Students need to demonstrate a willingness to develop their musical literacy in reading, writing and performing to the best of their ability.

- **Analysis** – Students are assessed in their understanding of the musical elements and their ability to deconstruct music from a wide variety of styles and genres.
- **Composition** – Students are assessed on their ability to compose in a variety of styles according to the unit of study.
- **Performance** – Students are assessed in the areas of solo performance and/or ensemble performance.

## VISUAL ARTS

### Length of Course

This subject may be studied as a one or two year course in Years 8 and/or 9. In Year 8, the course consists of two semesters of four 40-minute lessons each week while in Year 9, the course consists of two semesters of six 40-minute lessons each week.

### Subject Description

The Middle School Art programme provides opportunities for the students to explore a variety of art processes and materials while learning about communicating ideas through personal expression. This involves the making and the appraising of artworks including a variety of styles and approaches. Students may gain a great deal of enjoyment and expertise by undertaking Art - it is a course suited to everyone who would like to extend their creativity.

**Making** activities introduce students to a wide variety of art skills and materials. They are allowed to learn from hands on experience by exploring and creating unique artworks of their own. They learn the basic underlying principles of design and how they apply to all artworks whether two or three dimensional. The variety challenges students to try new techniques and to find a medium that suits their skills and interest. The unit topics are drawn from many diverse art areas including:

- Ceramics
- Drawing
- Fibres
- Digital Media
- Painting
- Printmaking
- Sculpture

In **Appraising** they learn about artworks relating to a variety of media that they are using themselves, providing opportunities for the students to develop skills in analysing, interpretation and evaluating artworks and styles. They learn how to look at, discuss and write about artworks using correct terminology. Students discover the historical
context of artworks and learn to appreciate artworks that correlate with their making activities.

Artists, art movements, art techniques and art criticism will be studied with an emphasis on giving students a contemporary perspective of art and an appreciation of art throughout history including the contribution of different cultures. Students have the opportunity to visit art exhibitions and take part in art competitions both local and in the wider community.

**Pathways**

These two years of Visual Arts will better equip students for the Senior Visual Arts sequence. The aesthetic and appraising skills developed in these classes can also apply across curriculum areas, enhancing experiences in graphic arts, technology and manual arts skills and home economics, for example.

Art occupations include:

- Fine Artist - painter, sculptor, printmaker, ceramicist, glass artist
- Photography – journalism, magazine and newspaper work
- Jewellery making – gold and silver smithing
- Graphic Design, Industrial Design
- Communication Design
- Landscape Architecture, Architecture, Interior Architecture
- Art Administration, Art Teaching, Conservation
- Theatre, Film and Television – stage and set design, costume design
- Furniture Design, Product Design
- Gallery Management

**Prerequisites**

Nil. Some creative ability is certainly advantageous in this subject but previous experience is not necessary as the skills are all thoroughly taught over the duration of the course.

**Content**

Visual Arts is a sequence that builds one upon the other introducing and then reinforcing and developing skills through application. Within each topic is a multitude of styles and techniques to explore in relation to social, personal and cultural aspects. The units cover both two-dimensional and three-dimensional art projects. The following is a sample of the course content.

<table>
<thead>
<tr>
<th>Year 8 - Semester One</th>
<th>Year 8 - Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>Ceramics</td>
</tr>
<tr>
<td>Mask</td>
<td>Printmaking</td>
</tr>
<tr>
<td>Appraisal - descriptive analysis</td>
<td>Appraisal - descriptive analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9 - Semester One</th>
<th>Year 9 - Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fibres</td>
<td>Ceramics</td>
</tr>
<tr>
<td>Painting</td>
<td>Digital Media/Printmaking</td>
</tr>
<tr>
<td>Appraisal - response to an artwork</td>
<td>Appraisal – response to an artwork</td>
</tr>
</tbody>
</table>

**Major Curriculum Elements**

Through the making process students learn to understand and apply visual language and concepts through researching, developing and resolving individualised ideas. Through exploration and experimentation they learn to analyse and synthesise this information, select and manipulate art materials, techniques and processes and create personal artworks.

Through the appraising process students explore meaning and aesthetics in a social and cultural context by describing, analysing, interpreting and evaluating information and developing and resolving individualised responses.
Semester Assessment

Making Folios – 70%
Appraising Assignments – 30%

Criteria Assessed

The following criteria are used to assess student achievement: knowledge, evaluation, communication, research, analysis, interpretation, problem solving, synthesising, appraising, application and justification.

Text Books and other Specialist Equipment

- *Art Wise*, Class sets used,
- visual diary/sketchbook (minimum A4 size),
- pencils (HB, 2B and 4B)
- eraser

BUSINESS ENTERPRISE AND MANAGEMENT, Year 8 and 9

Length of Course

This subject may be studied as a one or two year course in Year(s) 8 and/or 9. In Year 8, the course consists of two semesters of four 40-minute lessons each week while in Year 9, the course consists of two semesters of six 40-minute lessons each week.

Subject Description

Business Enterprise and Management (BEAM) provides students with a greater understanding of the operation and importance of business and economics in our society. It introduces students to different aspects of the business world. Through the study of this subject, students gain an understanding of how 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. It also introduces Senior School business subjects to students by examining key concepts and principles relating to accounting, business management, economics and legal studies.

By examining the workings of existing enterprises, students will learn how businesses operate in the global market. Students will consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. Students learn the basics of business planning and the importance of marketing a product or service in order for the business to create a competitive advantage. School-based business ventures will be used to illustrate theory in a practical hands-on approach.

The global financial crisis demonstrated the importance of understanding what drives our economy and how the decisions that are made by consumers, businesses and government affect it. It is important that students have an understanding of the different types of business environments and the fundamentals of economic management thus enabling them to make informed decisions. It is equally important that students are aware of decisions they need to make about their personal finances such as saving, spending and investing.

In Year 8 students will investigate how laws are made and applied in Australia. An investigation of what influences shape the law will be completed in Year 9. Students will also consider the responsibilities of participants in the changing Australian and/or global workplace and why these are important. Students will develop enterprising behaviours and capabilities that can be transferable into life, work and business opportunities

Topics studied provide students the opportunity to develop skills aimed at developing enterprise, initiative and ingenuity. Business Enterprise and Management also allows students to develop their personal business acumen, resolve conflict, solve problems, and develop team participation, leadership and interpersonal skills.
Pathways
Business Enterprise and Management relates to all senior business studies subjects – Accounting, Legal Studies, Business Management and vocational education business certificate subjects.

Content
The course will reflect the Australian Curriculum Economics and Business programme and the Australian Curriculum Civics and Citizenship programme Version 8.0 as stated by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Year 8

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Markets</td>
<td>3. The Work Environment – Influences Now and in the Future</td>
</tr>
<tr>
<td>- Business Ownership and Operation</td>
<td></td>
</tr>
<tr>
<td>- Consumer Rights and Responsibilities</td>
<td></td>
</tr>
<tr>
<td>- Corporate Social Responsibility</td>
<td></td>
</tr>
</tbody>
</table>

Year 9

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Finance and Investing</td>
<td>4. Entrepreneurship - Starting Your Own Business</td>
</tr>
<tr>
<td>2. Australia as an Economy</td>
<td>5. Running a School-based Business Venture</td>
</tr>
<tr>
<td>3. Influences on the Law</td>
<td></td>
</tr>
</tbody>
</table>

Major Curriculum Elements
Recalling and remembering business-related terms; analysing and interpreting the meaning of data, tables, diagrams and graphs; explaining and discussing issues and current business events; decision making, justifying and constructing support for ideas, opinions and beliefs; calculations (with calculators and computer programs); identifying strategies; generating and testing ideas; invention and analysing errors and perspectives.

Prerequisites
No prerequisites. Students can study Year 9 Business Enterprise and Management without having completed Year 8 Business Enterprise and Management.

Semester Assessment
Techniques include short and extended written response examinations; assignments including written reports, case studies and multi-modal; design and preparation of documents; business planning journals; and participation in school-based business ventures and classroom activities.

Work completed in class and for homework will contribute to students’ performances of understanding and will be assessed for effort and engagement as well as informing subject content knowledge.

Criteria Assessed
Achievement Standards as set out by the Australian Curriculum are reflective of the two related strands: Economics and Business/Civics and Citizenship Knowledge and Understanding, and Economics and Business/Civics and Citizenship Skills. The School is adapting its criteria to reflect the achievement standards. Assessment is based on a combination of the criteria knowledge and understanding; questioning, researching, analysing, evaluating, and communicating.
Textbooks and Other Specialist Equipment

No textbook is required as a number of class sets of texts will be accessed. Please see the current equipment list which is available on the Rockhampton Grammar School Website under the Middle School heading.

CATERING AND FASHION

Length of Course

This subject may be studied for one semester or two semesters. In Year 8, each semester consists of four 40-minute lessons per week and in Year 9, each semester consists of six 40-minute lessons.

There will be a choice of exploring the subject in either a catering or fashion context. It may also be possible, dependent on numbers and staffing, to negotiate to study a combination of Catering and Fashion.

CATERING (Years 8 and 9)

Subject Description

Catering focuses on a variety of topics such as planning, organising and co-ordinating a variety of events. Topics that could be studied in Years 8 and 9 include:

- special dietary requirements necessitated by Australian multicultural society
- healthy choices in meals
- presentation and garnishing of meals
- the influence of the Australian Dietary guidelines on catering companies
- Workplace Health and Safety and Hygiene.

Practical experiences will be investigated through a focus on catering events such as cafe foods, Asian meals, biscuits and slices for morning teas, eating with family and friends, and special occasions.

Sample Content - Catering

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food pyramid</td>
<td>Analysis of products for use in catering</td>
</tr>
<tr>
<td>Analysis of products for use in catering</td>
<td>Packaging</td>
</tr>
<tr>
<td>Packaging</td>
<td>Costing</td>
</tr>
<tr>
<td>Costing</td>
<td>Influences on Australian dietary patterns</td>
</tr>
<tr>
<td>Influences on Australian dietary patterns</td>
<td>Labelling laws</td>
</tr>
<tr>
<td>Labelling laws</td>
<td>Advertising</td>
</tr>
<tr>
<td>Advertising</td>
<td>Hygiene laws</td>
</tr>
<tr>
<td>Hygiene laws</td>
<td>Workplace Health and Safety Legislation</td>
</tr>
<tr>
<td>Workplace Health and Safety Legislation</td>
<td>Allergies and food intolerance</td>
</tr>
<tr>
<td>Sweet and savoury café foods</td>
<td>Changing recipes to accommodate allergies and intollerances</td>
</tr>
<tr>
<td>Improving presentation of foods</td>
<td>Cultural food selection and ingredients use</td>
</tr>
<tr>
<td>Garnishing</td>
<td>Festival cookery</td>
</tr>
<tr>
<td>Asian ingredients and their use</td>
<td>Creating a new food recipe</td>
</tr>
<tr>
<td>Catering in a variety of contexts</td>
<td></td>
</tr>
</tbody>
</table>
FASHION (Years 8 and 9)

Subject Description

Fashion focuses on planning, organising and co-ordinating. Topics that could be studied include:

- care of articles
- practical tasks e.g. embellishment techniques
- characteristics of fibres
- wise textile choices
- construction of simple personal sewing items or items for the home
- understanding commercial patterns
- comparison of shopping habits

Topics will be further investigated in practical creations such as simple items of clothing (boxer shorts, aprons), items for the home (cushion covers, pencil cases), educational toys, Christmas items (Christmas panels, advent calendars, Christmas stockings), the embellishment of articles (tie dyeing, stencilling, embroidery, appliqué), sewing techniques on sewing machines and overlockers, consumer choices, article faults in design, Workplace Health and Safety and the presentation of articles.

Sample Content

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of fibres</td>
<td>Characteristics of fibres</td>
</tr>
<tr>
<td>Care of articles</td>
<td>Care of articles</td>
</tr>
<tr>
<td>Sewing techniques on sewing machines and overlockers</td>
<td>Sewing techniques on sewing machines and overlockers</td>
</tr>
<tr>
<td>Article faults in design</td>
<td>Article faults in design</td>
</tr>
<tr>
<td>Consumer choices</td>
<td>Consumer choices</td>
</tr>
<tr>
<td>Embellishment on fabrics</td>
<td>Altering a pattern</td>
</tr>
<tr>
<td>Wise choices in fashion events</td>
<td>Embellishment on fabrics</td>
</tr>
<tr>
<td>Presentation of articles</td>
<td>Wise choices in fashion events</td>
</tr>
<tr>
<td>Workplace Health and Safety Legislation</td>
<td>Presentation of articles</td>
</tr>
<tr>
<td></td>
<td>Workplace Health and Safety Legislation</td>
</tr>
</tbody>
</table>

Pathways

Hospitality (Year 10)
Certificate II Hospitality (Year 11 + Year 12)

Catering and Fashion opens the way to a number of interesting vocations:

- Business Manager
- Food Technologist
- Production Controller
- Caterer
- Function Co-ordinator
- Props Designer
- Consumer Advocate
- Hospitality Consultant
- Public Relations Officer
- Costume Designer
- Human Resources Consultant
- Quality Controller
- Dietician
- Interior Decorator
- Small Furnishing Designer
- Events Organiser
- Product Designer
- Teacher
**Major Curriculum Elements**

The major curriculum elements covered in this subject are: analysis, synthesis, interpreting tables, diagrams, construction of tables and graphs, calculations (with calculators), classifying, decision making, problem solving, justification and evaluation.

**Prerequisites**

Nil.

**Semester Assessment**

Assessment items per semester:

1. Research Report involving interpretation of data from a variety of sources.
2. Design Activities (practical performance) involving a written journal of all problem solving and decisions made and practical performance.

Declarative and procedural knowledge will be assessed as part of the Research Report and Design Activity.

Work completed in class and for homework will contribute to students’ performances of understanding and will be assessed for effort and engagement as well as informing subject content knowledge.

All are weighted evenly and assessed using an A to E standard rating in each assessment piece.

**Criteria Assessed**

- Knowledge and understanding;
- Reasoning processes; and
- Practical performance.

**Textbooks and Other Specialist Equipment**

No textbook is required. Please see the current equipment list which is available on the Rockhampton Grammar School Website under the Middle School heading.

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**DIGITAL LITERACIES & TECHNOLOGY**

**Year 8**

**Length of Course**

This subject may be studied as a one-year course of two semesters consisting of four 40-minute lessons each week.

**Subject Description**

Don't just use technology – create it! Understanding and creating code just scratches the surface of future IT needs. More so, the move towards developing computational and critical thinking skills, across a range of practical applications, is at the heart of becoming life-long learners in readiness for our future in an online and digital society.

Digital Literacies & Technology in Year 8 gives students the opportunity to explore a range of computer software packages with a focus on developing computer programs. Visual programming in Scratch and Kodu is extended in this course with students creating their own interactive computer game. The art of design, project management, considering stakeholders and developing critical thinking skills are integrated into a
project designed to provide student choice yet meet functional and non-functional criteria.

Our global connections play such a vital role in creating preferred futures and so understanding the importance of data, information and networks are also explored. Extending skills, knowledge and understanding developed during the year, students move towards blending virtual reality and real life worlds in Minecraft. Additionally, students research technology trends, based on a topic of personal interest, providing them with the opportunity to investigate potential career opportunities relevant to their own goals, irrespective of industry.

This one-year course includes:

- Personal productivity such as file management, electronic communication, keyboarding, presentations and productivity tips
- Computer systems, hardware and software
- Understanding data, information and networks
- Solving problems with technology
- Algorithm representation
- User interface design and interaction
- Designing and developing digital solutions
- Computer programming in Kodu, Scratch and Minecraft
- Software skills in a range of applications (such as image editing, creation and manipulation with Adobe Photoshop and Fireworks; concept mapping and brainstorms in Inspiration; sound editing and manipulation with Audacity; MS Excel spreadsheets; etc.)

Most work is of a practical nature but includes planning, evaluation and writing skills associated with developing practical, innovative digital solutions. The course is designed for students interested in Information Technology as well as for those who need to use Information Technology in their other subjects.

Pathways

Digital Literacies and Technology (Year 9)

Content

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Productivity</strong></td>
<td><strong>Connecting our World</strong></td>
</tr>
<tr>
<td>- Computational Thinking</td>
<td>- Qualities of information</td>
</tr>
<tr>
<td>- Algorithm design</td>
<td>- Data representation (images, decimal and binary)</td>
</tr>
<tr>
<td>- Computer systems, software and hardware</td>
<td>- Computer networks and communication</td>
</tr>
<tr>
<td>- Image editing, creating and manipulation</td>
<td>- Digital citizenship</td>
</tr>
<tr>
<td><strong>Introduction to Programming</strong></td>
<td><strong>Blending Worlds</strong></td>
</tr>
<tr>
<td>- Program development cycle</td>
<td>- Problem solving and critical thinking</td>
</tr>
<tr>
<td>- Identifying errors (syntax &amp; logic)</td>
<td>- Multiple perspectives</td>
</tr>
<tr>
<td>- Creating games in Kodu &amp; Scratch</td>
<td>- Online collaboration</td>
</tr>
<tr>
<td>- Project management</td>
<td>- Virtual worlds with Minecraft</td>
</tr>
<tr>
<td>- Interface design</td>
<td><strong>Personal Research Topic</strong></td>
</tr>
</tbody>
</table>

Major Curriculum Elements

- Construct models
- Decision making
- Problem solving
- Creative thinking
- Invention
Prerequisites

Nil.

Semester Assessment

Each semester a range of assessment techniques are used with primarily a ‘hands on’, practical focus:

- **Collection of Work** (mostly practical tasks)
- **Project** (design, development and evaluation of digital solutions)
- **Supervised Assessment** (tests – both theoretical and practical)

Criteria Assessed

Knowledge and Understanding
Processes and Production

Text Books and other Specialist Equipment

Text book: No text book is required
Specialist Equipment: A 4Gb USB Flash Drive

Year 9

Length of Course

This subject may be studied as a one-year course of two semesters consisting of six 40-minute lessons each week.

Subject Description

Virtually all organisations use computers in some way. Gaining computer skills in many different types of software packages will prepare students for many different careers, not just those relating to the Information Technology industry. Creating preferred futures as we become developers of technology, not just users of it, provides focus for this practical course as a range of computational and critical thinking skills are developed.

Digital Literacies & Technology in Year 9 gives students the opportunity to explore a range of computer software packages with a focus on developing computer programs and mobile applications.

This one-year course covers:

- Personal productivity such as file management, electronic communication, word-processing, presentations and productivity tips
- Computational, systems and design thinking; problem solving and organisational skills
- Programming design and development
- Algorithm and interface design tools and principles
- Mobile application design, development and evaluation
- Digital systems and networks
- Software skills in a range of applications (such as image editing, creation and manipulation with Adobe Photoshop and Fireworks; navigation design and brainstorms in Inspiration; MS Excel spreadsheets; etc.)

Most work is of a practical nature but includes planning, evaluation and writing skills associated with developing practical, innovative digital solutions. The course is designed for students interested in Information Technology as well as for those who need to use Information Technology in their other subjects.
Pathways

Information Processing and Technology (Years 10 & 11 or Years 11 & 12)
Certificate II in Information, Digital Media and Technology (Year 10)
Certificate II and/or Certificate III in Information, Digital Media and Technology (Years 11 & 12)

Content

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Productivity</td>
<td>Program Development (Python &amp; Visual Basic)</td>
</tr>
<tr>
<td>- Computational, systems and design thinking; organisational skills</td>
<td>- Object orientated programming</td>
</tr>
<tr>
<td>- Data representation and compression</td>
<td>- Program development cycle</td>
</tr>
<tr>
<td>- Computer systems and networks</td>
<td>- Algorithm design and problem solving</td>
</tr>
<tr>
<td>Introduction to Application Design and Development (Android Apps)</td>
<td>Cryptography</td>
</tr>
<tr>
<td>- Intellectual property</td>
<td>- Data representation and communication</td>
</tr>
<tr>
<td>- Design principles and tools</td>
<td>- Security and information privacy</td>
</tr>
<tr>
<td>- Project management</td>
<td>Human Computer Interface and Apple Apps</td>
</tr>
<tr>
<td>Creating Android apps</td>
<td>- User interface design and interaction</td>
</tr>
<tr>
<td></td>
<td>- Social issues and impacts</td>
</tr>
<tr>
<td></td>
<td>Personal Research Topic</td>
</tr>
</tbody>
</table>

Major Curriculum Elements

- Construct models
- Decision making
- Problem solving
- Creative thinking
- Invention

Prerequisites

Nil.

Semester Assessment

A range of assessment techniques are used with primarily a ‘hands on’, practical focus:

- Collection of Work (mostly practical tasks)
- Project (design, development and evaluation of digital solutions)
- Supervised Assessment (tests – both theoretical and practical)

Criteria Assessed

Knowledge and Understanding
Processes and Production

Text Books and other Specialist Equipment

Text book: No text book is required
Specialist Equipment: A 4Gb USB Flash Drive
GRAPHICS

Year 8

Length of Course

Two semesters, four periods (40 minute) per week.

Subject Description

This course in Junior Graphics should provide opportunities for students to explore the fundamental processes of graphical communication through:
- forming and developing visual perceptions
- solving problems in creative ways through imagination and visualisation
- disseminating ideas and information to a variety of audiences.

Students develop real-life skills through the manipulation of mechanical and computer drafting equipment in 3D and 2D viewing systems. They learn the ability to communicate and express information graphically with clarity and precision.

Computer Aided Design & Drafting (CADD) is very important in modelling real world objects. We currently allocate 80-90% of class time to computer graphics and the remainder to sketching and manual presentation techniques. The CADD software currently in use is AutoCAD 2017 and nXt Render.

1. 3-D Viewing
   A. Graphical Principles (modelling, projection, working plane, defined angles and scales)
   B. Sketching (concept representations, shading, light source, design elements)

2. 2-D Viewing
   A. Construction Skills - Geometrical Constructions and mathematical calculations.
   B. Presentation Procedures – orthographic & pictorial projection, drawing standards.
   C. Sketching (concept drawings & scaled orthographic views)

Pathways

Skills learned in Junior Graphics will be developed further in Senior Graphics. Students would find Senior Graphics challenging without previous experience in the Junior Graphics.

Graphical Career Pathways

- Architectural designer
- Builder
- Cartographer
- Commercial artist
- Design/project engineer
- Electronic media/illustrator
- Environmental designer
- Fashions/textile designer
- Fine artist/illustrator
- Geographical drafting technician
- Graphic designer (publishing/advertising)
- Industrial designer
- Interior designer
- Landscape designer
- Mechanical/electrical designer
- Technical illustrator
- Technology teacher
- Town planner
### Content

<table>
<thead>
<tr>
<th>Content - Semester One</th>
<th>Content - Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of production tools: learn the basic 2D commands in CAD &amp; concept sketching.</td>
<td>Use of production tools: learn the basic 3D principles &amp; procedures in CAD, concepts sketching and shading.</td>
</tr>
<tr>
<td>2-D Viewing:</td>
<td>2-D Viewing:</td>
</tr>
<tr>
<td>o Geometric constructions (designing symbols/signs)</td>
<td>o Geometric constructions</td>
</tr>
<tr>
<td>o Orthographic projection (plan, front &amp; side views)</td>
<td>o Orthographic projection (plan, front &amp; side views)</td>
</tr>
<tr>
<td>o Australian Standards 1100</td>
<td>o Australian Standards 1100</td>
</tr>
<tr>
<td>o Design process (analysis, decision making, design factors, generating design criteria, graphical production and appraisal)</td>
<td>o Design process</td>
</tr>
<tr>
<td>3-D Viewing</td>
<td>3-D Viewing</td>
</tr>
<tr>
<td>o Isometric &amp; perspective projection – simple 2D representations only</td>
<td>o 3D modelling (virtual models – e.g. toy train)</td>
</tr>
<tr>
<td></td>
<td>o Isometric &amp; perspective views</td>
</tr>
<tr>
<td></td>
<td>Photorealistic rendering: lighting, background and material principles (creating photo realistic images).</td>
</tr>
</tbody>
</table>

### Major Curriculum Elements

Analysis, synthesis, interpreting information, diagrams, plans and graphs, calculating, evaluating (reflecting), decision making, designing, considering design factors and establishing criteria, making recommendations and justifying.

### Prerequisites

There are no prerequisites for this course.

### Semester Assessment

Assessment in Year 9 is formative.

**Semester 1:**
- Classwork (continuous throughout the semester)
- Assignment (Sign design)
- End of semester test (2D & 3D viewing concepts)

**Semester 2:**
- Classwork (continuous throughout the semester)
- Assignment (Toy design)
- End of semester test (2D viewing & 3D modelling)
Criteria assessed

Graphics is assessed in three dimension areas:

1. **Knowledge & Understanding** – the ability to comprehend graphical principles, procedures and conventions, identify & describe design criteria based on the design factors.
2. **Analysis & Application** – the ability to apply design factors to develop ideas, analyse and interpret graphical and design information, use graphical skills to produce graphical products for particular audiences.
3. **Synthesis & Evaluation** – the demonstration of synthesising ideas to develop graphical solutions, evaluating solutions and graphical representations, proposing recommendations and justifying decisions.

Please note: Skills in the use of CADD is not tested directly. However, most of the assessment instruments use CADD and therefore, CADD skills are assessed indirectly (as a production tool).

**Text Book(s) and other Specialist Equipment:**

- **Textbook:** A class set is used.
- **Equipment:**
  - 0.5mm pacer with HB or B leads
  - 1 set of HB – 6B Sketching and shading (2B) pencils
  - A4 display folder (two)
  - Set colouring pencils (‘Crayola’)
  - Black fine liner (~0.4 mm)
  - Black bevel edged marker (e.g. Pental N60)
  - Eraser, a clear plastic bevel edged ruler and a 8Gb USB drive.
- **Software:** Besides having a borrowed license on their tablets, students may wish to download a free student educational version of AutoCAD2017 and nXt Render for home use from the Autodesk website under Community - Student and Educators. Students simply register online using their school email address and follow the download instructions (see your teacher for help/instructions and the computer specifications required). The software running on their laptops is very limited due to the lower computer specifications.

**Year 9**

**Length of Course**

2 semesters, six periods (40 minute) per week.

**Subject Description**

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. These design settings are based in the real-world design areas of industrial design and graphic design. Students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional (2D) and three-dimensional (3D) formats and use existing and emerging technologies to present solutions graphically.
The design process: Students understand and define the design problem (Exploring design problems), develop and refine ideas (Developing ideas), produce graphical products and evaluate solutions (Producing graphical products). Students communicate ideas, information and solutions through annotated graphical representations.

Computer Aided Design and Drafting (CADD) is becoming increasingly important. We currently allocate 80-90% of class time to computer graphics and the remainder to sketching and manual presentation techniques. The CADD software currently in use is AutoCAD 2017 & nXt Render.

1. 3-D Viewing
   A. Graphical Principles (3D modelling strategies, pictorial projection, work planes, scales & rendering)
   C. Sketching (concept representations, shading, light source, elements of design)

2. 2-D Viewing
   D. Construction Skills – Geometrical constructions, mathematical calculations.
   E. Presentational Procedures – orthographic & pictorial projection systems, drawing standards.
   F. Sketching – concept drawings and scaled orthographic views (using various media).

Pathways
Skills learned in Year 9 Graphics will be developed further in Year 10, 11 and 12 Graphics. Students would find Senior Graphics challenging without previous experience in the Junior Graphics.

Graphical Occupations include:

<table>
<thead>
<tr>
<th>Architectural designer</th>
<th>Environmental designer</th>
<th>Interior designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builder</td>
<td>Fashions/textile designer</td>
<td>Landscape designer</td>
</tr>
<tr>
<td>Cartographer</td>
<td>Fine artist/illustrator</td>
<td>Mechanical/electrical designer</td>
</tr>
<tr>
<td>Commercial artist</td>
<td>Geographical drafting technician</td>
<td>Technical illustrator</td>
</tr>
<tr>
<td>Design/project engineer</td>
<td>Graphic designer (publishing/advertising)</td>
<td>Technology teacher</td>
</tr>
<tr>
<td>Electronic media/illustrator</td>
<td>Industrial designer</td>
<td>Town planner</td>
</tr>
</tbody>
</table>
Content

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Use of production tools: concept sketching &amp; applying the 3D modelling</td>
<td>❑ Use of production tools: concept sketching &amp; applying the 3D modelling</td>
</tr>
<tr>
<td>principles &amp; procedures in CADD in the graphic design context.</td>
<td>principles &amp; procedures in CADD in solving problems in the area of the</td>
</tr>
<tr>
<td>❑ Design process: Graphic design (analysis, decision making, design factors</td>
<td>industrial design.</td>
</tr>
<tr>
<td>&amp; generating design criteria, graphical production and evaluation).</td>
<td>❑ Design process: Industrial Design (analysis, justifying decisions, applying</td>
</tr>
<tr>
<td>❑ 2-D Viewing:</td>
<td>design factors, generating design criteria, graphical production,</td>
</tr>
<tr>
<td>o Geometric constructions (designing logos/icons in model space)</td>
<td>evaluation and appraisal).</td>
</tr>
<tr>
<td>o Orthographic projection (plan, front &amp; side views)</td>
<td>❑ 2-D Viewing:</td>
</tr>
<tr>
<td>o Australian Standards 1100</td>
<td>o Orthographic projection (plan, front &amp; side views, sections from a 3D</td>
</tr>
<tr>
<td>❑ 3-D Viewing</td>
<td>model), generating images.</td>
</tr>
<tr>
<td>o Isometric &amp; Oblique projection – from 3D modelling.</td>
<td>o Australian Standards 1100</td>
</tr>
<tr>
<td>o Assembly views of mechanical parts.</td>
<td>❑ 3-D Viewing</td>
</tr>
<tr>
<td>o Animations</td>
<td>o Isometric, planometric and perspective views, in-line assemblies</td>
</tr>
<tr>
<td></td>
<td>o 3D modelling concepts (virtual models, lighting, materials)</td>
</tr>
</tbody>
</table>

**Major Curriculum Elements**

Analysis, synthesis, interpreting information, diagrams, plans and graphs, calculating (with and without the Windows calculator), evaluating (reviewing), decision making, designing, considering design factors, establishing criteria, making recommendations and justifying.

**Prerequisites**

Students may find Year 9 Graphics challenging without previous experience in the Year 8 Graphics. However, with determination and effort, it is possible. Prior experience using traditional method in the subject would make the transition much easier (i.e. the tee-square and board).

**Semester Assessment:** Assessment in Year 9 is summative.

**Semester 1:** Classwork (continuous throughout the semester)
   Assignment (graphic design)
   Semester test (2D/3D modelling & viewing systems)

**Semester 2:** Classwork (continuous throughout the semester)
   Assignment (industrial design)
   Extended response test – (industrial design)
Criteria Assessed

Graphics is assessed in three dimension areas:

1. **Knowledge & Understanding** – the ability to comprehending graphical principles, procedures and conventions, identify & describe design criteria based on the design factors.

2. **Analysis & Application** – the ability to apply design factors to develop ideas, analyse and interpret graphical and design information, use graphical skills to produce graphical products for particular audiences.

3. **Synthesis & Evaluation** – the demonstration of synthesising ideas to develop graphical solutions, evaluating solutions and graphical representations, proposing recommendations and justifying decisions.

Please note: Skills in the use of CADD is not tested directly. However, most of the assessment instruments use CADD and therefore, CADD skills are assessed indirectly (as a production tool).

Text Book(s) and Other Specialist Equipment

The reference book and equipment from Year 8 are reused in Year 9.

**Textbook:** A class set is used.

**Equipment:**
- 0.5mm pacer with HB or B leads
- 1 set of HB – 6B Sketching and shading (2B) pencils
- A4 display folder (two)
- Set colouring pencils (‘Crayola’)
- Black fine liner (0.4 mm)
- Black bevel edged marker (e.g. Pental N60)
- Eraser, a clear plastic ruler and a 8GB USB drive.

**Software:** Besides having a borrowed license on their tablets, students may wish to download a free student educational version of AutoCAD2017 and nXt Render for home use from the Autodesk website under Community - Student and Educators. Students simply register online using their school email address and follow the download instructions (see your teacher for help/instructions and the computer specifications required). The software running on their laptops is very limited due to the lower computer specifications.

SPORTS SCIENCE

**Year 8**

**Length of Course**

This subject is studied as a one-year course in Year 8. Year 8 has two semesters consisting of four 40-minute lessons (both theory and practical) per week.
Subject Description

The course is designed for students in Year 8 of all levels of academic ability who wish to learn more about the science of sports, current issues in sport, and develop skills which may lead to a lifelong involvement in sport. This subject has a strong focus on physical activity and is designed so that students learn through movement. All aspects of the course are explored through participation in selected contexts in which students experience, examine, apply and analyse human performance.

Pathways

Students who are interested in sport and who may be considering undertaking Year 10 Health and Physical Education and/or Senior Physical Education, will find this subject interesting, beneficial and informative. Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields.

Aims

This course aims to provide students with:

- an opportunity to develop positive attitudes towards, and an understanding of, physical fitness
- knowledge concerning human anatomy and physiology
- an opportunity to develop a wide range of motor skills specific to the course
- an opportunity to develop skills in laboratory testing and report writing
- an opportunity to experience sports not normally found in core physical education classes.

Objectives

On completion of this course, students who undertake the course should be able to:

- identify the benefits of regular exercise and choose fitness activities suitable to their needs
- identify and describe basic physical principles relating to sports performance
- demonstrate an understanding of the principles of motor learning as they relate to physical recreation/sport
- list and discuss a range of factors which affect skill development in both individual and team sports
- demonstrate basic skills involved in the sports selected
- discuss trends and issues relating to sport in our society.

Content

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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<tr>
<td>Theory</td>
<td>Theory</td>
</tr>
<tr>
<td>1 - Anatomy/Sports Physiology</td>
<td>1 – Sports Search</td>
</tr>
<tr>
<td>Skeletal, muscular, circulatory, respiratory systems. Energy for Sport</td>
<td>Identifying sports students may be physiologically suited to.</td>
</tr>
<tr>
<td>2 - Skills For Sport</td>
<td>2 – Technology in sport</td>
</tr>
<tr>
<td>Muscular control, practice, recent research</td>
<td>Investigating latest advances in sport technology and how it impacts on sporting performance.</td>
</tr>
<tr>
<td>Practical</td>
<td>Practical</td>
</tr>
<tr>
<td>Trampoline/Table Tennis/Ultimate Disc/ Lawn Bowls</td>
<td>Aerobics/Circuit and Fitness Training/ Orienteering</td>
</tr>
</tbody>
</table>

Major Curriculum Elements

Compiling results in a tabular form, operating/manipulating/using equipment, translating from one form to another, comparing, contrasting, interrelating ideas/themes/issues, extrapolating, analysing, justifying.
Prerequisites
Sports Science is designed in such a way that it has no formal prerequisites. However, this course would be beneficial for any student considering undertaking Year 10 Health and Physical Education and/or Senior Physical Education.

Semester Assessment
Anatomy/Physiology – Practical Examination
Motor Skills for Sport – Report
Fitness – Profile
Technology in Sport - Multi-Media
Ongoing Practical Assessment

Criteria Assessed
Acquire, Apply, Evaluate.

Text Books and other Specialist Equipment
Text Book: No text book is required. However a student workbook will need to be purchased at a cost to the student.
Specialist Equipment: Students are required to wear PE uniform (PE hat, red RGS shirt or house shirt, black RGS PE shorts, RGS PE socks and running/cross training shoes) during class. Minor costs will be incurred throughout the year when utilizing community facilities such as the bowls club, rock climbing centre and local sporting clubs.

Year 9

Length of Course
This subject is studied as a one-year course in Year 9. Year 9 has two semesters consisting of six periods per week. The course comprises of two 40-minute lessons (both theory and practical) in Physical Education per week.

Subject Description
The course is designed for students in Year 10 of all levels of academic ability who wish to learn more about the science of sports, current issues in sport, and develop skills which may lead to a lifelong involvement in sport. This subject has a strong focus on physical activity and is designed so students learn through movement. All aspects of the course are explored through participation in selected contexts in which students experience, examine, apply and analyse human performance and sociology.

Pathways
Students who are interested in sport and/or health issues and who may be considering undertaking senior Health and/or Physical Education will find this subject interesting, beneficial and informative. Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields.

Aims
This course aims to provide students with:
- an opportunity to develop positive attitudes towards, and an understanding of, physical fitness
- knowledge concerning human anatomy and physiology
- an opportunity to develop a wide range of motor skills specific to the course
- an opportunity to develop skills in laboratory testing and report writing
- an opportunity to experience sports not normally found in core physical education classes
- an understanding of health in the context of society
**Objectives**

On completion of this course, students who undertake the course should be able to:

- identify the benefits of regular exercise and choose fitness activities suitable to their needs
- identify and describe basic physical principles relating to sports performance
- demonstrate an understanding of the principles of motor learning as they relate to physical recreation/sport
- list and discuss a range of factors which affect skill development in both individual and team sports
- demonstrate basic skills involved in the sports selected
- discuss trends and issues relating to sport in our society

**Content**

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<tr>
<th>Semester One</th>
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<tbody>
<tr>
<td><strong>PE Theory</strong> -</td>
<td><strong>PE Theory</strong> -</td>
</tr>
<tr>
<td>1 – Fitness</td>
<td>1 – Doping in Sport</td>
</tr>
<tr>
<td>Benefits, designing programs, fitness testing</td>
<td>Impact of doping methods on elite sport</td>
</tr>
<tr>
<td>2 - Enhancing Sporting Performance</td>
<td>2 – Sports Injury</td>
</tr>
<tr>
<td>Biomechanics / Analysis of Performance</td>
<td>Planning for safety, injury management</td>
</tr>
<tr>
<td>PE Practical -</td>
<td>PE Practical -</td>
</tr>
<tr>
<td>Ten Pin Bowling/Squash/Badminton/ Netball/Golf</td>
<td>Gridiron/OzTag/Dance/Laser Tag</td>
</tr>
</tbody>
</table>

**Major Curriculum Elements**

Compiling results in a tabular form, operating/manipulating/using equipment, translating from one form to another, comparing, contrasting, interrelating ideas/themes/issues, extrapolating, analysing, justifying.

**Prerequisites**

Sport Science is designed in such a way that it has no formal prerequisites. However, this course would be beneficial for any student considering undertaking senior Health and/or Physical Education.

**Semester Assessment**

50% Practical, 50% Theory

**Criteria Assessed**

Acquire, Apply, Evaluate.

**Text Books and other Specialist Equipment**

*Text Book*: No text book is required. However a student workbook will need to be purchased at a cost to the student.

*Specialist Equipment*: Students are required to wear PE uniform (PE hat, red RGS shirt or house shirt, black RGS PE shorts, RGS PE socks and running/cross training shoes) during practical classes. Minor costs will be incurred.
throughout the year when utilising community facilities such as the bowls club, rock climbing centre, ten-pin bowling, squash and local sporting clubs.

**DESIGN AND TECHNOLOGY**

*Length of Course*

This subject may be studied as a two year course through Years 8 and 9. Students study two semester units consisting of six 40-minute lessons per week.

*Subject Description - General*

Design Technology involves students learning about the interrelationships between people and materials and the way in which their inherent properties influence design and manufacture of tangible artefacts. The design process introduces and relates technology, science and engineering of materials to practical, hands-on experiences relative to the needs of students looking for a future in industrial design, engineering, trade apprenticeships and university degrees. The subject combines theoretical understanding with practical applications relevant to industrial systems, computer control, graphical communication, product design and manufacture. By using contemporary materials, tools, equipment, processes and techniques, students will experience industrial technology, manufacturing, CAD/CAM and CNC, associated within a context of invention and innovation that develops an individual's problem solving skills.

Design Technology has evolved from the traditional Shop A (woodwork) and Shop B (metalwork) subjects. It is centered on the idea of allowing students to ideate, design then construct their own practical jobs in order to solve set problems. All tasks are then evaluated in report form against the initial task brief. Students are not limited to a specific material nor are they restricted to a specific discipline. They are encouraged to use a combination of materials such as timbers, metals and plastics when producing design outcomes.

*Subject Description – Specific*

Students are given an introduction to the principles of design with a focus which changes from a closed design brief to a more open one as the year progresses and their capability and skills increase. Experience will be gained in a variety of hand, power and machine tools including CNC systems.

During this time, they will construct a number of design projects from a variety of different materials. Students will be given a design problem and expected to use the design principles they have been taught in order to solve a problem, generate an idea or innovative concept. Time will be spent covering the design process incorporating safety, basic timber, metal and plastics theory.

*Pathways*

- Technology Studies (Years 11 and 12)
- Certificate II in Engineering Pathways (Years 11 and 12)
- Design and Technology (Year 10)

*Major Curriculum Elements*

These include: declarative and procedural knowledge, comparing, classifying, constructing support, analysing errors, planning, reporting, decision making, problem solving, innovation and invention.
### Content (Year 8 and 9)

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Basic design principles.</td>
<td></td>
</tr>
<tr>
<td>- Study of safety, timber and plastics theory – for example: safety processes, hand tools, joints, fixings, fasteners and basic machinery.</td>
<td></td>
</tr>
<tr>
<td>- Construction of a variety of artefacts incorporating basic CNC processes and a number of hand, power and machine tools, increasingly incorporating the application of design principles.</td>
<td></td>
</tr>
<tr>
<td>- This is an amplification of Semester One with the addition of the study of metal theory.</td>
<td></td>
</tr>
<tr>
<td>- The resultant artefacts become progressively complex and require greater student input. The use of CAD/CAM is involved in solving design problems and includes more advanced machinery.</td>
<td></td>
</tr>
</tbody>
</table>

### Prerequisites

Nil

### Semester Assessment

Assessment of practical work  
Assessment of Design Folio  

**Criteria Assessed**

Knowledge and Understanding; Process and Production Skills

### Text Books and other Specialist Equipment

**Texts:** No texts required.  
**Specialist Equipment:** In Year 8 and 9 students require black leather lace up school shoes with rubber soles and rounded toe (not black leather dress shoes) and a protective apron.

### WORKSHOP

**Length of Course**

The Year 8 and 9 Workshop Course is of two semesters duration having six 40-minute lessons in Year 9.

**Subject Description**

Students not opting to study the full Design and Technology are able to select Workshop. This course gives the student an insight to workshop procedures. The course allows students the opportunity to produce skill oriented items in the workshop by using various materials and equipment, with emphasis on procedural methods and accompanied by some elements of design within the item.
Content (Year 8 and 9)

Activities include:
- Metal fabrication
- Production of timber artefacts
- Use of hand-held power tools
- Use of metal and wood lathes
- Use of various finishes (paints, varnishes etc.)
- Production processes.

Students will also be instructed in the selection of different materials, for the most suitable application, and methods of joining the selected material.

Prerequisites

No previous experience in this subject is required for its selection.

Semester Assessment

Results are based on class-produced projects only, under the criteria of Knowledge and Application and Production.

Text Books and other Specialist Equipment

Texts: No texts required.

Specialist Equipment: Students require a protective apron and must have black leather lace up school shoes with rubber soles and rounded toe (not black leather dress shoes).

JAPANESE

Length of Course

This subject is studied as a two-year course of four semesters consisting of four 40-minute lessons each week in Year 8 and six 40-minute lessons each week in Year 9.

Subject Description

The Japanese course aims to extend the skills gained in prior studies of Japanese. The course includes an introduction to hiragana, katakana and the development of kanji.

At the completion of the course students will be able to communicate on a simple level with Japanese people. They will also be competent in reading and writing hiragana and katakana and will have mastered between 50 and 100 Kanji.

The course is taught through a communicative approach whereby students learn simple, contemporary Japanese for genuine real-life situations such as school life, home stay, dining out and travel. The use of ICT’s is imbedded in the Japanese curriculum allowing the students to use the language in a fun and interactive way.

Students are encouraged to participate in the Australian Language Certificate conducted by the Australian Council of Education and Research. Students also have the opportunity to take part in the Language Perfect World championships which is Australasia’s most popular and largest language vocabulary competition. Students are exposed to a range of culturally rich activities including a visit to a Japanese restaurant, lessons with visiting Japanese students, online communication with students in Japan, the celebration of Japanese festivals, calligraphy, Japanese movies and the preparation of Japanese food.
Pathways

As Japanese is a subject that builds on previous experience, it is highly recommended that students wishing to study Japanese in Year 10, have studied Japanese as a subject in the Middle School.

Content

<table>
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<th>Year 8</th>
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<td>- All About Me</td>
<td>- School Events &amp; Hobbies</td>
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<tr>
<td>- More About Me</td>
<td>- Pop Culture</td>
</tr>
<tr>
<td>- Daily Routine</td>
<td>- Milestones</td>
</tr>
<tr>
<td>- School &amp; Schedules</td>
<td>- Global Citizens</td>
</tr>
</tbody>
</table>

Major Curriculum Elements

- Compiling lists
- Interpreting the meaning of tables, diagrams, maps and graphs
- Interpreting the meaning of words
- Recalling and remembering
- Recognising characters
- Translating from one form to another
- Using correct spelling, punctuation and grammar
- Using vocabulary appropriate to a context
- Classifying
- Comparing and contrasting
- Compiling results in tables
- Creating and composing
- Criticising
- Explaining to others
- Expounding a viewpoint
- Generalising from information
- Graphing
- Judging and evaluating
- Recording data

Prerequisites

It would be of benefit for students to have passed Japanese at Year 7 level to do this course.

Semester Assessment

The four macro skills - listening, speaking, reading and writing - will be tested twice each year. The students will have two examinations per term.

Criteria Assessed

Listening - Comprehension (content, deduction, appreciation)

Speaking - Conveying meaning (range of language, appropriateness of language, communication strategies, features of oral production)

Reading - Comprehension (content, deduction, appreciation)

Writing - Conveying meaning (range of language, appropriateness of language, organisation of text, script).

Text Books and other Specialist Equipment

The text and activity books used throughout the year will need to be purchased by students. They are also required to purchase their own English-Japanese-English dictionary, and stationery as outlined in the booklist.
MARINE OPERATIONS (Year 9 only)

Length of course

This subject is a one-year course studied over two semesters. It consists of six 40-minute lessons each week.

Subject Description

Marine Operations is a course suitable for students who have an interest in marine activities, awareness of safety considerations and ability to work independently and in small groups. This course is designed to give students the knowledge, skills and attitudes to interact in the marine environment and challenge students with activities that they are not likely to experience in everyday life. There is a large amount of practical activities in the course.

Pathways

There are a wide range of employment opportunities to work in the marine environment. These include employment in marine biology and research, tourism, commercial shipping, defence, customs, boat construction and maintenance. Many people also undertake recreational activities in the marine environment including fishing, snorkelling, boating and diving. This course provides students with the opportunity to increase their knowledge and enjoyment of the marine environment whether for a career or for recreation in a safe and responsible manner. Marine Operations is not a pre-requisite for Aquatic Practices in Year 11 and 12 and is suited to any student who finds marine activities interesting.

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<td>Maritime History and Shipwrecks</td>
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<tr>
<td>Dangerous Marine Animals</td>
<td>Knots and Rigs</td>
</tr>
<tr>
<td>The Great Barrier Reef: CORALWATCH Case Study</td>
<td>Boat Building</td>
</tr>
<tr>
<td>Water Quality and Aquariums</td>
<td>Oceanography</td>
</tr>
</tbody>
</table>

Students are also encouraged to be involved in the school’s Reef Guardians Club which conducts weekend field trips during year to the Keppel Islands and Capricorn Coast.

Major Curriculum Elements

Within Marine Operations, we cover many of the core curriculum elements such as analysis, synthesis, interpreting tables, diagrams, maps, graphs, calculations, interpolating, extrapolating and justification.

Prerequisites

No prerequisites are required for this course.

Semester Assessment

Students are assessed using a variety of different tasks. These include:
- Formal examinations at end of each semester
- Multimedia assignment (Dangerous marine animals)
- Construction assignment (Boat hull)
- Snorkelling Skills assessment

Criteria Assessed

Knowledge and Understanding (K&U); Information Processing and Reasoning (IPR); Practical Skills (S).
Textbook and Other Specialist Equipment

Snorkel, mask and fins are required for practical lessons. There will also be additional costs deducted from student accounts for boat construction project.